

APPENDIX

APPENDIX #1

SAMPLE CURRICULUM OUTLINES

Curriculum Outlines

Essential Questions for Units and Books

5/6 Language Arts

Year A

Year B

Trimester One

<p>Pentathlon Driven 20-21 Novel: <i>Spies: The Secret Showdown Between America and Russian</i> and pentathlon materials for short stories, poems, and essays related to the topic along with nonfiction articles related to the Cold War Essential Questions: What is the difference between right and wrong? What about the grey area between right and wrong? When is it okay to do the wrong thing, but for the right reason</p>	<p>Pentathlon Driven</p>
<p>Reading Standards introduced include quoting accurately from the text and drawing inferences, determining the theme, looking at plot, character, and setting and how they influence each other along with point of view and being able to decode and read with sufficient accuracy and fluency. Reading informational text includes finding the main idea and supporting details and using those to write a summary along with looking at the text structures and author's purpose or point of view.</p>	
<p>Writing standards introduced include writing a multi-paragraph narrative with descriptive details and dialogue, and writing opinion or argumentative essays with a focus on the introductions including hooks and thesis statements. Students also edit and revise their own work with guidance and support from teachers and peers. We also work on providing evidence to support short essay answers.</p>	
<p>Throughout the class, students engage in a variety of discussions from pair share, to table groups, to whole class to share ideas and viewpoints on topics being discussed including multimedia presentations. Discussion builds on each other's ideas and works toward debatable issues and forming opinions.</p>	
<p>Students review parts of speech and begin diagramming to learn more about sentence structure. Students also work on proper use of punctuation in sentences and capitalization rules. Word study includes roots and affixes, figurative language and vocabulary development includes nuances in words, synonyms, antonyms and homonyms, idioms and adages.</p>	

<p>Writing Goals are differentiated by both learning level and grade level</p>		
<p>Approaching</p>	<p>Students will be able to write a complete sentence with subject and predicate agreement, and correct punctuation and capitalization. Narratives will include a beginning, middle and end. Argumentative writing will include a clearly stated opinion.</p>	<p>Students will be able to write a complete paragraph with topic sentence, 3 details and concluding sentence. Narrative writing will include descriptive details and clear sequence of events. Argumentative writing will include a clearly stated opinion with relevant details.</p>

Grade Level	Students will be able to write an introductory paragraph. Narrative will include descriptive details and clear sequence of events. Argumentative writing will include a clearly state opinion with relevant details.	Students will be able to write an introductory paragraph with an interesting hook or introduction. Narratives will include descriptive details, clear sequence of events, and correctly written dialogue if appropriate. Argumentative writing will include a clearly stated opinion with relevant details including the other side of the issue.
Advanced	Students will be able to write an introductory paragraph with an interesting hook or introduction. Narratives will include descriptive details, clear sequence of events, and correctly written dialogue if appropriate. Argumentative writing will include a clearly stated opinion with relevant details including the other side of the issue.	Students will be able to write an introductory paragraph with an interesting hook or introduction and clearly stated thesis. Narratives will include descriptive details, clear sequence of events, and correctly written dialogue if appropriate and a moral or message (what can be learned from the story). Argumentative writing will include a clearly stated opinion with relevant details including the other side of the issue and use of persuasive techniques (ethos, pathos, or logos).

Trimester Two

<p>Essential Question: How do we forge an identity? Novel: <i>Woodsong</i> (autobiographical) along with references to other novels Gary Paulen has written and how he used his personal life in his writing life. Poetry Unit on Common Lit Non-fiction articles related to novel and poetry and research</p>	<p>Essential Question: How should we live our lives? Poetry Unit on Common Lit Novel: <i>The Seventh Most Important Thing</i> (fiction) Non-fiction articles related to novel and poetry and research</p>
<p>In addition to trimester one, reading standards include the use of multiple texts to compare and contrast events, genres, writing styles, and points of view on a topic or event. Students also read, analyze and write poetry based on a unit of study.</p>	
<p>Writing focus in Trimester Two is moved to expository writing with an emphasis on body and conclusion paragraphs. Students will also work on expanding, combining, and reducing sentence length to add variety to their writing. Students also conduct research and apply it to different writing genres including multimedia presentations. Research can be an extinction of the pentathlon theme or arts and humanities.</p>	
<p>Listening and speaking will continue from trimester one including support opinions with facts, Students will also report on research findings with a multimedia project.</p>	
<p>Word study continues including use of figurative language and imagery in poetry, denotation and connotations of words and why an author may have used a specific word in their writing. Punctuation includes comma rules, exposure to colons and semicolons, hyphens and dashes, and ellipses.</p>	

Writing Goals are differentiated by both learning level and grade level		
Approaching	Expository paragraph with a topic sentence, supporting details, and concluding sentence. Use a variety of expository writing applications - like letters, infographics, essay paragraphs, slide presentations.	Expository or informational essays with three paragraphs that include topic sentence, appropriate and organized details, and conclusion in a variety of applications such as essays, infographics, letters, and multimedia presentations.
Grade Level	Expository or informational essays with three to five paragraphs that include thesis statements, appropriate and organized details, transition sentences, and conclusion in a variety of applications such as essays, infographics, letters, and multimedia presentations.	Expository or informational essays with three to five paragraphs that include thesis statements, appropriate and organized details, transition sentences, and reflective conclusions in a variety of applications such as essays, infographics, letters, and multimedia presentations.
Advanced	Expository or informational essays with five or more paragraphs that include thesis statements, appropriate and organized details, transition sentences, and reflective conclusions in a variety of applications such as essays, infographics, letters, and multimedia presentations.	Expository or informational essays with five or more paragraphs that include thesis statements, appropriate and organized details, transition sentences, and reflective conclusions in a variety of applications such as essays, infographics, letters, and multimedia presentations.

Trimester Three

<p>Essential Questions: How does love affect us? Short Story unit on Common Lit</p> <p>Novel: <i>The Girl Who Drank the Moon</i> (fairy tale genre)</p> <p>Shakespeare Play - <i>Romeo and Juliet</i></p> <p>Nonfiction articles related to the fiction readings</p>	<p>Essential Questions: How can challenges and failures lead to success? Short Story unit on Common Lit</p> <p>Novel: <i>Esperanza Rising</i> (historical fiction)</p> <p>Shakespeare Play - <i>The Tempest</i></p> <p>Nonfiction articles related to the fiction readings</p>
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Trimester 3 - Reteaching of concepts where needed to help students apply their learning from the year in a variety of settings and ways Shakespeare Play will include 'acting' out the parts as it is being read and determining the meaning based on the context. By the end of the year we have read a variety of genres and texts, both fiction and nonfiction.

Year A

Year B

Tri One

<p>Pentathlon Driven (Will follow the Academic Pentathlon chosen novel)</p> <p><i>We will use this novel to drive the following:</i></p> <ul style="list-style-type: none"> -Standards aligned vocabulary -Plot and character analysis -Theme -Syntax and diagramming of simple and compound sentences (subject, verb, adjective, adverb, conjunctions, prepositional phrases, and direct objects -Argument/Persuasive Essay writing 	<p>Pentathlon Driven (Will follow the Academic Pentathlon chosen novel)</p> <p><i>We will use this novel to drive the following:</i></p> <ul style="list-style-type: none"> -Standards aligned vocabulary -Plot and character analysis -Theme -Syntax and diagramming of simple and compound sentences (subject, verb, adjective, adverb, conjunctions, prepositional phrases, and direct objects -Argument/Persuasive Essay writing
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Tri Two

<p><i>What does it mean to belong or to be accepted? (including poetry to match theme)</i></p> <p>Speak</p> <p><i>We will use this novel to drive the following:</i></p> <ul style="list-style-type: none"> -Standards/grade level based vocabulary -Comparing/contrasting two mediums (video, music, novel, article) -Syntax and Diagramming of compound and complex sentences (beginning of verbals) -Informational/Expository essay writing -Presenting claims/arguments orally through debate and speech -Introduction to poetry -figurative language 	<p><i>How do love and a sense of community shape us?(including poetry to match theme)</i></p> <p>The Absolutely True Diary of Part Time Indian</p> <p><i>We will use this novel to drive the following:</i></p> <ul style="list-style-type: none"> -Standards/grade level based vocabulary -Comparing/contrasting two mediums (video, music, novel, article) -Syntax and Diagramming of compound and complex sentences (beginning of verbals) -Informational/Expository essay writing -Presenting claims/arguments orally through debate and speech -Introduction to poetry -Figurartive language
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Tri Three

<p><i>What is courage and what does it look like? (including short story to match theme)</i></p>	<p><i>How can challenges and failures lead to success? (Short Story to match theme)</i></p>
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<p>The Breadwinner</p> <p><i>We will use this novel to drive the following:</i></p> <p>Shakespeare Book - Hamlet</p> <ul style="list-style-type: none"> -Analyzing point of view and character development/heroes journey -Continued study of grade level vocabulary -Analysis of informational texts -Continued work of writing expository and persuasive writing, as well as narrative writing -Syntax and diagramming of compound and complex sentences (verbals and clauses) -Continued work on presentation and speech-giving -Figurative language 	<p>Brown Girl Dreaming (Memoir)</p> <p><i>We will use this novel to drive the following:</i></p> <p>Shakespeare Book - Othello</p> <ul style="list-style-type: none"> -Analyzing point of view and character development/heroes journey -Continued study of grade level vocabulary -Analysis of informational texts -Continued work of writing expository and persuasive writing, as well as narrative writing -Syntax and diagramming of compound and complex sentences (verbals and clauses) -Continued work on presentation and speech-giving Figurative language
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5/6 Social Studies Year A 6th grade Curriculum

Trimester 1: Neolithic, Mesopotamia, Egypt, Ancient Hebrew

1. World Cultures

1 week

1. Introducing different cultures

Project: World Cultures Globe

2. Rise of Civilization (6.1)

2 weeks

2. Connections to History
3. Geography
4. Neolithic Period
5. 6 characteristics of Civilization

Project- Civilization Poster

3. Mesopotamia (6.2)

5 weeks

6. Week 1

- o (6.2.1) Major river systems and physical settings

- Impact on creating and supporting permanent settlement

- 7. Week 2
 - (6.2.2) Development of agricultural techniques that led to emergence of cities
 - Ziggurats
 - Gods and Goddesses
- 8. Week 3
 - (6.2.9) Cuneiform and Epic of Gilgamesh
- 9. Week 4
 - (6.2.3) Empires of Mesopotamia
 - Babylon/Akkadia
 - (6.2.4) Hammurabi's Code
- 10. Week 5
 - Project
 - Final Test

4. Egypt (6.2)

5 weeks

- 11. Week 1
 - (6.2.1) Major river systems and physical settings
 - Impact on creating and supporting permanent settlement
 - (6.2.2) Development of agricultural techniques
 - (6.2.6) Role of Egyptian trade in Mediterranean and Nile Valley
- 12. Week 2
 - (6.2.3) Relationship between religion and social/political order
- 13. Week 3
 - (6.2.5) Cultural Achievements
 - Pyramids
 - Burial Rituals
 - (6.2.9) Evolution of language
 - Hieroglyphics
- 14. Week 4
 - (6.2.7) Government and Pharaohs
 - Major Pharaohs
- 15. Week 5
 - Culminating Project
 - Final Test

5. Ancient Hebrew (6.3)

2 weeks

16. Week 1

- Origins and significance of Judaism
 - Moses and Abraham

17. Week 2

- Settlement of the 12 Tribes
 - Project/ Unit Test

Trimester 2: India and China

1. India (6.5)

6 weeks

18. Week 1

- (6.5.1) Location and description of major river systems

19. Week 2

- (6.5.3) Major religions of the area
 - Brahmanism and Hinduism

20. Week 3

- (6.5.4) Social structure of the caste system
 - Influence of religion on the caste system
 - (6.5.2) Arrival of the Aryans

21. Week 4

- (6.5.6) Maurya Empire and Asoka

22. Week 5

- (6.5.5) Beginnings of Buddhism
 - Impact of Asoka and spread through China

23. Week 6

- Culminating Project
- Unit Test

2. China (6.6)

6 weeks

24. Week 1

- (6.6.1) Origins of Chinese civilizations during the Shang Dynasty

25. Week 2

- (6.6.2) Geographic features difficult to spread ideas and goods
 - Isolation of country from rest of the world

26. Week 3

- (6.6.3) Life of Confucius
 - Beginnings of Confucianism
 - Taoism
- (6.6.4) Political and cultural problems Confucius tried to solve
 - Filial piety

27. Week 4

- (6.6.5) Shi Huangdi and Qin Dynasty
 - Policies and achievements of the Emperor Shi Huangdi
 - Unification of Northern China

28. Week 5

- (6.6.6) Han Dynasty
 - Political contributions
 - Development of imperial bureaucratic state and expansion of the empire
- (6.6.7) Silk Road

29. Week 6

- Culminating Project
- Unit Test

Trimester 3: Greece, Rome, and Spread of Christianity

1. Greece (6.4)

7 weeks

30. Week 1

- (6.4.1) Connection between geography and development of city-states
 - Patterns of trade and commerce

31. Week 2

- (6.4.2) Transition from tyranny to early forms of democracy
 - From tyranny to oligarchy
 - Oligarchy to Democracy
 - Democracy back to dictatorship
- (6.4.3.) Athenian democracy vs. representative democracy

32. Week 3

- (6.4.5.) Rise of the Persian Empire
 - Founding, expansion, and political organization

33. Week 4

- (6.4.6) Athens and Sparta

- Compare/contrast life
- Roles in Persian and Peloponnesian Wars

34. Week 5

- (6.4.7.) Alexander the Great
 - Spread of Greek culture eastward and into Egypt

35. Week 6

- (6.4.4.) Greek Mythology and everyday life
 - Homer's Iliad and Odyssey
- (6.4.8.) Contributions of Greek figures in the arts and sciences
 - Hypatia
 - Socrates
 - Plato
 - Aristotle

36. Week 7

- Culminating Project
- Unit Test

2. Rome (6.7)

5 weeks

37. Week 1

- (6.7.1) Rise of the Roman Republic
 - (6.7.2) Government
 - Written constitution
 - Tripartite government
 - Checks and balances
 - Civic duty
 - Major figures of Roman Republic
 - Aeneas
 - Romulus and Remus
 - Cincinnatus
 - Julius Cesar
 - Cicero

38. Week 2

- (6.7.3) Political and geographic reasons for growth of Roman territories
 - Economic growth through the use of currency and trade routes

39. Week 3

- (6.7.4) Julius Cesar and Rome's transition from republic to empire

40. Week 4

- (6.7.8.) Legacies of Roman art and Architecture

41. Week 5

- Culminating project
- Unit Test

3. Rise and Spread of Christianity (6.7)

2 week

42. Week 1

- (6.7.6) Origins of Christianity in the Jewish Messianic prophecies
 - Life and teachings of Jesus of Nazareth
 - St. Paul and his contributions
 - Belief in the Trinity
 - Resurrection
 - Salvation

43. Week 2

- (6.7.7) Circumstances that led to the spread of Christianity in Europe and other Roman territories

5/6 Social Studies Year 2020-21 Year B Curriculum: U.S. History and Geography “Making a New Nation”

Trimester 1: The First Americans

1. Describe the Indigenous settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River (5.1)

44. Describe how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools, and utensils.

45. Describe their varied customs and folklore traditions.

46. Explain their varied economies and systems of government.

2. Trace the routes of early explorers and describe their explorations of the Americas (5.2)

1. Describe the entrepreneurial characteristics of early explorers (e.g., Christopher Columbus, Francisco Vásquez de Coronado) and the technological developments that made sea exploration by latitude and longitude possible (e.g., the compass)
2. Explain the aims, obstacles, and accomplishments of the explorers, sponsors, and leaders of key European expeditions and the reasons Europeans chose to explore and colonize the world
3. Trace the routes of the major land explorers of the United States, the distances traveled by explorers, and the Atlantic trade routes that linked Africa, the West Indies, the British colonies, and Europe.

3. Describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers (5.3)

1. Describe the competition among the English, French, Spanish, Dutch, and Indian nations for control of North America.
2. Describe the cooperation that existed between the colonists and Indians during the 1600s and 1700s (e.g., in agriculture, the fur trade, military alliances, treaties, cultural interchanges).
3. Examine the conflicts before the Revolutionary War (e.g., the Pequot and King Philip's Wars in New England, and the French and Indian War).
47. Discuss the role of broken treaties and massacres and the factors that led to the Indians' defeat, including the resistance of Indian nations to encroachments and assimilation (e.g., the story of the Trail of Tears).
48. Describe the internecine Indian conflicts, including the competing claims for control of lands (e.g., actions of the Iroquois, Huron, Lakota [Sioux]).
49. Explain the influence and achievements of significant leaders of the time (e.g., John Marshall, Andrew Jackson, Chief Tecumseh, Chief Logan, Chief John Ross, Sequoyah).

Trimester 2: The Road to Revolution

4. Understand the political, religious, social, and economic institutions that evolved in the colonial era (5.4)

1. Understand the influence of location and physical setting on the founding of the original 13 colonies, and identify on a map the locations of the colonies and of the American Indian nations already inhabiting these areas.

2. Identify the major individuals and groups responsible for the founding of the various colonies and the reasons for their founding (e.g., John Smith, Virginia; William Penn, Pennsylvania; Lord Baltimore, Maryland; John Winthrop, Massachusetts).
3. Describe the different religious aspects of the earliest colonies.
4. Identify the significance and leaders of the First Great Awakening, which marked a shift in religious ideas, practices, and allegiances in the colonial period, the growth of religious toleration, and free exercise of religion.
5. Understand how the British colonial period created the basis for the development of political self-government and a free-market economic system
6. Describe the introduction of slavery into America, the responses of slave families to their condition, the ongoing struggle between proponents and opponents of slavery, and the gradual institutionalization of slavery in the South.
7. Explain the early democratic ideas and practices that emerged during the colonial period, including the significance of representative assemblies and town meetings.

5. Explain the causes of the American Revolution (5.5)

1. Understand how political, religious, and economic ideas and interests brought about the Revolution (e.g., resistance to imperial policy, the Stamp Act, the Townshend Acts, taxes on tea, Coercive Acts).
2. Know the significance of the first and second Continental Congresses and of the Committees of Correspondence.
3. Understand the people and events associated with the drafting and signing of the Declaration of Independence and the document's significance, including the key political concepts it embodies, the origins of those concepts, and its role in severing ties with Great Britain.
4. Describe the views, lives, and impact of key individuals during this period (e.g., King George III, Patrick Henry, Thomas Jefferson, George Washington, Benjamin Franklin, John Adams).

6. Understand the course and consequences of the American Revolution (5.6)

1. Identify the major military battles, campaigns, and turning points of the Revolutionary War, the roles of the American and British leaders, and the Indian leaders' alliances on both sides.
2. Describe the contributions of France and other nations and of individuals to the outcome of the Revolution (e.g., Benjamin Franklin's negotiations with the French, the French navy, the Treaty of Paris, the Marquis Marie Joseph de Lafayette).
3. Identify the different roles women played during the Revolution (e.g., Abigail Adams, Martha Washington, Molly Pitcher, Phillis Wheatley, Mercy Otis Warren).
4. Understand the personal impact and economic hardship of the war on families, problems of financing the war, wartime inflation, and laws against hoarding goods and materials and profiteering.
5. Explain how state constitutions that were established after 1776 embodied the ideals of the American Revolution and helped serve as models for the U.S. Constitution.
6. Demonstrate knowledge of the significance of land policies developed under the Continental Congress (e.g., sale of western lands, the Northwest Ordinance of 1787) and those policies' impact on American Indians' land.
7. Understand how the ideals set forth in the Declaration of Independence changed the way people viewed slavery.

Trimester 3: The Constitution and an Expanding Nation

7. Describe the people and events associated with the development of the U.S. Constitution and analyze the Constitution's significance as the foundation of the American republic (5.7)

1. List the shortcomings of the Articles of Confederation as set forth by their critics.
2. Explain the significance of the new Constitution of 1787, including the struggles over its ratification and the reasons for the addition of the Bill of Rights.
3. Understand the fundamental principles of American constitutional democracy, including how the government derives its power from the people and the primacy of individual liberty.
4. Understand how the Constitution is designed to secure our liberty by both empowering and limiting central government and compare the powers

granted to citizens, Congress, the president, and the Supreme Court with those reserved to the states.

5. Discuss the meaning of the American creed that calls on citizens to safeguard the liberty of individual Americans within a unified nation, to respect the rule of law, and to preserve the Constitution.
6. Know the songs that express American ideals (e.g., “America the Beautiful,” “The Star Spangled Banner”).

8. Trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems (5.8)

1. Discuss the waves of immigrants from Europe between 1789 and 1850 and their modes of transportation into the Ohio and Mississippi Valleys and through the Cumberland Gap (e.g., overland wagons, canals, flatboats, steamboats).
2. Name the states and territories that existed in 1850 and identify their locations and major geographical features (e.g., mountain ranges, principal rivers, dominant plant regions).
3. Demonstrate knowledge of the explorations of the trans-Mississippi West following the Louisiana Purchase (e.g., Meriwether Lewis and William Clark, Zebulon Pike, John Fremont).
4. Discuss the experiences of settlers on the overland trails to the West (e.g., location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate; life in the territories at the end of these trails).
5. Describe the continued migration of Mexican settlers into Mexican territories of the West and Southwest.
6. Relate how and when California, Texas, Oregon, and other western lands became part of the United States, including the significance of the Texas War for Independence and the Mexican-American War.

9. 50 States and Capitals (5.9)

1. Names and locations of each of the 50 states
2. Names of each of the 50 states’ capitals

***Cold War pentathlon theme will be taught at the end of the school year, or throughout, depending on the decathlon status.*

7/8 Social Studies Year A

8th Grade Curriculum

Trimester 1: Life before our Nation, Constitution, Foundation of our Political System, and Aspirations of the People

1. 8.1 Life before the Founding of the Nation

- I. Relationship between the moral and political ideas of the Great Awakening and development of revolutionary passion
- II. Philosophy of government expressed in the Declaration of Independence
 - a. Government as a means of securing individual rights
 - i. All men are created equal
 - ii. Alienable rights
- III. Blend of English parliamentary traditions
 - a. Civic republicanism
 - b. Classical liberal principles
- IV. The impact of American revolution on other nations
 - a. France

2. 8.2 Constitution

- I. Significance of earlier political documents on our own constitution
 - a. Magna carta
 - b. English bill of rights
 - c. Mayflower compact
- II. The Articles of Confederation
 - a. Strengths
 - b. Weaknesses
- III. Major debates during the development of the Constitution
 - a. Shared powers
 - b. Divided state-federal power
 - c. Slavery
 - d. The rights of individuals and states
 - e. Status of Native Americans under the commerce clause
- IV. Federalist papers and the roles of major leaders during the formation of the constitution
 - a. James Madison

- b. Alexander Hamilton
 - c. George Washington
 - d. Roger Sherman
- V. Writing and ratification of the Constitution
- VI. The powers set forth in the Consultation
 - a. Fundamental liberties ensured by the bill of rights
- VII. The different ways in which the American idea of constitutionalism preserved individual rights
 - a. Principles of federalism
 - b. Dual sovereignty
 - c. Separation of powers
 - d. Check and balances
 - e. Nature and purpose of majority rule

3. 8.3 Foundation of the American political system and ways in which citizens participate in it

- I. The principles in state constitutions between 1777 and 1781 that created the context of American political institutions
- II. The ordinances of 1785 and 1787
 - a. Privatized national resources
 - b. Transfer of federally owned lands into private holdings, townships, and states
- III. Advantages of a common market amongst the states
 - a. Constitution clauses that protected common markets
 - i. Interstate commerce
 - ii. Common coinage
 - iii. Full-faith and credit
- IV. The conflicts between Thomas Jefferson and Alexander Hamilton
 - a. Emergence of two political parties due to differing views
 - i. View of foreign policy
 - ii. Alien and sedition acts
 - iii. Economic policy
 - iv. National bank
 - v. Funding and assumption of the revolutionary debt
- V. Domestic resistance movements and the response of the central government
 - a. Shay's rebellion
 - b. Whiskey Rebellion

4. 8.3.6 How our laws are made and the opportunities for citizens to participate

- I. Describing the basic law-making process
- II. How citizens participate in the political process
 - a. Influence of government
 - i. Function of elections
 - ii. Political parties
 - iii. Interest groups
- III. Functions and responsibilities of a free press

1. 8.4 Aspirations and Ideals of the people of the New Nation

- I. Country's geography
 - a. Physical landscapes
- II. Political divisions
 - a. Territorial expansion during the terms of the first four presidents
- III. The rise of capitalism
 - a. Economic problems and conflicts that accompanied it
 - i. Jackson's opposition to national bank
 - ii. Early decisions of the US Supreme Court
 - iii. Capitalist economic system of law
- IV. Daily life
 - a. Traditions in art, music, and literature of early National America
 - i. Writings of Washington Irving, James Fenimore Cooper

Trimester 2: US Foreign Policy, Divergent Paths of the American People in the Northeast, South, and West from 1800 to the mid-1800s

1 8.5 Early US Foreign Policy in the Early Republic

- I. Political and economic causes and consequences of the War of 1812
 - a. Major battles

- b. Leaders
 - c. Events that led to peace
 - II. Changing of boundaries of the US
 - a. Relationship between Mexico, Canada, and Europe
 - i. Influence of the Monroe Doctrine
 - ii. How these relationships influenced westward expansion and the Mexican-American War
 - b. Major treaties with Native Americans during the first four presidents
 - i. Outcomes of those treaties

2. **8.6 Challenges of the American people in the Northeast 1800 to mid-1800s**

- I. Industrialization and technological developments on the region
 - a. Influence on lives
 - b. Human modifications of the landscape
 - c. Physical geography shaping human actions
 - i. Growth of cities
 - ii. Deforestation
 - iii. Farming
 - iv. Mineral extraction
- II. Physical obstacles to and the economic and political factors involved in building
 - a. Roads
 - b. Canals
 - c. Railroads
 - i. Henry Clay's American System
- III. Wave of immigration from Northern Europe
 - a. Reasons for movement
 - i. Irish immigrants and the Great Irish Famine
 - b. Growth in number, size, and spatial arrangements of cities
- IV. Lives of Black Americans
 - a. Gaining freedom in the North
 - b. Founding of school and churches to advance their rights and communities
- V. Development of American education system
 - a. Roles of religious and private schools
 - b. Horace Mann's campaign for free public education
- VI. Woman's suffrage movement
 - a. Elizabeth Cady Stanton

- b. Margaret Fuller
- c. Lucretia Mott
- d. Susan B. Anthony

VII. Common themes in American Art

- a. Transcendentalism and individualism
 - i. Ralph Waldo Emerson
 - ii. Henry David Thoreau
 - iii. Herman Melville
 - iv. Louisa May Alcott

3. **8.7 Challenges of the American people in the South 1800 to mid-1800s**

- I. Development of the agrarian economy
 - i. Locations of cotton-producing states
 - ii. Significance of cotton and cotton gin
- II. Origins and development of slavery
 - i. Effect on black Americans and region's political, social, religious, economic, and cultural development
 - ii. Strategies used to both overturn and preserve slavery
 - 1. Nat Turner
 - 2. Denmark Vesey
- III. Characteristic of white Southern society
 - i. Conditions prior to Civil War
- IV. Lives and opportunism of free blacks in the North and those of free black in the South

4. **8.8 Challenges of the American people in the West 1800 to mid-1800s**

- I. Election of Andrew Jackson
 - i. Jacksonian Democracy
 - 1. Spoils system
 - 2. Veto of the National bank
 - 3. Policy of Indian removal
 - 4. Opposition to the Supreme court
- II. Westward Expansion
 - i. Purpose, challenges, economic incentives
 - ii. Manifest Destiny
 - 1. Lewis and Clark expedition
 - 2. Removal of Indians "Trail of Tears"
 - 3. Settlement of the Great Plains
 - iii. Territorial acquisitions
- III. Role of Pioneer Women

- i. New status of western women
 - 1. Laura Ingalls Wilder
 - 2. Annie Bidwell
 - 3. Slave women gaining freedom in the west
 - 4. Wyoming grant suffrage to women in 1869
- IV. Importance of the great rivers
 - i. Struggle over water rights
- V. Mexican settlements
 - i. Locations
 - ii. Cultural traditions
 - iii. Attitudes toward slavery
 - iv. Land-grant system
 - v. Economies
- VI. Texas War for Independence and the Mexican-American War
 - i. Territorial settlements
 - ii. Aftermath of the wars
 - iii. Effect the wars had on lives of Americans

Trimester 3: Abolishing Slavery, Civil War, Reconstruction Era, and Industrial Revolution

1. 8.9 Early Attempts to Abolish Slavery

- I. Leaders of the Abolition Movement
 - a. John Quincy Adams and constitutional amendments
 - b. John Brown and the armed resistance
 - c. Harriet Tubman and Underground Railroad
 - d. Frederick Douglass
- II. Abolition of Slavery in early state constitutions
- III. Significance of the Northwest Ordinance
 - a. Banning of slavery in new states north of the Ohio River
- IV. Annexation of Texas and California's admission to the union
 - a. Compromise of 1850
 - b. States' Rights Doctrine
 - c. Missouri Compromise of 1820
 - d. Kansas-Nebraska Act
 - e. Dred Scott v. Sandford decision
 - f. Lincoln-Douglas debates

- V. Lives of free blacks and laws that limited their freedom and economic opportunities

2. 8.10 Civil War

- I. Conflicting interpretations of state and federal authority
- II. Boundaries constituting the North and the South
 - a. Geographical differences
 - b. Agrarian and industrialist
- III. Constitutional issues posed by the doctrine of nullification and secession
 - a. Earliest origins of the doctrine
- IV. Abraham Lincoln and his presidency
 - a. Significant writings and speeches
 - i. House divided
 - ii. Gettysburg Address
 - iii. Emancipation Proclamation
 - iv. Inaugural addresses
- V. Views and lives of major leaders of the Civil War
 - a. Ulysses S. Grant
 - b. Jefferson Davis
 - c. Robert E. Lee
- VI. Soldiers on both sides of the war
 - a. Black soldiers and regiments
- VII. Critical developments and events in the war
 - a. Major battles
 - b. Geographical advantages and obstacles
 - c. Technological advances
 - d. General Lee's surrender at Appomattox
- VIII. How war affected combatants, civilians, physical environment, and future warfare

3. 8.11 Reconstruction Era

- I. Original aims of Reconstruction
 - a. Effects on political and social structures of different regions
- II. Push-pull factors in the movement of former slaves to the cities in the North and West
 - a. Differing experiences in those regions
 - i. Buffalo Soldiers
- III. Effects of the Freedmen's Bureau

- a. Restrictions placed on the rights and opportunities of freedom
 - b. Racial segregation
 - c. Jim Crow Laws
- IV. Rise of the Ku Klux Klan
- V. 13th, 14th, and 15th amendments to the constitution
 - a. Connection to Reconstruction

4. 8.12 Transformation of the American Economy and Industrial Revolution

- I. Patterns of agricultural and industrial developments
 - a. Climate
 - b. Use of natural resources
 - c. Markets
 - d. Trade
- II. Reasons for the development of federal Indian policy
 - a. Wars with Native Americans
 - b. Relationship to agricultural development and industrialization
- III. How states and federal government encouraged business expansion
 - a. Tariffs
 - b. Banking
 - c. Land grants
 - d. Subsidies
- IV. Entrepreneurs, industrialists, and bankers in politics, commerce, and industry
 - a. Andrew Carnegie
 - b. John D. Rockefeller
 - c. Leland Stanford
- V. Location and effects of urbanization
 - a. Renewed immigration
 - b. Industrialization
 - c. Effects on social fabric of cities
 - d. Wealth and economic opportunity
 - e. Conservation movement
- VI. Child labor, working conditions, and laissez-faire policies towards big businesses
 - a. Labor movements and leaders
 - i. Samuel Gompers
 - ii. Demand for collective bargaining

- iii. Strikes and protests over labor conditions
- VII. New sources of large-scale immigration
 - a. Contributions of these immigrants to the building of cities and the economy
 - b. New social and economic patterns
 - i. Assimilation of newcomers
 - ii. Growing cultural diversity
 - iii. New wave of nativism
- VIII. Grangerism and Populism
 - a. Characteristics and impact
- IX. Improved quality of life due to significant inventors and inventions
 - a. Thomas Edison
 - b. Alexander Graham Bell

7/8 Social Studies Year B

7th Grade Curriculum

Trimester 1: Fall of the Roman Empire, Islam in the Middle Ages, China in the Middle Ages, and the sub-Saharan civilizations of Ghani and Mali

1. **7.1 Causes and effects of the vast expansion and ultimate disintegration of the Roman Empire**
 - I. The early strengths and lasting contributions of Rome
 - i. Significance of Roman citizenship, rights under Roman law
 - ii. Art, architecture, engineering, and philosophy
 - iii. Preservation and transmission of Christianity
 - iv. Internal weakness within the empire
 1. Undermining of citizenship
 2. Growth and corruption of slavery
 3. Lack of education
 4. Distribution of news
 - II. Geographic borders of the empire at its height
 - i. Factors that threatened territorial cohesion
 - III. Establishment of Constantinople and development of the Byzantine empire
 - i. Consequences of the two distinct European civilizations: Eastern Orthodox and Roman Catholic
 1. Their two distinct views on church-state relations

2. 7.2 Geographical, political, economic, religious, and social structures of the civilization of Islam in the Middle Ages

- I. Physical features and climate of the Arabian Peninsula
 - i. Relationship to surrounding bodies of land and water
 - ii. Nomadic and sedentary ways of life
- II. Origins of Islam and the teachings of Muhammad
 - i. Connection between Judaism and Christianity
- III. Significance of the Qur'an and the Sunnah as the primary sources of Islamic beliefs, practice, and law
 - i. Influence in Muslim's daily life
- IV. Expansion of Muslim rule through military conquests and treaties
 - i. Cultural blending within Muslim civilization and the spread and acceptance of Islam and Arabic language
- V. Growth of cities
 - i. Establishment of trade routes among Africa, Asia, and Europe
 - ii. Products and inventions along routes
 1. Spices, textiles, paper, steel, new crops
 - iii. Role of merchants in Arab society
- VI. Contributions of Muslim scholars made to later civilizations
 - i. Science, geography, mathematics, philosophy, medicine, art, and literature

3. 7.3 Geographical, political, economic, religious, and social structures of the civilizations of China in the Middle Ages

- I. Reunification of China under Tang dynasty
 - i. Reasons for the spread of Buddhism in China, Korea, and Japan
- II. Agricultural, technological, and commercial developments during Tang and Song periods
- III. Influence of Confucianism
 - i. Changes in Confucian thought during Song and Mongol periods
- IV. Importance of overland trade and maritime expeditions between China and other civilizations in the Mongol Ascendancy and Ming Dynasty
- V. Historic influence of discoveries in China
 - i. Tea, paper, wood-block printing, the compass, and gunpowder
- VI. Development of the imperial state and the scholar-official class

4. 7.4 Geographical, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa

- I. Niger River and the relationship of vegetation zones of forest, savannah, and desert to trade in gold, salt, food, and slaves
- II. Growth of Ghana and Mali Empires

- III. Importance of family, labor specialization, and regional commerce
- IV. Role of trans-Saharan caravan trade
 - i. Influence of Islamic beliefs, ethics, and law
- V. Growth of the Arabic language
 - i. Government, trade, and Islamic Scholarship in West Africa
- VI. Importance of oral and written traditions in transmission of African history and climate

Trimester 2: Medieval Japan, Medieval Europe, Meso-American, and Andean Civilizations

1. 7.5 Geographical, political, economic, religious, and social structures of the civilizations of Medieval Japan

- I. Significance of Japan's proximity to China and Korea
 - i. Intellectual, linguistic, religious, and philosophical influence of those countries on Japan
- II. The reign of Prince Shotoku of Japan
 - i. Characteristics of Japanese society and family life during his reign
- III. The values, social customs, and traditions prescribed by the lord-vassal system consisting of shogun, daimyo, and samurai
 - i. The lasting influence of the warrior code in the twentieth century
- IV. The development of distinctive forms of Japanese Buddhism
- V. The ninth and tenth centuries' golden age of literature, art, and drama
 - i. Lasting effects on culture today
 - ii. Murasaki Shikibu's Tale of Genji
- VI. The rise of a military society in the late twelfth century
 - i. Role of samurai in that society

2. 7.6 Geographical, political, economic, religious, and social structures of the civilizations of Medieval Europe

- I. Geography of Europe and the Eurasian land mass
 - i. Location, topography, waterways, vegetation, and climate
 - ii. Relationship to ways of life in medieval Europe
- II. Spread of Christianity north of the Alps and the roles played by the early church and by monasteries in its diffusion after the fall of the western half of the Roman Empire
- III. Development of feudalism
 - i. Role in medieval European economy
 - ii. How it was influenced by physical geography

- 1. The role of the manor, and the growth of towns
 - iii. How feudal relationships provided the foundation of political order
 - IV. The conflict and cooperation between the Papacy and European Monarchs
 - i. Charlemagne, Gregory VII, Emperor Henry IV
 - V. Developments in medieval English legal and constitutional practices
 - i. Importance in the rise of modern democratic thought and representative intuitions
 - 1. Magna Carta, parliament, development of the habeas corpus, an independent judiciary in England
 - VI. Causes and the course of the religious crusades and their effects on the Christian, Muslim, and Jewish populations in Europe
 - i. Increasing contact by Europeans with cultures of the Eastern Mediterranean world
 - VII. The spread of the bubonic plague from Central Asia to China, the Middle East, and Europe
 - i. Impact on global population
 - VIII. Importance of the Catholic church as a political, intellectual, and aesthetic institution
 - i. Founding of universities, political and spiritual roles of the clergy, creation of monastic and mendicant religious orders, preservation of the Latin language and religious texts, and the concept of “natural law”
 - IX. History of the decline of Muslim rule in the Iberian Peninsula that culminated the Reconquista
 - i. Rise of Spanish and Portuguese Kingdoms

3. 7.7 Geographical, political, economic, religious, and social structures of the civilizations of the Meso-American and Andean Civilizations

- I. Locations, landforms, and climates of Mexico, Central America, and South America
 - i. Effects on the Mayan, Aztec, and Incan economies, trade, and development of urban societies
- II. Roles of people in each society
 - i. Class structures, family life, warfare, religious believes and practices, and slavery
- III. How and where each empire arose
 - i. How Aztec and Incan empires were defeated by the Spanish

- IV. Artistic and oral traditions and architecture in the three civilizations
- V. Meso-American achievements in astronomy and mathematics
 - i. Development of the calendar
 - ii. Meso-American knowledge of seasonal changes to the civilization's agricultural systems

Trimester 3: Renaissance, Reformation, Scientific Revolution, Age of Exploration, Enlightenment, and Age of Reason

1. 7.8 Origins, accomplishments, and geographic diffusion of the Renaissance

- I. Revival of classical learning and the arts fostered a new interest in humanism
 - i. Balance between intellect and religious faith
- II. Importance of Florence in the early stages of the Renaissance
 - i. Growth of independent trading cities and importance in the spread of Renaissance ideas
 - 1. Venice
- III. The effects of reopening the ancient "silk road" between Europe and China
 - i. Marco Polo's travels and the location of his routes
- IV. The growth and effects of new ways of disseminating information
 - i. The ability to manufacture paper
 - ii. Translation of the Bible into the vernacular
 - iii. Printing
- V. Advances made in literature, the arts, science, mathematics, cartography, engineering
 - i. Understanding the human anatomy and astronomy

2. 7.9 Historical developments of the Reformation

- I. Causes for the internal turmoil in and weakening of the Catholic Church
 - i. Tax policies
 - ii. Selling of indulgences
- II. Theological, political, and economic ideas of the major figures
 - i. Desiderius Erasmus
 - ii. Martin Luther
 - iii. John Calvin
 - iv. William Tyndale
- III. Protestant's new practices of church self-government
 - i. Influence of those practices on the development of democratic practices and ideas of federalism

- IV. European regions that remained Catholic and those that became Protestant
 - i. How the division affected the distribution of religions in the New World
- V. How the Counter-Reformation revitalized the Catholic Church
 - i. Forces that fostered the movement
- VI. The institution and impact of Missionaries on Christianity
 - i. The diffusion of Christianity from Europe to other parts of the world in the medieval and early modern periods
- VII. Golden age of cooperation between Jews and Muslims in medieval Spain
 - i. Promotion of creativity in art, literature, and science
 - ii. How cooperation was terminated by religious persecution of individuals and groups
 - 1. The Spanish inquisition
 - 2. Expulsion of Jews and Muslims from Spain in 1492

3. 7.10 Historical developments of the Scientific Revolution and its lasting effect on religious, political, and cultural institutions.

- I. Roots of the scientific revolution
 - i. Greek rationalism
 - ii. Jewish, Christian, and Muslim science
 - iii. Renaissance humanism
 - iv. New knowledge from global exploration
- II. Significance of the new scientific theories
 - i. Copernicus
 - ii. Galileo
 - iii. Kepler
 - iv. Newton
- III. Significance of new inventions
 - i. Telescope, microscope, thermometer, barometer
- IV. Scientific method advanced by Bacon and Descartes
 - i. Influence of new scientific rationalism on the growth of democratic ideas
 - ii. Coexistence of science with traditional religious beliefs

4. 7.11 Political and economic change in the sixteenth, seventeenth, and eighteenth centuries (the Age of Exploration, the Enlightenment, and the Age of Reason)

- I. Great voyages of discovery, location of routes, and influence of cartography in the development of a new European worldview

- II. The exchanges of plants, animals, technology, culture, and ideas among Europe, Africa, Asia, and the Americas in the fifteenth and sixteenth centuries
 - i. Major economic and social effects on each continent
- III. Origins of modern capitalism
 - i. Influence of mercantilism and cottage industry
 - ii. Elements and importance of a market economy in 17th century Europe
 - iii. Changing international trading and marketing patterns
 1. Locations on a world map
 - iv. Influence of explorers and map makers
- IV. Main ideas of the Enlightenment
- V. Democratic thought and institutions influenced by Enlightenment thinkers
 - i. John Locke
 - ii. Charles-Louis Montesquieu
 - iii. American founders
- VI. The principles in the Magna Carta embodied in the English Bill of Rights and the American Declaration of Independence

5/6 Science Year 1

Trimester 1: Physical Science and Chemistry

*** Academic Pentathlon science content to be integrated where appropriate and taught explicitly one day per week.**

1. What is Science 1 weeks

- Growth mindset activity
- Scientific inquiry **Read Aloud Activity- Dr. Xargles Book of Earthlets Test- What is Science?**

2. Forces and Motion 5 weeks

- Kinetic/Potential Energy
- Pushes and Pulls

- Using scientific tools
- Graphing data
- Collecting data **Activity- Ramps, Rolling, and Collision Test- Scientific tools and data analysis (Math-Graphing)**

Trimester 1 Midterm

4. Magnetism 1 week

- Magnetic Force
- Polarity **Activity- Finding magnetic poles Activity- Making a compass**
Quiz- Magnetism (Geography- Coordinates)

5. Electricity 2 weeks

- Static electricity
- Electric current
- Series circuits
- Parallel circuits **Activity- Static fans Activity- Building a circuit Test-Electricity Quiz- Magnetism (Social Studies- Expository Text Historical Figures)**

6. Mixtures, Solutions, and Compounds 3 weeks

- Molecules and compounds
- Solutions

- Physical vs. chemical change
- Activity- Inquiry in Action M&M lab Test- Mixtures, solutions, compounds**
(Writing- Compare and Contrast)

Trimester 1 Final Exam

Trimester 2: Earth and Space Science

1. Solar System 3 weeks

- The sun
- Inner planets
- Outer planets
- The moon and tides **Activity- Solar System card sorting**
Project- Solar System Board Game or Roman Gods/Goddesses
Test- The Solar System (Literature-Greek/Roman Mythology)

2. Pendulums 1 week

- Galileo's observations
 - Variables in an investigation
 - Using data to measure patterns and make predictions
- Activity- Pendulum lab Quiz- Pendulums (Social Studies/Language Arts- Expository Text Historical Figures)**

3. Water 2 weeks

- Earth's water
- The water cycle
- Clouds **Activity- Evaporation and condensation investigation Demonstration- Cloud in a bottle Test- Water and the water cycle (Language Arts- Reader's Theatre)**

4. Weather 3 weeks

- Weather vs. climate
- Atmospheric pressure
- Uneven heating of Earth
- Convection
- Weather variables
- Weather maps
- Severe weather **Activity-**
Investigating pressure Activity-
Uneven heating lab
Test- Weather (Geography- Climate vs.
Temperature)

Trimester 2 Midterm

5. Forces that Shape Earth 3 weeks

- Weathering
- Erosion
- Deposition **Activity- Erosion lab Activity-**
Deposition lab Test- Forces that shape Earth
(Geography- Grand Canyon National Park)

6. Topographic Maps 1 week

- Types of maps
- Elevation
- Topographic map **Activity-**
Mapping Mount Shasta Test-
Topographic Maps
(Geography- Map Types)

Trimester 2 Final Exam

Trimester 3: Life Science

1. Body Systems 3 weeks

- Needs of all living things
- Circulatory system
- Respiratory system
- Digestive system
- Excretory system **Read Aloud Project- The Quest to Digest: Story of a Red Blood Cell Test- Body Systems (Reading/Writing- Narrative Text)**

2. Plants 3 weeks

- Transport systems in vascular plants
- Leaf classification
- Photosynthesis vs. cellular respiration **Activity- Celery lab Activity- Yeast lab Quiz- Transportation Systems (Writing- Compare/Contrast Text) Trimester 3 Midterm**

3. Ecosystems 4 weeks

- Producers
- Consumers
- Decomposers
- Interdependence
- Terrestrial and aquatic ecosystems
- Sources of instability **Activity- Eco-columns Demonstration- Polluting an ecosystem Test- Ecosystems (Reading/Writing- Expository Text/Persuasive Writing)**

3. Classification of Living Things 3 weeks

- Plants, animals, and fungi
- Vertebrates
- Invertebrates **Activity- Worm dissection Test- Classification of Living Things (Reading/Writing- Expository Text/Persuasive Writing)**

Trimester 3

5/6 Science Year 2

Unit 1: Chemistry (17 Weeks)

*** Academic Pentathlon science content to be integrated where appropriate and taught explicitly one day per week.**

1. Science and the Scientific Method

1 week

1. Defining science
2. Scientific investigation
3. Lab safety

Quiz- Science and Lab safety

2. Substances

2 weeks

- A substance is a form of matter with a unique composition and distinct properties.
- Substances can be represented with common names, scientific names, and chemical formulas.
- A chemical reaction occurs when substances interact to form new substances (products).

Lab- Identifying mystery substances

Quiz- Substances

3. Elements of the Periodic Table

2 weeks

- An element is a basic substance that cannot be broken into simpler substances during chemical interactions.
- There are 90 naturally occurring elements on Earth.
- Elements combine to make all the substances on Earth.
- The relative abundance of elements varies with location in the universe.

- The periodic table of the elements displays all the naturally occurring and synthesized elements.

Activity- Analyzing package labels

Test- Elements and Substances

4. Particles

1 week

- Matter is made of particles. Particles in gas are widely spaced.
- Every substance is defined by a unique particle.
- Gas is matter—it has mass and occupies space.
- Gases are composed of widely spaced individual particles in constant motion.
- There is nothing between gas particles except space.
- Gas compresses under force and expands when force is withdrawn.
- During compression and expansion, the number and character of particles in a sample of gas do not change; the space between the particles does change

Lab- Observing gasses

5. Kinetic Energy

2 weeks

- Kinetic energy is energy of motion.
- The particles in substances gain kinetic energy as they warm, and lose kinetic energy as they cool.
- Matter expands when the kinetic energy of its particles increases; matter contracts when the kinetic energy of its particles decreases.

Lab- Observing changes in matter

Quiz- Kinetic Energy

6. Energy Transfer

3 weeks

- Substances “heat up” and “cool down” as a result of energy transfer.
- Energy transfers between particles when they collide. Energy transfer by contact is conduction.
- Energy always transfers from particles with more kinetic energy to particles with less kinetic energy.
- Heat is measured in calories.

Lab- Measuring Heat

Unit 1 Midterm

7. Heat of Fusion

1 week

- Heat of fusion is the energy needed to change a solid substance into liquid.
- Heat of fusion does not change the kinetic energy of particles in a substance.
- The heat of fusion for water is about 80 calories per gram

Lab- Liquid to gas

8. Phase Change

2 weeks

- Matter exists on Earth in three common phases (states).
- Change of state is the result of change of energy in the particles in a sample of matter.
- During phase change, particles do not change; relationships between particles do change.
- Different substances change phase at different temperatures.
- The processes of phase change are evaporation, condensation, melting, freezing, sublimation, and deposition

Activity- Phase changes

Quiz- Phase Changes

9. Solutions

2 weeks

- A solution is a mixture in which one substance dissolves in another.
- Dissolving occurs when one substance (solute) is reduced to particles and is distributed uniformly throughout the particles of a second substance (solvent).
 - Dissolving involves both kinetic interactions (collisions) and attractive forces (bonds).
- Concentration is the ratio of solute particles to solvent particles.
Dissolving occurs when one substance (solute) is reduced to particles and is distributed uniformly throughout the particles of a second substance (solvent).
- Dissolving involves both kinetic interactions (collisions) and attractive forces (bonds).
- Concentration is the ratio of solute particles to solvent particles.

Lab- Saturation Activity
Quiz- Solutions

3. Reactions

2 weeks

- Atoms are the fundamental particles of elements.
- A compound is a substance made of two or more elements.
- Atoms combine to make particles of substances: molecules and ionic compounds.
- Molecules and ionic compounds are held together by attractive forces called bonds.
- A chemical reaction is a process in which atoms of substances (reactants) rearrange to form new substances (products).

Lab- Chemical Reactions
Quiz- Reactions

4. More Reactions

1 week

- The quantities of reactants available at the start of a reaction determine the quantities of products.
- The limiting factor is the reactant present in the lowest concentration.
- Rusting is a reaction between atmospheric oxygen and iron.
- Reactants that remain in their original form after a reaction has run to completion were present in excess.

Lab- More Chemical Reactions

Unit 1 Final Exam

Unit 2: Earth Science (14 weeks)

1. Introducing Earthquakes

1 week

4. Where do earthquakes occur?
5. What is an earthquake?
6. Earthquake myths

Activity- Mapping earthquakes

2. When the Earth Shakes

1 week

7. Earthquakes release energy that travels in waves
8. Body waves and surface waves
9. Ground motion and structure damage

Lab- Using springs to investigate waves

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| 3. Recording Earthquake Waves | 1 week |
| 10. Recording vibrations | |
| 11. Reading a seismograph | |
| 12. Locating the epicenter | |
| 13. History of earthquake detection | |
| 14. Canines and earthquake recovery | |
| Activity- Locating an epicenter | |
| 4. Plotting Earthquakes | 1 week |
| 15. The Ring of Fire | |
| 16. The Mediterranean-Himalayan Belt | |
| 17. Mid-Ocean Ridge | |
| 18. Magnitude and intensity | |
| 19. Estimating future risk | |
| Activity- Identifying earthquake patterns | |
| 5. Using Earthquakes to Study Earth's Interior | 1 weeks |
| 20. Dividing Earth's interior by composition | |
| 21. Dividing Earth's interior by physical properties | |
| Quiz- Layers of Earth | |
| 6. Investigating Plate Movement | 1 week |
| 22. Convergent boundaries | |
| 23. Divergent boundaries | |
| 24. Transform boundaries | |
| 25. Pangaea | |
| Activity- Modeling plate movement | |
| Quiz- Plate boundaries | |
| 7. Investigating Plate Faults | 1 week |
| 26. Powerful forces | |
| 27. Faults: subduction and spreading | |
| Lab- Fault investigations | |
| 8. Convection in the Mantle | 1 week |
| 28. Convection currents and plate movement | |
| 29. Locating the epicenter | |

- 30. History of earthquake detection
 - 31. Canines and earthquake recovery
- Activity- modeling the mantle**

Unit 2 Midterm

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|---|---------------|
| 9. Introducing Volcanoes | 1 week |
| 32. Where do volcanoes occur | |
| 33. Constructive and destructive effects | |
| 34. Water and volcanoes | |
| 10. Mitigation | 1 week |
| 35. What are the risks? | |
| 36. Probability of risks | |
| 37. Mitigation | |
| Project- Earthquake/Volcano research project | |
| 11. Volcanoes Change the Landscape | 1 week |
| 38. Molton rock | |
| 39. Changing the landscape | |
| 40. Volcanologists | |
| Quiz- Changes to Earth's surface | |
| 12. Viscosity and Volcano Types | 1 week |
| 41. Temperature and viscosity | |
| 42. Composition and viscosity | |
| 43. Composite volcanoes | |
| 44. Shield volcanoes | |
| 45. Cinder cones | |
| Lab- Viscosity | |
| 13. Igneous Rock | 1 week |
| 46. Rocks and minerals | |
| 47. Igneous rock classification and properties | |
| 14. Volcanic Ash | 1 week |
| 48. Pumice | |
| 49. Properties of ash | |
| 50. Pyroclastic rock | |
| Lab- Falling ash lab | |

Unit 2 Final Exam

Unit 3: Water and Life Science (11 weeks)

1. Floating and Sinking

4 weeks

- 51. Earth's water
- 52. Exploring salt water and fresh water
- 53. Buoyancy

Activity- barge building

Test- Earth's water

Unit 3 Midterm

1. Ecosystems

4 weeks

- 54. Photosynthesis and producers
- 55. Consumers and trophic levels
- 56. The role of decomposers
- 57. Interdependence
- 58. Terrestrial and aquatic ecosystems
- 59. Sources of instability

Activity- Eco-columns

Demonstration- Polluting an ecosystem

Test- Ecosystems

3. Classification of Living Things

3 weeks

- 60. Plants, animals, and fungi
- 61. Vertebrates and invertebrates

Activity- Worm dissection

Unit 3 Final

7/8 Science Curriculum Map - Year I

* All standards listed below are aligned to the California NGSS (Next Generation Science Standards) Integrated Course Model for Middle School

**Academic Year 2019/2020: Life Science will be covered during Trimester 1, and Physical Science in Trimester 2

Physical Science

Introduction to Matter

Standard: MS-PS1 Matter and its Interactions (Structures and Properties of Matter)

1. Atomic Theory
 - a. Jeopardy
2. Matter and the Atom
 - . Worksheet: Understanding the Atom
3. Understanding the Atom
 - . Parts of the Atom
 - a. LAB: Atom Model Lab (Candy Lab)

Elements and The Periodic Table

Standard: MS-PS1 Matter and its Interactions (Structures and Properties of Matter)

1. What are Elements?
2. Introduction to the Periodic Table
3. Organization of the Periodic Table
4. The Periodic Table and Physical Properties

States of Matter

Standard: MS-PS1 Matter and its Interactions

1. Introduction to States of Matter
 - a. The Four States of Matter
2. Changes in States of Matter
 - . Particle Motion and the Physical State
 - i. Interaction and Motion of Atoms
 - ii. Introduction to Thermal Energy

Physical and Chemical Properties

Standard: MS-PS1 Matter and its Interactions (Structures and Properties of Matter) / MS-PS1. B Chemical Reactions

1. Physical Properties
 - a. Review of the Periodic Table and Physical Properties
2. Chemical Properties
3. Chemical and Physical Changes
 - . Conservation of Mass
 - i. Chemical Equation Challenge

1. How do these equations show “conservation of mass”?
 - a. Compounds vs. Mixtures

. LAB: Classifying Substances

4. LAB: Physical or Chemical Change Lab

Chemical Reactions

Standard: MS-PS1 Matter and its Interactions (Structures and Properties of Matter) / MS-PS1. B Chemical Reactions

1. Signs of Chemical Reaction
2. Energy and Chemical Change
 - a. Thermal Energy
 - i. Endothermic vs. Exothermic Reactions
3. LAB: Energy Changes in Chemical Reactions Lab

Forces and Motion

Standard: MS- PS2 Motion and Stability / MS- PS2. A Forces and Motion

1. Newton’s Laws of Motion
2. Gravity
 - a. Motion of the Solar System and Galaxies
3. What is a Force?
 - . Types of Forces
4. Motion, Speed, Velocity and Acceleration
5. Measuring Motion
 - . What is the Role of Mass in Motion?
6. LAB: Newton’s Laws Mini Labs

Life Science

Characteristics of Living Things

Standard: MS- LS1 From Molecules or Organisms

1. Seven Characteristics

Cell Structure and Function

Standard: MS- LS1 From Molecules or Organisms

General 7⁸ Content	2019/2020 Academic Pentathlon Content to Replace “General 7⁸ Content”
<ol style="list-style-type: none"> 1. Discovery of Cells <ol style="list-style-type: none"> a. Cell Theory 	Section 1: Cells and the Development of Cancer <ol style="list-style-type: none"> 1. An Introduction to Cells <ol style="list-style-type: none"> a. Cell Structure

<ul style="list-style-type: none"> 2. LAB: Design and Build a Microscope 3. Inside the Cell <ul style="list-style-type: none"> . Organelles of the Cell a. Animal Cells vs. Plant Cells 4. Chemical Compounds in Cells <ul style="list-style-type: none"> . Intro to DNA and RNA 5. The Cell in its Environment <ul style="list-style-type: none"> . Diffusion and Osmosis 	<ul style="list-style-type: none"> b. Cell Function c. Cell Cycle and Cell Division d. Cell Death 2. The Development of Cancer <ul style="list-style-type: none"> . Gene Changes a. Tumors b. Angiogenesis and Metastasis <ul style="list-style-type: none"> i. Angiogenesis - Formation of new blood vessels ii. Metastasis - The spread of cancer
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Academic Pentathlon
(Continued from “Cell Structure and Function” above)

Section II: Causes of Cancer (The Role of Genetics and the Environment)

- 1. Genetics
- 2. Age
- 3. Obesity
 - a. Insulin
 - b. Sex Hormones
 - c. Growth Factors
- 4. Diseases
 - . Viral Causes
 - a. Bacterial Causes
 - b. Autoimmune Diseases
 - c. Other Disease States Associated with Cancer
- 5. Environmental Exposure
 - . Tobacco and Smoking
 - a. Alcohol
 - b. Pollution
 - c. Other Environmental Cancer-Causing Agents

Section III: The Prevention, Detection, and Progression of Cancer

- 1. Early Detection and Prevention
 - a. Screening Tests
- 2. Diagnosis
 - . Symptoms
 - a. Biopsy

Section IV: Types and Treatment of Cancer

- 1. Types of Cancer

- a. Carcinomas
 - b. Adenocarcinomas
 - c. Melanomas
 - d. Sarcomas
 - e. Lymphomas
 - f. Leukemia
 - g. Myeloma
 - h. Blastoma
2. Cancer Treatments
- . Chemotherapy
 - a. Radiation Treatment
 - b. Surgery
 - c. Combining Treatment
 - d. Immunotherapy

Cell Processes and Energy

Standard: MS- LS1 From Molecules or Organisms

Sub- Standards: MS- LS1. C Organization for Matter and Energy Flow in Organisms

Cross Disciplinary Standard: MS- PS3. D Energy in Chemical Process and Everyday Life

- 1. Photosynthesis
- 2. Respiration
- a. ATP
- 3. *Cell Division*
- . *The Cell Cycle*
- a. *Mitosis*

****** This Section will be addressed during AP curriculum seen above***

- 4. Cell Differentiation
- a. Stem Cells

Genetics *Partially met by AP curriculum**

Standard: MS- LS3 Heredity

Sub- Standards MS- LS3. A Inheritance in Traits

MS- LS3. B Variation of Traits

- 1. Mendel and His Peas
- 2. Probability and Heredity
- a. Genotypes
- b. Phenotypes
- c. Punnett Squares
- 3. The Cell and Inheritance
- . Sexual reproduction
- a. Meiosis

4. Genes, DNA and Proteins
 - . Messenger RNA
 - a. Transfer RNA
 - b. Mutation
5. PROJECT: Genetic Medical Conditions Research and Presentations

Earth Science Focus

Water on Earth

Standards: MS- ESS2 Earth's Systems

1. The Water Cycle
 - a. Definition of the Water Cycle
 - b. Evaporation
 - c. Transpiration
 - d. Condensation
 - e. Precipitation
 - f. Runoff
 - g. PROJECT: Demonstrating the Water Cycle
 - i. In their table groups, students will come up with a way to explain or demonstrate the water cycle to the class. They need to use proper vocabulary that was covered in the PPT. Groups should be scored on their presentation and use of vocabulary.
2. Types of Water Available on Earth
 - . Salt Water, Locked Water, and Freshwater
 - a. Replenishing Fresh Water
 - . Evaporation and Freshwater (Reading Packet Available)
 - b. Useable Water
 - c. PAPER LAB: Available Water Activity
 - . Students will make a hypothesis as to the percentage of useable water available on earth. They will color the "Percentage of Water" graph to demonstrate their hypothesis. They will then work through the activity packet in the group.

Erosion

Standards: MS- ESS2 Earth's Systems

1. Erosion
 - a. Types of Erosion
 - i. Water
 - ii. Wind
 - iii. Ice
 - iv. Earth Movement
 - v. Weathering
 3. Weathering
 - a. Mechanical Weathering

- . Types of Physical Weathering
- b. Chemical Weathering
 - . Agents of Chemical Weathering
- 4. LAB: River Erosion
 - . In groups, students will construct a river erosion model. They will use the given materials of clay, sand, and rocks (pebbles) to construct a model that can hold water. Water will be poured into the model, and students will monitor any movement (erosion) of materials.
 - a. Students will submit a written lab report explaining the materials that were used, and the steps they took to construct the model.
- 5. Beach Erosion
 - . Coastal Erosion
 - a. Different Types of Coasts
 - b. Erodibility Factors
 - c. Rock Strength
 - d. Wave Power
 - e. Absence/Presence of a Beach
- 6. LAB: Wave Erosion Lab
 - . Students will construct a model of a beachline/shoreline, and then test how the model holds up when water is added to the model and waves are generated.
- 7. Wind Erosion
 - . Where is Wind Erosion a Problem
 - a. Wind Erosion and Topsoil
 - b. Effects of Wind Erosion
- 8. Glacial Erosion
 - . Glaciers vs. Icebergs
 - a. Abrasion and Scouring
 - b. Plucking
 - c. Ice Thrusting

****Fossils and the Fossil Record****

7/8 Science NGSS Aligned Curriculum Map
Year II

UNIT 1 - Introduction to Matter

1. Introduction to Matter: What is Matter?
2. History of Atomic Theory
3. Structure of an Atom
4. The Periodic Table and Elements
 - a. Elements
 - b. The Periodic Table
 - i. Families of Elements
 - ii. Physical and Chemical Properties
5. Combining Atoms: Molecules and Compounds
 - a. Common Molecules of Living Things (Cross-Study Connection)
6. States of Matter
 - a. Solid, Liquid, and Gas
 - b. The Plasma State
 - c. How does the state of matter change? (Introduction to the concept of Energy)

UNIT 2 - Energy and Motion

Disciplinary Core Ideas
<ol style="list-style-type: none"> 1. Forces and Motion 2. Definitions of Energy 3. Conservation of Energy and Energy Transfer
Guiding Questions
<ol style="list-style-type: none"> 1. How can understanding energy and forces help make us safer in car crashes? 2. What happens to energy when objects collide or otherwise interact 3. Why do objects sometimes appear to slow down
Performance Expectations
<p>Middle School Physical Science Expectations:</p> <ol style="list-style-type: none"> 1. Students will be able to apply Newton’s Third Law to design a solution to a problem involving the motion of two colliding objects (NGSS Standard MS-PS2-1) 2. Students will be able to plan an investigation to provides evidence that the change in an object’s motion depends on the sum of the forces on the object and the mass of the object (NGSS Standard MS-PS2-2) 3. Students will be able to construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object (NGSS Standard MS-PS3-1)

4. Students will be able to construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object (**NGSS Standard MS-PS3-5**)

1. What is Motion?
 - a. Speed and Direction of Travel
 - i. Speed = Ratio of Distance and Time
 - ii. Key Activity: Use an app to calculate speed from video clips
 1. Activity Aid: <http://www.cde.ca.gov/ci/sc/cf/ch6.asp#link48>
2. Understanding Why Objects Slow Down
 - a. Friction
 - b. Key Activity: Model of Energy Flow within a System that has Friction
3. Newton's Laws
 - a. Newton's First Law
 - i. Kinetic Energy
 - ii. Key Activity: Model of Energy Flow within the System during a Collision
 - b. Newton's Second Law
 - i. The Importance of the Mass of an Object
 - c. Newton's Third Law
 - i. Equal and Opposite Forces

Connections Opportunities:

1. Engineering Connection: Egg Drop Challenge

Goal: Reduce the damage during a collision (MS-PS2-1)
Emphasis for Performance Expectation: Applying Newton's Third Law that objects experience equal and opposite forces during a collision.
2. ELA/ELD Connection:

Task: Students create mini-lessons on Newton's Laws of Motion to present to their class

Rubric:

 1. Student must research one law of motion
 2. Student must use at least two research sources
 3. Students must include multimedia components and visual displays
 4. Students must include a general description/definition of the law
 5. Student must provide an example demonstrating the application of the principle

UNIT 3 - Gravity and Energy Related to Position

Disciplinary Core Ideas

1. Forces and Motion
2. Types of Interactions
3. Definitions of Energy
4. Relationship Between Energy and Force

Guiding Questions

1. What affects the strength of the force of gravity?
2. How do roller coasters get the energy to go so fast?
3. Do heavy objects fall faster than lighter ones?

Performance Expectations

Middle School Physical Science Expectation:

1. Students will be able to plan an investigation to provides evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object **(NGSS Standard MS-PS2-2)**
2. Students will be able to construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects **(NGSS Standard MS-PS2-4)**
3. Students will be able to conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even through the objects are not in contact **(NGSS Standard MS-PS2-5)**
4. Students will be able to develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system **(NGSS Standard MS-PS3-2)**

1. What is Gravity?
 - a. All mass is attracted to all other mass in the universe
2. Gravitational Force
 - a. Relative position of two objects
 - b. Overall change in motion
 - c. Key Activity: Global Water Supply and Volcanic Hazards (Emphasis on the pull of gravity at different locations on Earth)
 - i. GRACE Watches Earth's Water:
<http://www.cde.ca.gov/ci/sc/cf/ch6.asp#link49>
 1. **This link is not found when searched
 - ii. REPLACEMENT ACTIVITY - Introduction to the science of Roller Coasters
 1. <https://www.learner.org/series/interactive-amusement-park-physics/>

3. Gravitational Potential Energy
 - a. If an object increases in energy, that energy must come from an interaction
 - i. Types of Interactions
 - b. Key Activity: Roller Coaster Energy Flow
 - i. System of a Roller-Coaster going Downhill
 - ii. Model of Energy Flow within the System as it goes Downhill
4. Gravitational Potential Energy and Kinetic Energy
 - a. Predicting an object's speed as it moves between different heights
 - b. Changes in the position of an object affect the amount of gravitational potential energy the object has
 - c. Key Activity: Creating a model of a Roller Coaster or Skate Park
 - i. Energy Skate Park: <http://www.cde.ca.gov/ci/sc/cf/ch6.asp#link50>

UNIT 4 - Electric and Magnetic Interactions and Energy

Disciplinary Core Ideas
<ol style="list-style-type: none"> 1. Types of Interactions 2. Definitions of Energy 3. Relationship Between Energy and Force
Guiding Questions
<ol style="list-style-type: none"> 1. How do electric motors work to convert electricity into motion? 2. How does a compass needle move?
Performance Expectation
<p>Middle School Physical Science Expectations:</p> <ol style="list-style-type: none"> 1. Students will be able to ask questions about data to determine the factors that affect the strength of electric and magnetic forces (NGSS Standard MS-PS2-3) 2. Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact (NGSS Standard MS-PS2-5) 3. Students will be able to develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system (NGSS Standard MS-PS3-2)

1. Electricity and Magnetism
 - a. What is Electricity?
 - b. What is Magnetism?
 - c. Similarities between Electricity, Magnetism, and Gravity
 - d. Key Activity: Students explore how magnets and wires carry electricity
 - i. All About Electric Motors: <http://www.cde.ca.gov/ci/sc/cf/ch6.asp#link51>

2. Magnetic Potential Energy
 - a. Similarities with Gravitational Potential Energy
 - b. Importance of relative position of objects and orientation
 - i. How can potential energy be converted into kinetic energy
 - ii. Key Activity: Students will create a model to show that the arrangement of objects determines the amount of potential energy stored in a system
 1. Model 1: System with a magnet moving a compass needle
 2. Model 2: Model of energy flow within the system with a magnet moving a compass needle
 - iii. Key Activity: Students will use a computer simulator to visualize magnetic fields
 1. Magnets and Electromagnets:
<http://www.cde.ca.gov/ci/sc/cf/ch6.asp#link53>

Connections Opportunities:

1. Engineering Connection: Building a Simple Motor
 - a. Goal: Students will use simple items (battery, magnet, and magnet wire) to create a small electric motor (MS-PS2-3, MS-ETS1-3)
 - b. Exploratorium Web: <http://www.cde.ca.gov/ci/sc/cf/ch6.asp#link54>

UNIT 5 - Waves Transmitting Energy and Information

Disciplinary Core Ideas
<ol style="list-style-type: none"> 1. Wave Properties 2. Electromagnetic Radiation 3. Information Technologies and Instrumentation
Guiding Questions
<ol style="list-style-type: none"> 1. How do waves interact with different objects? 2. How are waves used to move energy and information from place to place?
Performance Expectations
<ol style="list-style-type: none"> 1. Students will be able to describe how the amplitude of a wave is related to the energy in a wave (NGSS Standard MS-PS4-1) 2. Students will be able to describe that waves are reflected, absorbed, or transmitted through various materials (NGSS Standard MS-PS4-2) 3. Students will be able to support the claim that digitized signals are a more reliable way to encode and transmit information than analog signals (NGSS Standard MS-PS4-3)

1. Types of Waves
 - a. Mechanical Waves

- b. Electromagnetic Waves
 - c. Key Activity: Interactive Simulation of Simple Waves
 - i. Virtual Ripple Tank: <http://www.cde.ca.gov/ci/sc/cf/ch6.asp#link55> and <http://www.cde.ca.gov/ci/sc/cf/ch6.asp#link56>
2. Common Features of Waves
 - a. They are repeating quantities
 - b. They interact with materials as they are transmitted, absorbed, or reflected
 - c. They can transfer energy
 - d. They can be used to encode information
 3. Wave Properties
 - a. Amplitude
 - b. Wavelength
 - c. Frequency
 - d. Wave Speed
 4. Understanding Light as a Wave
 - a. Does light show all the behaviors of a wave?
 - b. Color and Brightness
 - c. Investigating the reflection, absorption, and transmission of waves
 - d. Key Activity: Students will observe the behavior of light with different materials
 - i. Optics Event: Science Olympiad Division B
 5. Communication with Waves
 - a. Morse Code
 - b. FM/AM Radio
 - c. Fiber Optics
 - d. Wi-Fi

UNIT 6 - Thermal Energy and Heat Flow

Disciplinary Core Ideas
<ol style="list-style-type: none"> 1. Structure and Properties of Matter 2. Definitions of Energy 3. Conservation of Energy and Energy Transfers
Guiding Questions
<ol style="list-style-type: none"> 1. How can we represent matter at the microscopic level? 2. When an object is hot, how is it different from when it is cold? 3. What happens when hot objects and cold objects interact? 4. What happens to the kinetic energy of an object when it crashes or collides with the ground and stops?

Performance Expectations

1. Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added and removed (**NGSS Standard MS-PS1-4**)
2. Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer (**NGSS Standard MS-PS3-3**)
3. Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample (**NGSS Standard MS-PS3-4**)
4. Construct, use and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object (**NGSS Standard MS-PS3-5**)

1. Heat, Temperature, and Thermal Energy
 - a. Differentiating between Heat, Temperature, and Thermal Energy
 - b. Key Activities: Investigation of Heat Transfer Events
 - i. The Marshmallow Challenge:
<https://www.summitlearning.org/docs/77935>
 - ii. Brownian Motion in Air: <http://www.cde.ca.gov/ci/sc/cf/ch6.asp#link57>
2. Types of Heat
 - a. Conduction (solid material)
 - b. Convection (liquids and gases)
 - c. Radiation (electromagnetic waves)
 - d. Key Activity: Grade Eight Vignette 6.3- Developing and Using Models to Understand Properties of Gases
 - i. Meets Performance Expectations for NGSS Standards MS-PS1-4 and MS-ETS1-2 (Engineering, Technology, and Applications of Science Standard)
3. Modeling Thermal Energy and Flow of Energy
 - a. Key Activity: Review of Friction
 - i. Friction: <http://www.cde.ca.gov?ci/sc/cf/ch6.asp#link59>
 - b. Key Activity: Designing Conductors and Insulators
 - i. The Great Otter Pop/Hot Dog Design Challenge:
<https://www.summitlearning.org/docs/77940>

Connections Opportunities:

1. Engineering Connection: Designing a Vehicle Radiator
 - a. Goal: Students engage in a design challenge in which they plan, build, and improve a system to maximize or minimize thermal energy transfer (NGSS Standard MS-PS3-3)
 - b. Online Materials:

- i. Build and Test a Model Solar House:
<http://www.cde.ca.gov?ci/sc/cf/ch6.asp#link60>
- ii. How to keep gelatin from melting:
<http://www.cde.ca.gov?ci/sc/cf/ch6.asp#link61>
- iii. Solar Ovens: <http://www.cde.ca.gov?ci/sc/cf/ch6.asp#link62>

UNIT 7 - Chemical Energy and Reactions

Disciplinary Core Ideas
<ol style="list-style-type: none"> 1. Structure and Properties of Matter 2. Chemical Reactions 3. Conservation of Energy and Energy Transfer
Guiding Questions
<ol style="list-style-type: none"> 1. How do car engines turn gasoline into motion? 2. How do people use technology to change natural materials into synthetic ones?
Performance Expectations
<ol style="list-style-type: none"> 1. Develop models to describe the atomic composition of simple molecules and extended structures (NGSS Standard MS-PS1-1) 2. Analyzing and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred (NGSS Standard MS-PS1-2) 3. Gather and make sense of information to describe that synthetic materials come from natural resources and impact society (NGSS Standard MS-PS1-3) 4. Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added and removed (NGSS Standard MS-PS1-4) 5. Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved (NGSS Standard MS-PS1-5) 6. Undertake a design project to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes (NGSS Standard MS-PS1-6)

1. Review Concepts
 - a. Types of Substances
 - b. Physical and Chemical Properties
 - c. Defining Physical vs. Chemical Changes
2. What is a Chemical Reaction?
 - a. Atoms vs. Molecules
 - b. Reactants and Products
3. Conservation of Matter

4. Types of Reactions and Energy
 - a. Exothermic Reactions
 - b. Endothermic Reactions
 - c. Key Activity: Chemical Reactions
 - i. Investigating Exothermic and Endothermic Reactions:
<http://www.cde.ca.gov?ci/sc/cf/ch6.asp#link65>

Connection Opportunities:

1. Engineering Connection: Design a Hand Warmer
 - a. Goal: Students will analyze data from a previous experiment to help design a hand-warming pad powered by chemical reactions

7/8 Science NGSS Aligned Curriculum Map
Year II

UNIT 1 - Introduction to Matter

7. Introduction to Matter: What is Matter?
8. History of Atomic Theory
9. Structure of an Atom
10. The Periodic Table and Elements
 - a. Elements
 - b. The Periodic Table
 - i. Families of Elements
 - ii. Physical and Chemical Properties
11. Combining Atoms: Molecules and Compounds
 - a. Common Molecules of Living Things (Cross-Study Connection)
12. States of Matter
 - a. Solid, Liquid, and Gas
 - b. The Plasma State
 - c. How does the state of matter change? (Introduction to the concept of Energy)

UNIT 2 - Energy and Motion

Disciplinary Core Ideas
<ol style="list-style-type: none"> 4. Forces and Motion 5. Definitions of Energy 6. Conservation of Energy and Energy Transfer
Guiding Questions

4. How can understanding energy and forces help make us safer in car crashes?
5. What happens to energy when objects collide or otherwise interact
6. Why do objects sometimes appear to slow down

Performance Expectations

Middle School Physical Science Expectations:

5. Students will be able to apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects (**NGSS Standard MS-PS2-1**)
6. Students will be able to plan an investigation to provides evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object (**NGSS Standard MS-PS2-2**)
7. Students will be able to construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object (**NGSS Standard MS-PS3-1**)
8. Students will be able to construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object (**NGSS Standard MS-PS3-5**)

4. What is Motion?
 - a. Speed and Direction of Travel
 - i. Speed = Ratio of Distance and Time
 - ii. Key Activity: Use an app to calculate speed from video clips
 1. Activity Aid: <http://www.cde.ca.gov/ci/sc/cf/ch6.asp#link48>
5. Understanding Why Objects Slow Down
 - a. Friction
 - b. Key Activity: Model of Energy Flow within a System that has Friction
6. Newton's Laws
 - a. Newton's First Law
 - i. Kinetic Energy
 - ii. Key Activity: Model of Energy Flow within the System during a Collision
 - b. Newton's Second Law
 - i. The Importance of the Mass of an Object
 - c. Newton's Third Law
 - i. Equal and Opposite Forces

Connections Opportunities:

3. Engineering Connection: Egg Drop Challenge

Goal: Reduce the damage during a collision (MS-PS2-1)

Emphasis for Performance Expectation: Applying Newton's Third Law that objects experience equal and opposite forces during a collision.

4. ELA/ELD Connection:

Task: Students create mini-lessons on Newton's Laws of Motion to present to their class

Rubric:

6. Student must research one law of motion
7. Student must use at least two research sources
8. Students must include multimedia components and visual displays
9. Students must include a general description/definition of the law
10. Student must provide an example demonstrating the application of the principle

UNIT 3 - Gravity and Energy Related to Position

Disciplinary Core Ideas
<ol style="list-style-type: none">5. Forces and Motion6. Types of Interactions7. Definitions of Energy8. Relationship Between Energy and Force
Guiding Questions
<ol style="list-style-type: none">4. What affects the strength of the force of gravity?5. How do roller coasters get the energy to go so fast?6. Do heavy objects fall faster than lighter ones?
Performance Expectations
<p>Middle School Physical Science Expectation:</p> <ol style="list-style-type: none">5. Students will be able to plan an investigation to provides evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object (NGSS Standard MS-PS2-2)6. Students will be able to construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects (NGSS Standard MS-PS2-4)7. Students will be able to conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even through the objects are not in contact (NGSS Standard MS-PS2-5)8. Students will be able to develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system (NGSS Standard MS-PS3-2)

5. What is Gravity?

- a. All mass is attracted to all other mass in the universe

6. Gravitational Force
 - a. Relative position of two objects
 - b. Overall change in motion
 - c. Key Activity: Global Water Supply and Volcanic Hazards (Emphasis on the pull of gravity at different locations on Earth)
 - i. GRACE Watches Earth's Water: <http://www.cde.ca.gov/ci/sc/cf/ch6.asp#link49>
 1. **This link is not found when searched
 - ii. REPLACEMENT ACTIVITY - Introduction to the science of Roller Coasters
 1. <https://www.learner.org/series/interactive-amusement-park-physics/>
7. Gravitational Potential Energy
 - a. If an object increases in energy, that energy must come from an interaction
 - i. Types of Interactions
 - b. Key Activity: Roller Coaster Energy Flow
 - i. System of a Roller-Coaster going Downhill
 - ii. Model of Energy Flow within the System as it goes Downhill
8. Gravitational Potential Energy and Kinetic Energy
 - a. Predicting an object's speed as it moves between different heights
 - b. Changes in the position of an object affect the amount of gravitational potential energy the object has
 - c. Key Activity: Creating a model of a Roller Coaster or Skate Park
 - i. Energy Skate Park: <http://www.cde.ca.gov/ci/sc/cf/ch6.asp#link50>

UNIT 4 - Electric and Magnetic Interactions and Energy

Disciplinary Core Ideas
<ol style="list-style-type: none"> 4. Types of Interactions 5. Definitions of Energy 6. Relationship Between Energy and Force
Guiding Questions
<ol style="list-style-type: none"> 3. How do electric motors work to convert electricity into motion? 4. How does a compass needle move?
Performance Expectation
Middle School Physical Science Expectations: <ol style="list-style-type: none"> 4. Students will be able to ask questions about data to determine the factors that affect the

strength of electric and magnetic forces (**NGSS Standard MS-PS2-3**)

5. Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact (**NGSS Standard MS-PS2-5**)
6. Students will be able to develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system (**NGSS Standard MS-PS3-2**)

3. Electricity and Magnetism

- a. What is Electricity?
- b. What is Magnetism?
- c. Similarities between Electricity, Magnetism, and Gravity
- d. Key Activity: Students explore how magnets and wires carry electricity
 - i. All About Electric Motors: <http://www.cde.ca.gov/ci/sc/cf/ch6.asp#link51>

4. Magnetic Potential Energy

- a. Similarities with Gravitational Potential Energy
- b. Importance of relative position of objects and orientation
 - i. How can potential energy be converted into kinetic energy
 - ii. Key Activity: Students will create a model to show that the arrangement of objects determines the amount of potential energy stored in a system
 1. Model 1: System with a magnet moving a compass needle
 2. Model 2: Model of energy flow within the system with a magnet moving a compass needle
 - iii. Key Activity: Students will use a computer simulator to visualize magnetic fields
 1. Magnets and Electromagnets:
<http://www.cde.ca.gov/ci/sc/cf/ch6.asp#link53>

Connections Opportunities:

2. Engineering Connection: Building a Simple Motor
 - a. Goal: Students will use simple items (battery, magnet, and magnet wire) to create a small electric motor (MS-PS2-3, MS-ETS1-3)
 - b. Exploratorium Web: <http://www.cde.ca.gov/ci/sc/cf/ch6.asp#link54>

UNIT 5 - Waves Transmitting Energy and Information

Disciplinary Core Ideas

4. Wave Properties
5. Electromagnetic Radiation
6. Information Technologies and Instrumentation

Guiding Questions

3. How do waves interact with different objects?
4. How are waves used to move energy and information from place to place?

Performance Expectations

4. Students will be able to describe how the amplitude of a wave is related to the energy in a wave (**NGSS Standard MS-PS4-1**)
5. Students will be able to describe that waves are reflected, absorbed, or transmitted through various materials (**NGSS Standard MS-PS4-2**)
6. Students will be able to support the claim that digitized signals are a more reliable way to encode and transmit information than analog signals (**NGSS Standard MS-PS4-3**)

6. Types of Waves

- a. Mechanical Waves
- b. Electromagnetic Waves
- c. Key Activity: Interactive Simulation of Simple Waves
 - i. Virtual Ripple Tank: <http://www.cde.ca.gov/ci/sc/cf/ch6.asp#link55> and <http://www.cde.ca.gov/ci/sc/cf/ch6.asp#link56>

7. Common Features of Waves

- a. They are repeating quantities
- b. They interact with materials as they are transmitted, absorbed, or reflected
- c. They can transfer energy
- d. They can be used to encode information

8. Wave Properties

- a. Amplitude
- b. Wavelength
- c. Frequency
- d. Wave Speed

9. Understanding Light as a Wave

- a. Does light show all the behaviors of a wave?
- b. Color and Brightness
- c. Investigating the reflection, absorption, and transmission of waves
- d. Key Activity: Students will observe the behavior of light with different materials
 - i. Optics Event: Science Olympiad Division B

10. Communication with Waves

- a. Morse Code
- b. FM/AM Radio
- c. Fiber Optics
- d. Wi-Fi

UNIT 6 - Thermal Energy and Heat Flow

Disciplinary Core Ideas
<ol style="list-style-type: none">4. Structure and Properties of Matter5. Definitions of Energy6. Conservation of Energy and Energy Transfers
Guiding Questions
<ol style="list-style-type: none">5. How can we represent matter at the microscopic level?6. When an object is hot, how is it different from when it is cold?7. What happens when hot objects and cold objects interact?8. What happens to the kinetic energy of an object when it crashes or collides with the ground and stops?
Performance Expectations
<ol style="list-style-type: none">5. Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added and removed (NGSS Standard MS-PS1-4)6. Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer (NGSS Standard MS-PS3-3)7. Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample (NGSS Standard MS-PS3-4)8. Construct, use and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object (NGSS Standard MS-PS3-5)

4. Heat, Temperature, and Thermal Energy
 - a. Differentiating between Heat, Temperature, and Thermal Energy
 - b. Key Activities: Investigation of Heat Transfer Events
 - i. The Marshmallow Challenge:
<https://www.summitlearning.org/docs/77935>
 - ii. Brownian Motion in Air: <http://www.cde.ca.gov/ci/sc/cf/ch6.asp#link57>
5. Types of Heat
 - a. Conduction (solid material)
 - b. Convection (liquids and gases)
 - c. Radiation (electromagnetic waves)
 - d. Key Activity: Grade Eight Vignette 6.3- Developing and Using Models to Understand Properties of Gases
 - i. Meets Performance Expectations for NGSS Standards MS-PS1-4 and MS-ETS1-2 (Engineering, Technology, and Applications of Science Standard)

6. Modeling Thermal Energy and Flow of Energy
 - a. Key Activity: Review of Friction
 - i. Friction: <http://www.cde.ca.gov?ci/sc/cf/ch6.asp#link59>
 - b. Key Activity: Designing Conductors and Insulators
 - i. The Great Otter Pop/Hot Dog Design Challenge: <https://www.summitlearning.org/docs/77940>

Connections Opportunities:

2. Engineering Connection: Designing a Vehicle Radiator
 - a. Goal: Students engage in a design challenge in which they plan, build, and improve a system to maximize or minimize thermal energy transfer (NGSS Standard MS-PS3-3)
 - b. Online Materials:
 - i. Build and Test a Model Solar House: <http://www.cde.ca.gov?ci/sc/cf/ch6.asp#link60>
 - ii. How to keep gelatin from melting: <http://www.cde.ca.gov?ci/sc/cf/ch6.asp#link61>
 - iii. Solar Ovens: <http://www.cde.ca.gov?ci/sc/cf/ch6.asp#link62>

UNIT 7 - Chemical Energy and Reactions

Disciplinary Core Ideas
4. Structure and Properties of Matter 5. Chemical Reactions 6. Conservation of Energy and Energy Transfer
Guiding Questions
3. How do car engines turn gasoline into motion? 4. How do people use technology to change natural materials into synthetic ones?
Performance Expectations
7. Develop models to describe the atomic composition of simple molecules and extended structures (NGSS Standard MS-PS1-1) 8. Analyzing and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred (NGSS Standard MS-PS1-2) 9. Gather and make sense of information to describe that synthetic materials come from natural resources and impact society (NGSS Standard MS-PS1-3) 10. Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added and removed (NGSS

Standard MS-PS1-4)

11. Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved (**NGSS Standard MS-PS1-5**)
12. Undertake a design project to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes (**NGSS Standard MS-PS1-6**)

5. Review Concepts
 - a. Types of Substances
 - b. Physical and Chemical Properties
 - c. Defining Physical vs. Chemical Changes
6. What is a Chemical Reaction?
 - a. Atoms vs. Molecules
 - b. Reactants and Products
7. Conservation of Matter
8. Types of Reactions and Energy
 - a. Exothermic Reactions
 - b. Endothermic Reactions
 - c. Key Activity: Chemical Reactions
 - i. Investigating Exothermic and Endothermic Reactions:
<http://www.cde.ca.gov?ci/sc/cf/ch6.asp#link65>

Connection Opportunities:

2. Engineering Connection: Design a Hand Warmer
 - a. Goal: Students will analyze data from a previous experiment to help design a hand-warming pad powered by chemical reactions

Mathematics

5/6 VARSITY BELOW GRADE LEVEL

OPERATIONS WITH WHOLE NUMBERS

Addition 1,2,3 Digits
Multi-Digit Addition
Subtraction 1,2,3 Digits
Multi-Digit Subtraction
Addition / Subtraction Word Problems
2 X 1 Multiplication
3 X 1 Multiplication
2 X 2 Multiplication
3 X 2 Multiplication
Multiply by Powers of Ten
Introduction to Division "Chunking"

Single Digit Divisor
Zeros in the Quotient
Word Problems
Two-Digit Divisors
Interpreting the Quotient
In and Out Tables

UNDERSTANDING YOUR NUMBER SYSTEM

Read and Write Whole Numbers
Place Value
Expanded Form
Rounding Whole Numbers
Compare & Order Whole Numbers
Read and Write Decimal Numbers
Fractions and Decimals
Number Lines
Rounding Decimals
Compare & Order Decimals

DECIMALS

Fractions & Decimals
Compare and Order Decimals
Add & Subtract Decimals

RESTAURANT MATH

Multiply with Decimals

SHOPPING MATH ACTIVITIES

Multiply with Decimals in Both Factors
Dividing with Decimals

NUMBER THEORY FRACTION CONCEPTS

Prime & Composite Numbers
 Divisibility Rules
Prime Factorization
Common Factors, GCF
Factors and Venn Diagrams
Multiples & LCM with Venn Diagrams
Exponents

FRACTION

Making the Fraction Kit
 Games with the Fraction Kit
 Cover the Whole, Make the Whole, Pick 2, Pick 3
Uncover the Whole...game
Decomposing Fractions
Discussion Questions with the Fraction Kit
Fraction Strips
Comparing Fractions, Dice game
Number Lines
 Activity: Closer to zero, half or one
Fraction Representation
 "Close to" worksheet
Unit Fractions
Hopping on Number Lines
Number Lines
Fractions with Pattern Blocks
Equivalent Fractions & Number Lines

Comparing Fractions
Common Numerators & Denominators
Compare to one-half
Area Model
Common Denominators, LCM
Mixed Numbers
Comparing Fractions & Mixed Numbers
Ordering Fractions & Mixed Numbers
Simplifying Fractions

OPERATIONS WITH FRACTIONS

Simplifying Fractions
Equivalent Fractions
Comparing Fractions / Review
Add / Sub Like Denominators
Add/Sub Fractions Greater than One
Add Mixed Numbers
Subtract Mixed Numbers with Borrowing
Add/Sub Different Denominators
Add/Sub Mixed Numbers with Borrowing
Word Problems
Multiply Fractions
Multiply Mixed Numbers
Word Problems
Divide Whole #'s by Fractions
Divide Fractions and Mixed Numbers
Mult / Divide Word Problems

GEOMETRY

Types of Angles
Polygons
Triangles
Quadrilaterals
Perimeter
Area of Rectangles
Area of other Quadrilaterals
Area of Triangles
Area of Complex Figures
Graphing Polygons
3-D Figures
Nets
Surface Area
Volume
Estimating Volume
Volume of Rectangular Solids with Fractions

5/6 MATH GRADE LEVEL

WHOLE NUMBERS

Addition / Subtraction of Whole Numbers
Multiplication of Whole Numbers
1,2,3 Digit Divisors/ Division

Interpret Remainders
Properties of Addition, Multiplication & Distributive
Place Value
Rounding
Compare & Order
Powers of 10

DECIMALS

Place Value
Expanded Form
Rounding & Decimal Fractions
Compare & Order Decimals
Powers of 10
Addition / Subtraction Decimals
Problem Solving, Involving Money
Estimate Sums and Differences
Multiply Decimals & Wholes
Problem Solving Multiplication of Money
Explore Multiplication of Decimals
Multiply Decimals by Decimals
Division of Decimals by Wholes
Decimal Divisors
Estimating Products & Quotients
Dividing Money / Repeating Decimals
Problem Solving

INTRODUCTION TO ALGEBRA & FUNCTIONS

Powers & Exponents
Squares and Square Roots
Order of Operations
Variables & Expressions
Equations
Properties
Arithmetic Sequences
Equations and Functions

INTEGERS, GRAPHING, FUNCTIONS

Integers and Absolute Value
Comparing & Ordering Integers
Coordinate Plane
Functions & Graphs
Adding Integers
Subtracting Integers
Multiplying Integers
Dividing Integers

FRACTION BASICS

Prime, Composite, & Divisibility Rules
Prime Factorization
Factors and GCF
Multiples & LCM
What is a fraction
Simplify Fractions
Fractions & Mixed Numbers
Mixed Numbers to Fractions Greater than One

MULTIPLICATION & DIVISION WITH FRACTIONS

Multiplying Fractions, Cross Cancelling
Multiply Fractions & Mixed Numbers
Estimate Products
Properties of Multiplication
Division of Whole Number by Fraction
Division of Mixed Numbers

FRACTIONS

Compare & Order Fractions
Compare & Order Fractions & Mixed Numbers
Add/Sub Like Fractions
Add/Sub Mixed Numbers with Common Denominators
Sub Mixed Numbers, Common Denominators & Borrowing
Add Unlike Fractions
Subtract Unlike Fractions
Add Mixed Numbers, Unlike Denominators
Sub Mixed Numbers, Unlike Denominators, Borrowing
Properties of Addition
Problem Solving, Interpret the Remainder

RATIO, PROPORTIONS, UNIT RATES & SCALE CUSTOMARY AND METRIC MEASUREMENT

Ratio
Equivalent Ratios
Ratio and Ratio Tables
Rates, Unit Rates, Unit Price
Problem Solving
Scale Drawing
Customary Length
Customary Capacity
Customary Weight
Changing Metric Units

GEOMETRY

Types of Angles
Polygons
Triangles
Quadrilaterals
Perimeter
Area of Rectangles
Area of other Quadrilaterals
Area of Triangles
Area of Complex Figures
Graphing Polygons
3-D Figures
Nets
Surface Area
Volume
Estimating Volume
Volume of Rectangular Solids with Fractions

ALGEBRAIC REASONING, INTEGERS & EXPONENTS

Order of Operations
Properties of Numbers
Variables & Algebraic Expressions
Translating Words to Math
Simplifying Algebraic Expressions
Integers, Adding Integers
Subtracting Integers
Multiplication/Division Integers
Solve Equations Containing Integers
Integer Exponents
Properties of Exponents
Scientific Notation
Operations with Scientific Notation

RATIONAL NUMBERS

Rational Numbers
Compare & Order Rational Numbers
4 Operations with Decimals
Add/Subtract Fractions
Mult/Divide with Fractions
Solving Equations with Decimals
Solving Equations with Fractions
2-Step Equations
Using Properties with Rational Numbers
Fractions, Decimals, Percents
Estimating with Percents
Percent of Change
Applications of Percents
Simple Interest

EXPRESSIONS AND EQUATIONS

Simplifying Algebraic Equations
Solve 2-Step Equations
Solve Multi-Step Equations
Variables on Both Sides of the Equation
System of Equations
Inequalities
Solve Inequalities with Add / Sub
Solve Inequalities with Mult/Divide
Multi-Step Inequalities

RATIOS, RATES, PROPORTIONS, SIMILARITIES

Rates, Unit Rates
Identify, Write & Solve Proportions
Similar Figures
Using Similar Figures
Dilations
Scale Drawings & Models

GEOMETRIC RELATIONSHIPS

Building Blocks of Geometry
Classifying Angles
Angle Relationships
Line and Angle Relationships
Triangles

Angles in Polygons
Congruence
Coordinate Geometry
Transformations
Similarity & Congruence Transformations

MEASUREMENT AND GEOMETRY

Perimeter & Circumference
Areas of Circles
Area of Irregular Figures
Volume of Prisms & Cylinders
Volume of Pyramids & Cones
Volume of Spheres
Surface Area of Prisms, Cylinders & Spheres
Surface Area of Complex Figures

GRAPHS AND FUNCTIONS

Ordered Pairs
Graphing on a Coordinate Plane
Interpreting Graphs
Functions
Equations, Tables, Graphs
Graphs of Linear Equations
Graph Proportional Relationships
Slopes and Rate of Change
Direct Variation
Graphing Linear Equations
Slope of a Line
Using Slopes and intercepts
Point – Slope Form
Solving Systems of Linear Equations by Graphing
Scatter Plots
Line of Best Fit
Patterns in Two-Way Tables
Comparing Multiple Representations

DATA ANALYSIS AND PROBABILITY

Mean, Median, Mode and Range
Box-and-Whiskers Plot
Populations and Samples
Probability
Experimental Probability
Sample Spaces
Theoretical Probability
Making Predictions
Probability of Independent and Dependent Events
Combinations
Permutations
Probability of Compound Events

PRE-ALGEBRA

Unit 1: The Real Numbers

- Integers, Absolute Value & Integer Operations
- Simplifying Fractions, Mixed vs. Improper Forms
- Adding & Subtracting Fractions
- Multiplying & Dividing Fractions
- Fractions, Decimals & Percent Conversions
- Exponents, Zero Exponents, Negative Exponents
- Perfect Squares, Perfect Cubes
- Square Roots & Cube Roots
- Scientific Notation
- Comparing & Ordering Number Forms
- Order of Operations
- Evaluating Expressions
- The Real Number System
- Properties of Real Numbers

Unit 2: Algebraic Expressions

- Translating Expressions
- Combining Like Terms
- Distributive Property
- Simplify Expressions (Distribute & Combine)
- Factoring Expressions
- Simplify vs. Factor
- Multiply Monomials (Product Rule)
- Dividing Monomials (Quotient Rule)
- Powers of Monomials (Power Rule)
- Multiplying & Dividing with Scientific Notation
- Adding & Subtracting with Scientific Notation
- Adding & Subtracting Polynomials

Unit 3: Equations & Inequalities

- Rational Equations
- Two-Step Equations
- Multi-Step Equations
- Variables on Both Sides
- Special Cases: No Solution/Infinite Solutions
- Solve by Clearing Fractions*
- Translating Equations
- Applications
- Writing & Graphing Inequalities
- One & Two-Step Inequalities
- Translating Inequalities
- Multi-Step Inequalities

Unit 4: Ratio, Proportion & Percent

- Ratio, Rates, Unit Rates

- Proportional vs. Non-proportional Relationships
- Solving Proportions
- Proportion Word Problems
- Scale Drawings & Models
- Indirect Measurement
- Percent Proportion
- Percent Equation
- Discount, Mark-up, Sales Tax, Tip
- Percent Change
- Simple Interest

Unit 5: Functions, Graphs & Linear Equations

- Relations vs. Functions
- Domain & Range
- Graphing Linear Function by Table
- Slope (From a Graph & Slope Formula)
- Slope-Intercept Form
- Writing Linear Equations Given a Graph
- Standard Form
- Linear vs. Non-linear Functions
- Slope-Intercept Form Applications
- Proportional Relationships (Direct Variation)

Unit 6: Systems of Equations

- Systems of Equations: Solve by Graphing
- Systems of Equations: Solve by Substitution
- Systems of Equations: Solve by Eliminations
- Special Cases: No Solution/Infinite Solutions
- Systems of Equations: Applications

Unit 7: Introduction to Geometry

- Relationships
- Parallel Lines Cut by a Transversal
- Classifying Triangles
- Triangle Sum Theorem
- Pythagorean Theorem
- Pythagorean Theorem Word Problems
- Quadrilaterals
- Congruent Polygons (unit 4)
- Similar Figures
- Reflections
- Translations
- Rotations
- Dilations

Unit 8: Measurement (Area & Volume)

- Perimeter & Area of Plane Figures
- Area & Circumference of Circles
- Area & Perimeter of Composite Figures
- 3D Figures & Slicing 3D Figures
- Volume of Prisms & Cylinders
- Volume of Pyramids & Cones
- Volume & Surface Area of Spheres
- Effects of Changing Dimensions
- Perimeter & Area of Similar Figures
- Volume & Surface Area of Similar Solids

Unit 9: Probability & Statistics

- Simple Probability
- Theoretical vs Experimental Probability
- Counting Outcomes: Tree Diagrams & Counting Principle
- Compound Probability: Independent Events
- Compound Probability: Dependent Events
- Biased vs. Unbiased Samples; Using Samples to Predict
- Measures of Central Tendency
- Mean Absolute Deviation
- Box-and-Whisker Plots
- Scatter Plots
- Line of Best Fit
- Two-Way Tables

ALGEBRA 1

Pre-Algebra Review

- Real number system
- Properties of real numbers
- Order of operations
- Absolute value
- Evaluating expressions
- Simplifying expressions
- Combining like terms
- Distributing
- Translating expressions
- Translating expressions and solving
- Inequalities
- Solving two- step equations
- Solving and graphing two-step inequalities

Multi-Step Equations & Inequalities

- Multi-step equations
- Multi- step equations with variables on both sides
- Infinitely many solutions /No solution equations
- Proportions

- Absolute value equations / inequalities
- Multi- Variable (Literal equations)
- Word problems
- Multi step inequalities
- Compound inequalities

Parent Functions & Transformations

- Relation. Domain and Range
- Functions vs Relations
- Continuous relation, domain and range
- Real world graphs
- Graphing functions
- Function table
- Function notation
- Zeros of functions and analyzing graphs
- Arithmetic sequences

Exponents & Exponential Functions

- Monomials: Add, Subtract, Multiply (Product Rule)
- Product Rule & Geometric Applications
- Quotient Rule
- Negative Exponents
- Scientific Notation
- Graphing Exponential Functions
- Exponential Growth & Decay
- Geometric Sequences
- Simplifying Radicals: Square and Cube Roots
- Monomial Square Roots

Polynomials & Factoring

- Intro to Polynomials: Classify, Add, Subtract
- Multiply Polynomials
- Dividing Polynomials by a Monomial
- Factoring Polynomials: GCF
- Factoring Polynomials: Difference of Squares
- Factoring Polynomials: Trinomials when $a=1$
- Factoring Polynomials: Trinomials when $a \neq 1$
- Factoring Polynomials: Four Terms
- Divide Polynomials by a Binomial

(Mini Unit): Statistics

- Statistics Overview: Measures of Center
- Box & Whisker Plots. Stem & Leaf Plots, Histograms
- Statistics on the Calculator
- Measures of Dispersion
- Z-Scores

Quadratic Equations

- Intro to Quadratics Equations:
Axis of Symmetry, Vertex, Minimum, Maximum, Parabolas
- Graphing Quadratics
- Vertex Form of a Quadratic Equation
- Transformations
- Quadratic Roots
- Solving Quadratics Equations by Factoring
- Solving Quadratics Equations by Square Roots
- Solving Quadratics Equations by Completing the Square
- Solving Quadratics Equations by Quadratic Formula
- Methods Comparison: Choose the Best Method
- Area & Consecutive Integer Problems
- Projectile Motion
- Linear vs. Quadratic Modes

Rational Expressions & Equations

- Simplifying Rational Expressions
- Multiplying Rational Expressions
- Dividing Rational Expressions
- Adding & Subtracting Rational Expressions
- Applications of Rational Expressions
- Rational Equations

Radical Expressions & Equations

- Simplify Radicals (Square & Cube Roots)*
- Simplifying Radicals with Variables*
- Adding & Subtracting Radicals
- Multiplying Radicals
- Dividing Radicals (Includes Rationalizing the Denominator)
- Dividing Radicals with Binomials (Conjugates)
- Solving Radical Equations

APPENDIX #2

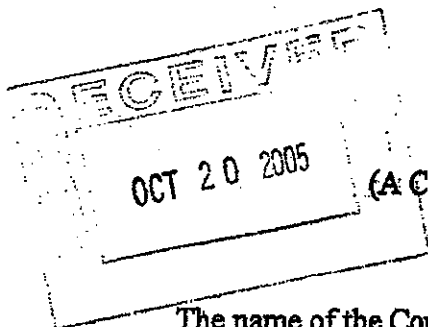
ARTICLES OF INCORPORATION

2054983

ENDORSED - FILED
in the office of the Secretary of State
of the State of California

NOV 18 2001

BILL JONES, Secretary of State



**ARTICLES OF INCORPORATION
OF**

TRACY LEARNING CENTER

(A California Non-Profit Public Benefit Corporation)

I.

The name of the Corporation shall be: Tracy Learning Center.

II.

The Corporation is a non-profit public benefit corporation and is not organized for the private gain of any person. It is organized under the Non-Profit Public Benefit Corporation Law for public and charitable purposes. The specific purposes for which this Corporation is organized are to manage, operate, guide, direct and promote one or more charter schools approved by the Tracy Unified School District.

The Corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law. Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

III.

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

Phillip Murray
Spector, Middleton, Young & Minney, LLP
7 Park Center Drive
Sacramento, CA 95825

IV.

All corporate property is irrevocably dedicated to the purposes set forth in the second article above. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to any of its directors, members, trustees, officers or other private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered, and to make payments and distributions in furtherance of the purposes set forth in Article II.

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

Subject to the provisions of the non-profit public benefit provisions of the Non-Profit Corporation Law of the State of California, and any limitations in the articles or bylaws relating to action to be approved by the members or by a majority of all members, if any, the activities and affairs of this Corporation shall be conducted and all the powers shall be exercised by or under the direction of the board of directors.

The number of directors shall be as provided for in the bylaws. The bylaws shall prescribe the qualifications, mode of election, and term of office of directors.

V.

The authorized number and qualifications of members of the corporation, if any, the different classes of membership, the property, voting and other rights and privileges of members, and their liability for dues and assessments and the method of collection thereof, shall be set forth in the bylaws.

VI.

Upon the dissolution or winding up of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation, shall be distributed to a non-profit fund, foundation, or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

Dated: 11-12-2001


Phillip Murray
Incorporator



APPENDIX #3

BYLAWS

SECOND RESTATED BYLAWS

OF

TRACY LEARNING CENTER

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**SECOND RESTATED BYLAWS
OF
TRACY LEARNING CENTER**

A California Nonprofit Public Benefit Corporation

**ARTICLE I
Name**

The name of this corporation is Tracy Learning Center.

**ARTICLE II
Purposes**

The corporation is organized for the specific and general purposes specified in its Articles of Incorporation.

**ARTICLE III
Offices**

Section 1. Principal Office.

The corporation's principal office shall be located at 51 E. Beverly Place, Tracy, California 95376, California. The Board of Directors ("Board" or "Governing Board") is granted full power and authority to change the principal office from one location to another within California.

Section 2. Other Offices.

Branch or subordinate offices may at any time be established by the Board at any place or places where the corporation is qualified to do business.

**ARTICLE IV
Membership**

Section 1. Members.

Unless and until these bylaws are amended to provide otherwise, this corporation shall have no statutory members, as the term "member" is defined in Section 5056 of the California Nonprofit Corporation Law. Any action which would otherwise by law require approval by a majority of all members or approval by the members shall require only approval of the Board. All rights which would otherwise by law vest in the members shall rest in the Board.

Section 2. Associates.

Nothing in this Article shall be construed to limit the corporation's right to refer to persons associated with it as "members" even though such persons are not members, and no such reference by the corporation shall render anyone a member within the meaning of Section 5056

of the California Nonprofit Corporation Law. Such individuals may originate and take part in the discussion of any subject that may properly come before any meeting of the Board, but may not vote. The corporation may confer, by amendment of its Articles of Incorporation or of these Bylaws, some or all of a member's rights, set forth in the California Nonprofit Corporation Law, upon any person who does not have the right to vote for the election of directors, on a disposition of substantially all of the assets of the corporation, on a merger, on a dissolution, or on changes to the corporation's Articles of Incorporation or Bylaws, but no such person shall be a member within the meaning of said Section 5056. The Board may also, in its discretion, without establishing memberships, establish an advisory council or honorary board or such other auxiliary groups as it deems appropriate to advise and support the corporation.

ARTICLE V Board of Directors

Section 1. Powers.

Subject to the limitations of the California Nonprofit Public Benefit Corporation Law, the corporation's Articles of Incorporation and these Bylaws, the activities and affairs of the corporation shall be conducted and all corporate powers shall be exercised by or under the direction of the Board. The Board may delegate the management of the corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board. No assignment, referral or delegation of authority by the Board or anyone acting under such delegation shall preclude the Board from exercising full authority over the conduct of the corporation's activities, and the Board may rescind any such assignment, referral or delegation at any time.

Without prejudice to its general powers, but subject to the same limitations set forth above, the Board shall have the following powers in addition to any other powers enumerated in these Bylaws and permitted by law:

- i. To select and remove all of the officers, agents and employees of the corporation; to prescribe powers and duties for them which are not inconsistent with law, the corporation's Articles of Incorporation or these Bylaws; to fix their compensation; and to require security from them for faithful service;
- ii. To conduct, manage and control the affairs and activities of the corporation and to make such rules and regulations therefor which are not inconsistent with law, the corporation's Articles of Incorporation or these Bylaws;
- iii. To adopt, make and use a corporate seal and to alter the form of the seal from time to time;
- iv. To borrow money and incur indebtedness for the purposes of the corporation, and to cause to be executed and delivered therefor, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities therefore;

v. To carry on a business and apply any revenues in excess of expenses that results from the business activity to any activity in which it may lawfully engage;

vi. To act as trustee under any trust incidental to the principal object of the corporation, and receive, hold, administer, exchange and expend funds and property subject to such trust;

vii. To acquire by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of real and personal property; and

viii. To assume any obligations, enter into any contracts or other instruments, and do any and all other things incidental or expedient to the attainment of any corporate purpose.

Section 2. Number and Qualifications of Directors.

i. The authorized number of Directors shall be not less than three (3) or more than eleven (11), unless changed by a duly adopted amendment to this provision. The exact number of Directors shall be fixed within these limits by a resolution of the Board, and is currently nine (9).

i. The qualifications for Directors are generally the ability to attend Board meetings, a willingness to actively support and promote the corporation, its charter schools, and a dedication to its educational endeavors. Vacant Director positions may be advertised and the Board may interview candidates for new Directors.

Section 3. Election and Term of Office.

i. Directors shall be elected at a meeting of the Board by a majority vote of the Directors holding office as of the date of such meeting.

ii. So long as the corporation holds a charter for a California public charter school, one (1) additional Director may be appointed by the governing board of a charter authorizer, at the authorizer's discretion.

iii. Except for a Director appointed by the charter authorizer, which shall have a term of one (1) year, Directors shall be permitted to hold office for unlimited terms.

Section 4. Resignation and Removal.

Subject to the provisions of Section 5226 of the California Nonprofit Public Benefit Corporation Law, any Director may resign effective upon giving written notice to the President, the Secretary, or the Board, unless the notice specifies a later effective time. If the resignation is effective at a future time, a successor may be selected before such time, to take office when the resignation becomes effective. Other than a director appointed by a charter authorizer pursuant to Education Code Section 47604(b), any director may be removed at any time by a majority vote of the Board due to excessive absences from regularly scheduled meetings or because of unsatisfactory discharge of duties.

Section 5. Vacancies.

a. A Board vacancy or vacancies shall be deemed to exist if any Director dies, resigns, or is removed, or if the authorized number of Directors is increased.

b. Notwithstanding Section 4, the Board may declare vacant the office of any Director who has been convicted of a felony, or has been found to have breached any duty arising under Article 3 of Chapter 2 of the California Nonprofit Public Benefit Corporation Law or to be of unsound mind by any court of competent jurisdiction.

c. A vacancy on the Board shall be filled by election of the Board as set forth in Section 3(i) of this Article V. Each Director so elected, appointed, or designated shall hold office until the expiration of the term of the replaced Director and continue to hold office until a qualified successor has been elected, appointed, or designated.

d. No reduction of the authorized number of Directors shall have the effect of removing any Director prior to the expiration of the Director's term of office.

Section 6. Place and Conduct of Board Meetings.

Meetings of the Board shall be held at the principal office of the corporation or at any other place within or without the State of California which has been designated in the notice of the meeting or, if there is no notice, by resolution of the Board. To the extent required by law and to the extent the meeting is related to a charter held by the corporation, meetings of the Board shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., as the same may be modified from time to time ("Brown Act"), and shall occur within the jurisdictional boundaries of the charter school.

Section 7. Meetings; Annual Meeting.

The Board shall meet annually for the purpose of organization, appointment of officers and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date and place as may be specified by resolution of the Board.

Section 8. Regular Meetings.

Regular meetings of the Board, including annual meetings, shall be held without call or notice at such times and places as may from time to time be fixed by the Board. Notwithstanding any other provision of these bylaws, to the extent expressly required by law or by contract, all meetings (regular and special) of the Board and its committees shall be called, noticed, and held in compliance with the provisions of the Brown Act.

Section 9. Special Meetings.

Special meetings of the Board for any purpose may be called at any time by the president, the secretary or any two Directors. The party calling such special meeting shall determine the place, date and time thereof.

Section 10. Notice of Special Meetings.

a. Special meetings of the Board may be held only after each Director has received twenty-four (24) hours' prior notice delivered personally or by any other means.

b. Any such notice shall be addressed or delivered to each Director at the Director's address as it is shown on the records of the corporation or as may have been given to the corporation by the Director for purposes of notice or, if an address is not shown on the corporation's records or is not readily ascertainable, at the place at which the meetings of the Directors are regularly held.

c. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver. Notice will be deemed waived by any Board member who is actually present at the meeting or at or prior to the meeting files a written waiver of notice with the Secretary of the Board.

d. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

e. Special meetings of the Board related to a charter held by the corporation will be called, held and conducted in accordance with the Brown Act, and agendas for such special meetings will be posted twenty-four (24) hours prior to the meeting in a location accessible to the public. Emergency meetings of the Board related to a charter held by the corporation will be called, held and conducted in accordance with Government Code section 54956.5.

Section 11. Quorum.

A majority of the Directors then in office shall constitute a quorum. Every act or decision done or made by a majority of the Directors present at a meeting duly held at which a quorum is present is an act of the Board, subject to the more stringent provisions of the California Nonprofit Public Benefit Corporation Law, including, without limitation, those provisions relating to (a) approval of contracts or transactions in which a director has a direct or indirect material financial interest, (b) approval of certain transactions between corporations having common directorships, (c) creation of and appointments to committees of the board, and (d) indemnification of directors, except as may be otherwise provided under the Political Reform Act, if applicable. A meeting at which a quorum is initially present may continue to transact

business notwithstanding the withdrawal of Directors, if any action taken is approved by at least a majority of the required quorum for such meeting. Directors may not vote by proxy.

Section 12. Telephonic and Electronic Video Meetings.

Members of the Board may participate in a meeting through the use of conference telephone, electronic video screen communication, or other communications equipment. Participation in a meeting through use of conference telephone constitutes presence in person at that meeting as long as all members participating in the meeting are able to hear one another. To the extent the meeting is related to a charter held by the corporation and the corporation is required to follow the Brown Act, such teleconferenced meetings of the Board shall comply with the requirements set forth in Government Code Section 54953. To count toward a quorum, such teleconferenced Board members must timely post the meeting agenda in plain sight to the public at their teleconference location, make the location open to members of the public, and the location must be within the jurisdiction of the charter school. Nothing precludes a Board member at such meeting from otherwise attending by telephone, provided that a quorum of members is participating in the meeting either in person or at a teleconference location that may be counted toward a quorum.

Section 13. Adjournment.

A majority of the Directors present, whether or not a quorum is present, may adjourn any directors meeting to another time or place. If a meeting is adjourned for more than twenty-four (24) hours, notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the Directors who were not present at the time of the adjournment.

Section 14. Rights of Inspection.

Subject to applicable federal and state laws regarding pupil confidentiality, every Director has the absolute right at any reasonable time to inspect and copy all books, records, and documents of every kind and to inspect the physical properties of the corporation.

Section 15. Board Committees.

The Board may appoint an executive committee and one or more other committees each consisting of two (2) or more Directors to serve at the pleasure of the Board, and delegate to such committee any of the authority of the Board, except with respect to:

- a. The filling of vacancies on the Board or on any committee which has the authority of the Board;
- b. The fixing of compensation of the Directors for serving on the Board or on any committee;
- c. The amendment or repeal of bylaws or the adoption of new bylaws;

d. The amendment or repeal of any resolution of the Board which by its express terms is not so amendable or repealable;

e. The appointment of other committees having the authority of the Board;

f. Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of a majority of all members of the Board; or

g. The approval of any self-dealing transaction as such transactions are defined in Section 5233(a) of the California Nonprofit Public Benefit Corporation Law, except as permitted under Article VI.

Any such committee must be created, and the members thereof appointed, by resolution motion, or other Board action, adopted by a majority of the number of Directors then in office, and any such committee may be designated as an executive committee or by such other name as the Board shall specify. The Board may appoint, in the same manner, alternate members to a committee who may replace any absent member at any meeting of the committee. The Board shall have the power to prescribe the manner in which proceedings of any such committee shall be conducted. In the absence of any such prescription, such committee shall have the power to prescribe the manner in which its proceedings shall be conducted. To the extent required by law, meetings of board committees will be called, held and conducted in accordance with the Brown Act. Minutes shall be kept of each meeting of each committee.

Section 16. Other Committees.

a. The president, subject to the limitations imposed by the Board, or the Board, may create other committees, either standing or special, to serve the Board which do not have the powers of the Board. The president, with the approval of the Board, shall appoint members to serve on such committees, and shall designate the committee chair. If a Director is on a committee, he or she shall be the chair. Each member of a committee shall continue as such until the next annual election of officers and until his or her successor is appointed, unless the member sooner resigns or is removed from the committee.

b. Meetings of a committee may be called by the president, the chair of the committee or a majority of the committee's voting members. Each committee shall meet as often as is necessary to perform its duties. Notice of a meeting of a committee may be given at any time and in any manner reasonably designed to inform the committee members of the time and place of the meeting. A majority of the voting members of a committee shall constitute a quorum for the transaction of business at any meeting of the committee. Each committee may keep minutes of its proceedings and shall report periodically to the Board. A committee may take action by majority vote.

c. Any member of a committee may resign at any time by giving written notice to the president. Such resignation, which may or may not be made contingent upon formal acceptance, shall take effect upon the date of receipt or at any later time specified in the notice. The president may, with prior approval of the Board, remove any appointed member of a committee. The president, with the Board's approval, shall appoint a member to fill a vacancy in

any committee or any position created by an increase in the membership for the unexpired portion of the term. To the extent required by law, meetings of committees will be called, held and conducted in accordance with the Brown Act.

Section 17. Fees and Compensation.

Directors and members of committees shall not receive any compensation for their services; however, the Board may approve reimbursement of a Director's actual and necessary expenses incurred in the conduct of the corporation's business.

Section 18. Non-Liability of Directors.

No Director shall be personally liable for the debts, liabilities or other obligations of this corporation.

Section 19. Interested Persons.

Not more than forty-nine percent (49%) of the Directors serving on the Board may be "interested persons." An "interested person" is (i) any person compensated by the corporation for services rendered to it within the previous twelve (12) months whether as a full- or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a Director as a director, and (ii) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law or father-in-law of any such person. However, any violation of the provisions of this Section shall not affect the validity or enforceability of any transaction entered into by the corporation.

Section 20. Standard of Care.

A Director shall perform the duties of a Director, including duties as a member of any committee of the Board upon which the Director may serve, in good faith, in a manner such Director believes to be in the best interests of the corporation and with such care, including reasonable inquiry, as an ordinarily prudent person in a like position would use under similar circumstances. In performing the duties of a director, a Director shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, in each case prepared or presented by:

- i. One or more officers or employees of the corporation whom the Director believes to be reliable and competent in the matters presented;
- ii. Counsel, independent accountants or other persons as to matters which the Director believes to be within such person's professional or expert competence; or
- iii. A committee of the Board upon which the Director does not serve as to matters within its designated authority, provided the Director believes merits confidence and the Director acts in good faith, after reasonable inquiry when the need therefor is indicated by the circumstances and without knowledge that would cause such reliance to be unwarranted.

Section 21. Annual Report.

The Board shall cause an annual report to be prepared and sent to each Director not later than 120 days after the close of the fiscal year. That report shall contain the following information, in reasonable detail:

- a. The assets and liabilities, including the trust funds, or the corporation as of the end of the preceding fiscal year;
- b. The principal changes in assets and liabilities, including trust funds, during the preceding fiscal year;
- c. The corporation's revenue or receipts, both unrestricted and restricted to particular purposes, for the preceding fiscal year;
- d. The corporation's expenses or disbursement for both general and restricted purposes during the preceding fiscal year;
- e. Any information required by Section 6322 of the California Nonprofit Public Benefit Corporation Law, with respect to the preceding fiscal year.

The report required by this Section shall be accompanied by an independent accountant's report or if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation's books and records.

Section 22. Annual Statement of Certain Transactions and Indemnifications.

Pursuant to Section 6322 of the California Nonprofit Public Benefit Corporation Law, the corporation shall furnish an annual statement of certain transactions and indemnifications to each of the Directors no later than 120 days after the close of the fiscal year. If the corporation issues an annual report as set forth in Section 21 of this Article, this requirement shall be satisfied by including the required information, as set forth below, in such report:

- a. Any "covered transaction" (defined below) during the previous fiscal year of the corporation involving more than Fifty Thousand Dollars (\$50,000) or which was one of a number of "covered transactions" in which the same "interested person" (defined below) had a direct or indirect material financial interest, and which transactions in the aggregate involved more than Fifty Thousand Dollars (\$50,000). The statement shall describe the names of any "interested persons" involved in such covered transactions, including such "interested persons" relationship to the transaction, and, where practicable, the amount of such interest; provided, that in the case of a transaction with a partnership of which the "interested person" is only a partner, only the interest of the partnership need be stated.
- b. For the purposes of this Section, a "covered transaction" is a transaction in which the corporation, its parent or its subsidiary, was a party, and in which either of the following had a direct or indirect material financial interest:

i. Any Director or officer of the corporation, or its parent or subsidiary; or

ii. Any holder of more than ten percent (10%) of the voting power of the corporation, its parent or its subsidiary.

c. The amount and circumstances of any indemnifications or advances aggregating more than Ten Thousand Dollars (\$10,000) paid during the fiscal year of the corporation to any officer or Director of the corporation.

For purposes of this Section, any person described in either paragraph (i) or (ii) of subsection b. above is an "interested person."

ARTICLE VI

Transactions Between Corporation and Officers or Directors

Section 1. Self-Dealing Transactions.

Pursuant to Section 5233 of the California Nonprofit Public Benefit Corporation Law, the Corporation shall not be a party to a transaction in which one or more of its directors has a material financial interest ("Interested Director") unless:

a. The Attorney General, or the court in an action in which the Attorney General is an indispensable party, has approved the transaction either before or after it was consummated; or

b. Prior to entering into the transaction, after full disclosure to the Board of all material facts as to the proposed transaction and Interested Director's interest and investigation and report to the Board as to alternative arrangements for the proposed transaction, if any, the Board in good faith and by a vote of a majority of the directors then in office (without including the vote of the Interested Director)

i. Resolves and finds that (1) the transaction is in the corporation's best interests and is entered into for the Corporation's own benefit, (2) the transaction is fair and reasonable as to the corporation, and (3) after reasonable investigation under the circumstances as to the alternatives, the corporation could not have obtained a more advantageous arrangement with reasonable efforts under the circumstances, and

ii. Approves the entire transaction; or

c. If it is not reasonably practicable to obtain approval of the Board prior to entering into such transaction, and, prior to entering into said transaction, a committee or person authorized by the Board approves the transaction in a manner consistent with the procedure set forth in subsection b. of this section; and the Board, after determining in good faith that the corporation entered into the transaction for its own benefit and that the transaction was fair and reasonable as to the corporation at the time it was entered into, ratifies the transaction at its next meeting by a vote of the majority of the directors then in office, without counting the vote of the Interested Director. However, the Interested Director may be counted in determining the

presence of a quorum at the meeting of the Board which authorizes, approves or ratifies a contract or transaction.

Section 2. Interested Director's Vote.

In determining whether the Board validly met to authorize or approve a self-dealing transaction, an Interested Director may be counted to determine the presence of a quorum, but an Interested Director's vote may not be counted toward the required majority for such authorization, approval, or ratification.

Section 3. Persons Liable and Extent of Liability.

If a self-dealing transaction has not been approved as provided in Section 1 of this Article, the interested director(s) may be required to do such things and pay such damages as a court may provide as an equitable and fair remedy to the Corporation, considering any benefit received by it and whether or not the interested director(s) acted in good faith and with the intent to further the best interests of the Corporation.

Section 4. Contracts or Transactions with Mutual Directors.

No contract or other transaction between the corporation and any domestic or foreign corporation, firm, or association of which one or more of the corporation's directors is a director is either void or void-able because such director is present at the meeting of the Board or committee thereof which authorizes, approves, or ratifies the contract or transaction if:

a. The material facts as to the transaction and as to such director's other directorship are fully disclosed or known to the Board or committee, and the Board or committee authorizes, approves, or ratifies the contract or transaction in good faith by a vote sufficient without counting the vote of the common director; or

b. As to contracts or transactions not approved as provided in subsection a. of this Section, the contract or transaction is just and reasonable as to the corporation at the time it is authorized, approved, or ratified.

Notwithstanding the foregoing, this Section shall not apply to self-dealing transactions described in Section 1 of this Article above.

Section 5. Corporate Loans and Advances.

The corporation shall not make any loan of money or property to or guarantee the obligation of any director or officer, except as is expressly allowed under Section 5236 of the California Nonprofit Public Benefit corporation law; provided, however, the corporation may advance money to a director or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of duties of such director or officer, provided that in the absence of such advance, such director or officer would be entitled to be reimbursed for such expenses by the corporation.

Section 6. General Public Agency Provisions Governing Certain Transactions.

Notwithstanding the foregoing Sections, nothing in this Article VI shall be construed to authorize any transaction otherwise prohibited by California Government Code Section 81000 *et seq.*, or other applicable laws.

ARTICLE VII Officers

Section 1. Officers.

The officers of this corporation shall be a president, one or more vice presidents, a secretary, and a chief financial officer. The corporation may also have, at the discretion of the Board, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be elected or appointed by the Board. Any number of offices may be held by the same person, except that neither the secretary nor the treasurer may serve concurrently as the president.

Section 2. Appointment of Officers.

Except as otherwise specified in Sections 3 and 9 of this Article, the officers of the corporation shall be chosen annually by the Board and each shall hold office until he or she shall resign or shall be removed or otherwise disqualified to serve, or his or her successor shall be elected and qualified.

Section 3. Subordinate Officers.

The Board may appoint and may empower the president to appoint such other officers as the business of the corporation may require, each of whom shall hold office for such period, have such authority, and perform such duties as are provided in the bylaws or as the Board may from time to time determine.

Section 4. President.

The president is the chief executive officer of the corporation and has general supervision, direction and control of the business and affairs of the corporation. The president has the general management powers and duties usually vested in the office of president of a corporation, as well as such other powers and duties as may be prescribed from time to time by the Board.

Section 5. Vice President.

In the absence or disability of the president, vice president (or if more than one (1) vice president is appointed, in order of their rank as fixed by the Board or if not ranked, the vice president designated by the Board) shall perform all the duties of the president and when so acting shall have all the powers of, and be subject to all of the restrictions upon, the President. The vice presidents shall have such other powers and perform such other duties as the Board may prescribe from time to time.

Section 6. Secretary.

The secretary shall keep or cause to be kept, at the principal office of the corporation the State of California, the original or a copy of the corporation's Articles of Incorporation and bylaws, as amended to date, and a register showing the names of all Directors and their respective addresses. The secretary shall keep the seal of the corporation and shall affix the same on such papers and instruments as may be required in the regular course of business, but failure to affix it shall not affect the validity of any instrument. The secretary also shall keep or cause to be kept at the principal office, or at such other place as the Board may order, a book of minutes of all meetings of the Board and its committees, with the time and place of holding; whether regular or special; if special how authorized; the notice thereof given; the names of those present and absent; and the proceedings thereof. The secretary shall give or cause to be given notice of all the meetings of the Board required by these bylaws or by law to be given; shall keep the seal of the corporation in safe custody; shall see that all reports, statements and other documents required by law are properly kept or filed, except to the extent the same are to be kept or filed by the treasurer; and shall have such other powers and perform such other duties as may be prescribed from time to time by the Board.

Section 7. Chief Financial Officer.

The chief financial officer shall keep and maintain or cause to be kept and maintained adequate and correct accounts of the properties and business transactions of the corporation, including accounts of its assets, liabilities, receipts, disbursements, gains and losses. The books of account shall at all times be open to inspection by any Director. The chief financial officer shall deposit or cause to be deposited all monies and other valuables in the name and to the credit of the corporation in such depositories as may be designated by the Board. The chief financial officer shall disburse the funds of the corporation as shall be ordered by the Board, shall render to the President and the Directors, upon request, an account of all transactions as chief financial officer. The chief financial officer shall present an operating statement and report, since the last preceding board meeting, to the Board at all regular meetings. The chief financial officer shall have such other powers and perform such other duties as may be prescribed from time to time by the Board.

Section 8. Removal and Resignation.

Any officer may be removed, either with or without cause, by the Board at any time. In the case of an officer appointed by the President, the President shall also have the power of removal. Any such removal shall be without prejudice to the rights, if any, of the officer under any contract of employment. Any officer may resign at any time by giving written notice to the corporation, but without prejudice to the rights, if any, of the corporation under any contract to which the officer is a party. Any such resignation shall take effect at the date of the receipt of such notice or at any later time specified therein, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

Section 9. Vacancies.

A vacancy in any office because of death, resignation, removal, disqualification, or any other cause, shall be filled in the manner prescribed in the bylaws for regular election or appointment to such office, provided that such vacancies shall be filled as they occur and not on an annual basis.

**ARTICLE VIII
Indemnification**

Section 1. Indemnification.

To the fullest extent permitted by law, this corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code section 5238(b) or section 5238(c), the Board of Directors shall promptly decide under Corporations Code section 5238(e) whether the applicable standard of conduct set forth in Corporations Code section 5238(b) or section 5238(c) has been met and, if so, the Board of Directors shall authorize indemnification.

Section 2. Other Indemnification.

No provision made by this corporation to indemnify its directors or officers for the defense of any proceeding, whether contained in the Articles of Incorporation, bylaws, a resolution of members or directors, an agreement, or otherwise, shall be valid unless consistent with this Article. Nothing contained in this Article shall affect any right to indemnification to which: (i) persons other than such directors and officers may be entitled by contract or under the provisions of the California Tort Claims Act; or (ii) such directors may be entitled under the provisions of the California Tort Claims Act; or (iii) either may otherwise be entitled.

**ARTICLE IX
Miscellaneous**

Section 1. Fiscal Year.

The fiscal year of the corporation shall be a fiscal year ending June 30.

Section 2. Checks, Drafts.

All checks, drafts or other orders for payment of money, notes or other evidences of indebtedness issued in the name of or payable to the corporation and any and all securities owned

by or held by the corporation requiring signature for transfer shall be signed or endorsed by such person or persons and in such manner as from time to time shall be determined by the Board or the executive committee, if any, or by the President.

Section 3. Insurance.

This corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its officers, directors, employees, and other agents, to cover any liability asserted against or incurred by any officer, director, employee, or agent in such capacity or arising from the officer's, director's, employee's, or agent's status as such.

**ARTICLE X
Effective Date and Amendments**

Section 1. Effective Date.

These bylaws and any amendments hereto shall become effective immediately upon their adoption by the vote of a majority of the Directors, unless the Board in adopting them provides that they are to become effective at a later date.

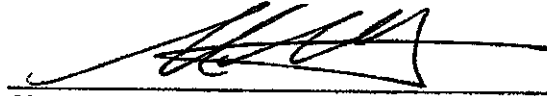
Section 2. Amendment of Bylaws.

The Board may adopt, amend, or repeal bylaws unless doing so would be a prohibited amendment under the California Corporations Code. Any amendment to these bylaws will require a majority vote of the authorized number of directors.

CERTIFICATE OF ADOPTION

I, the undersigned, do hereby certify that I am the Secretary of Tracy Learning Center and that the foregoing Second Restated Bylaws constitute the bylaws of said corporation as duly adopted by the corporation's Board of Directors on AUGUST, 2016.

Date: August 2016



Signature

Michael Gomou, Secretary

APPENDIX #4

CONFLICT OF INTEREST CODE

Tracy Learning Center
1 E Beverly Pl.
Tracy, CA 95376
(209) 831-5240

Conflict of Interest Code

1. Standard Code of FPPC

The Political Reform Act of 1974 (Gov. Code, § 81000 et seq.) requires state and local government agencies to adopt and promulgate a conflict of interest code. The Fair Political Practices Commission ("FPPC") has adopted a regulation (Cal. Code of Regs., tit. 2, § 18730) that contains the terms of a model conflict of interest code ("Model Code"), which can be incorporated by reference as an agency's code. After public notice and hearing, the regulation may be amended by the FPPC to conform to amendments in the Political Reform Act.

2. Adoption of Standard Code of FPPC

The terms of California Code of Regulations, title 2, section 18730 and any future amendments to it duly adopted by the FPPC are hereby adopted and incorporated herein by reference. This regulation and the Appendix attached hereto designating officials and employees and establishing disclosure categories shall constitute the Conflict of Interest Code (the "Code") of Corporation. This Code shall take effect when approved by the San Joaquin County Board of Supervisors, and shall thereupon supersede any and all prior conflict of interest codes adopted by Corporation.

3. Filing of Statements of Economic Interests

Pursuant to Section 4 of the Model Code set forth in California Code of Regulations, title 2, section 18730, subdivision (b), each person designated set forth in the Appendix shall file a Statement of Economic Interests ("Form 700") with the Secretary of Corporation (or appropriate designee of Executive Director), which will make the statements available for public inspection and reproduction. Upon receipt of the statements of the designated employees, the Secretary shall retain the originals of these statements, and forward copies to the Clerk of the San Joaquin County Board of Supervisors upon request.

**APPENDIX TO
CONFLICT OF INTEREST CODE
OF TRACY LEARNING CENTER**

Preamble

Any person designated in Section I of this Appendix who is unsure of any right or obligation arising under this conflict of interest code ("Code") may request a formal opinion or letter of advice from the Fair Political Practices Commission ("FPPC") or an opinion from legal counsel to Tracy Learning Center a California nonprofit public benefit corporation ("Corporation"). (Gov. Code, § 83114; Cal. Code of Regs., tit. 2, § 18730, subd. (b)(11).) A person who acts in good faith in reliance on an opinion issued to him or her by the FPPC shall not be subject to criminal or civil penalties for so acting, provided that all material facts are stated in the opinion request. (Gov. Code, § 83114, subd. (a).)

Opinions rendered by legal counsel to Corporation do not provide a statutory defense to an alleged violation of conflict of interest statutes or regulations. The prosecuting agency may, but is not required to, consider a requesting party's reliance on such legal counsel's opinion as evidence of good faith. In addition, Corporation may consider whether such reliance should constitute a mitigating factor to any disciplinary action that Corporation may bring against the requesting party under Government Code section 91003.5.

I.

Persons Designated

<u>Designated Positions</u>	<u>Disclosure Categories</u>
Board Members	1 through 6
Executive Director	1 through 6
Director of Finance	1 through 6

Consultants, as that term is defined under California Code of Regulations, title 2, section 18700.3, and any employee in a newly created position, as that term is defined under California Code of Regulations, title 2, section 18219, shall comply with California Code of Regulations, title 2, section 18734, regarding the filing of interim disclosure. The Executive Director may determine that the broadest disclosure is not necessary and set interim disclosure that is more tailored to positions with a limited range of duties. This determination shall include a description of the position's duties and, based upon that description, a statement of the extent of disclosure requirements. The Executive Director's determination is a public record and shall be retained for public inspection by the Corporation in the same manner as this Code. Nothing herein excuses any such consultants or new employees, as defined above in this paragraph, from any other provision of this Code.

II.

Disclosure Categories

1. Reportable Investments

A person designated in this category shall report all reportable investments, as defined in Government Code section 82034, in business entities located in, doing business in, known to be planning to do business in, or having done business in the previous two (2) years within San Joaquin County where the Corporation's schools are located, which business entities operate or provide facilities, goods, supplies, equipment and/or machinery, vehicles, personnel or services of a type utilized by Corporation or its schools.

2. Reportable Interests in Real Property

A person designated in this category shall disclose all interests in real property, as defined in Government Code sections 82033 and 82035 that are within two (2) miles of any of the facilities utilized by the Corporation's schools and that are of the type and legal description that can be utilized for public school use.

3. Reportable Income

A person designated in this category shall disclose all income as defined in Government Code section 82030 received by the designated employee during the reporting period from business entities or other sources located in, doing business in, known to be planning to do business in, or having done business in the previous two (2) years within San Joaquin County where the Corporation's school is located, which business entities or sources operate or provide facilities, goods, supplies, equipment and/or machinery, vehicles, personnel or services of a type utilized by Corporation or its schools.

4. Less-Inclusive Reportable Investments

A person designated in this category shall disclose only investments as defined in Government Code section 82034 in any business entity which, within the previous two (2) years, has contracted with or in the future foreseeably may contract with Corporation or the schools to provide facilities, goods, supplies, equipment and/or machinery, vehicles, personnel or services to Corporation or the schools, of the type utilized by Corporation or the schools, and (a) is located in or doing business San Joaquin County where the Corporation's schools are located, and (b) is associated with the job assignment or position of the designated employee.

5. Less-Inclusive Reportable Income

A person designated in this category shall disclose only that reportable income as defined in Government Code section 82030 which is derived from a business entity or other source which, within the previous two (2) years, has contracted with Corporation or the schools or in the future foreseeably may contract with Corporation or the schools to provide facilities, goods, supplies, equipment and/or machinery, vehicles, personnel or services to Corporation or the schools, of the type utilized by Corporation or the schools, and (a) is located in or doing business

in San Joaquin County where the Corporation's schools are located, and (b) is associated with the job assignment or position of the designated employee.

6. Business Positions

A person designated in this category shall disclose the information described below by completing Form 700, Schedule C, with respect to any business entity that provides facilities, goods, supplies, equipment and/or machinery, vehicles, personnel or services of a type utilized by Corporation or the schools. A person designated shall list (a) the name and address of each such business entity in which he or she is a director, officer, partner, trustee, employee, or in which he or she holds any position of management; (b) a description of the business activity in which each such business entity is engaged; and (c) the person's designated position with each such business entity.

**CONFLICT OF INTEREST POLICY
OF
TRACY LEARNING CENTER**

**Article I
Purpose**

The purpose of this Conflict of Interest Policy is to protect the interests of Tracy Learning Center, a California nonprofit public benefit corporation (the "Corporation"), when it contemplates entering into a transaction or arrangement that might benefit the private interests of an officer, director, or any other person in a position of authority within the Corporation or might result in a possible excess benefit transaction as defined by Internal Revenue Code Section 4958. This Policy is intended to supplement but not replace any applicable state and federal laws governing conflicts of interest applicable to nonprofit organizations. In the event of any inconsistency with California law, California law shall prevail.

**Article II
Definitions**

1. Interested Person

Any director, principal officer, or member of a committee with board-delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

2. Financial Interest

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

a. An ownership or investment interest in any entity with which the Corporation has entered into or proposes to enter into any transaction or arrangement;

b. A compensation arrangement with the Corporation or with any entity or individual with which the Corporation has entered into or proposes to enter into any transaction or arrangement; or

c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation entered into or proposes to enter into any transaction or arrangement.

However, notwithstanding the above and consistent with California Corporations Code Section 5233 regarding self-dealing transactions, a financial interest shall not include: (1) the compensation, typically director and officer stipends, per meeting fees and reimbursement of expenses, of a director as a director or officer of the Corporation; (2) a transaction which is part of a public or charitable program of the Corporation if it: (i) is approved or authorized by the Corporation in good faith and without unjustified favoritism; and (ii) results in a benefit to one or more directors or their families because they are in the class of persons intended to be benefited by the public or charitable program; or (3) a transaction, of which the interested director or

directors have no actual knowledge, and which does not exceed the lesser of 1 percent (1%) of the gross receipts of the Corporation for the preceding fiscal year or one hundred thousand dollars (\$100,000).

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate board or committee decides that a conflict of interest exists.

Article III Procedures

1. Duty to Disclose

In connection with any transaction or arrangement to which the Corporation is a party where there is an actual or possible conflict of interest, the interested person must disclose the existence and nature of his or her financial interest to the directors and members of committees with board-delegated powers considering the proposed transaction or arrangement.

2. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the potentially interested person, a determination must be made about whether an actual conflict of interest exists. The disinterested board or committee members shall determine on a case by case basis whether the disclosed interest constitutes an actual conflict of interest.

3. Procedures for Addressing the Conflict of Interest

a. If it is determined that there is a conflict of interest, the interested person may make a presentation at the board or committee meeting and may answer questions regarding factual information related to the transaction or arrangement. The interest person shall abstain from otherwise participating in any discussions and votes concerning the transaction or arrangement.

b. The chairperson of the board or committee may, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

c. After exercising due diligence, the board or committee shall determine whether the Corporation can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

d. If a more advantageous transaction or arrangement is not reasonably attainable under circumstances that would give rise to a conflict of interest, the board or committee shall determine by a majority vote of the disinterested members whether the transaction or arrangement is in the Corporation's best interest, for the Corporation's own benefit, and whether the transaction or arrangement is fair and reasonable to the Corporation. In conformity with the above

determination, the board or committee shall make its decision as to whether to enter into the transaction or arrangement.

e. Notwithstanding the foregoing, compliance with the any of the approval procedures set forth in California Corporations Code Section 5233 regarding self-dealing transactions shall constitute compliance with this policy.

4. Violations of the Conflict of Interest Policy

a. If the board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the board or committee determines that the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV Records of Proceedings

The minutes of meetings of the board and all committees with board-delegated powers shall contain:

a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the board's or committee's decision as to whether a conflict of interest in fact existed.

b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any proposed alternatives, and a record of any votes taken in connection with the transaction or arrangement.

Article V Compensation

a. A voting member of the board who receives compensation, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to that member's compensation, except for compensation, typically director and officer stipends, per meeting fees and reimbursement of expenses, of a director as a director or officer of the Corporation.

b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to that member's compensation, except for compensation as a director as a director or officer of the Corporation (typically director and officer stipends, per meeting fees and reimbursement of expenses).

c. No voting member of the board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Corporation, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI Annual Statements

Each director, principal officer and member of a committee with board delegated powers shall annually or upon taking office sign a statement that affirms such person:

- a. Has received a copy of the Conflict of Interest Policy;
- b. Has read and understands the Policy;
- c. Has agreed to comply with the Policy; and
- d. Understands that the Corporation is charitable and in order to maintain its federal tax exemption it must engage primarily in activities that accomplish one or more of its tax-exempt purposes.

Article VII Periodic Reviews

To ensure that the Corporation operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.
- b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the Corporation's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

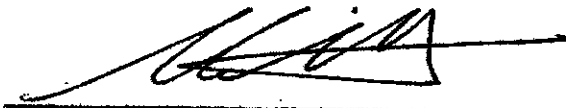
Article VIII Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, the Corporation may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the board of its responsibility for ensuring periodic reviews are conducted.

ACKNOWLEDGEMENT

By signing this document I acknowledge the following:

1. I have personally received the Tracy Learning Center's Conflict of Interest Policy;
2. I have read and I understand the Tracy Learning Center's Conflict of Interest Policy;
3. I understand that Tracy Learning Center is a nonprofit public benefit corporation and that, in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax exempt purposes;
4. I agree to comply with the Tracy Learning Center's Conflict of Interest Policy; and
5. I declare that I do do not have financial or other interests that would qualify me as an Interested Person as specified in the Tracy Learning Center's Conflict of Interest Policy



Signature

Michael Gomar
Name (please print)

1. 8. 19
Date

APPENDIX #5

THREE-YEAR BUDGET

**Discovery Charter School
July 1 Budget
2020/21**

07/28/20		PY		July 1	Actuals to		Projected	Projected	
		Estimated	July 1	Budget	Date	Account			
		Actuals	Budget	Revision	through	Balance	Percent	2021-22	2022-23
		2019-20	2020-21	2020-21	Oct 31				
Enrollment		369	380	380				380	380
Estimated ADA		356.45	364.96	356.45				367.08	367.08
COLA	Revenue	3.26%	1.02%	0.00%				0.00%	0.00%
CPI	Expenses	3.09%	0.62%	0.98%				1.59%	1.87%

Revenues

State and Local Revenues

LCFF Funding

8011000000000000	State Aid Entitlement Curr Yr	1,660,681	1,434,028	1,946,694	0	1,946,694	0.00	1,991,964	1,961,388
8012140000000000	Education Protection Account Fundin	590,336	611,614	301,780	0	301,780	0.00	308,985	308,985
8019000000000000	State Aid Entitlement-PY	-22,436	0	0	0	0	0.00	0	0
8019140000000000	Education Protection Account PY	4,597	0	0	0	0	0.00	0	0
8096000000000000	In-Lieu Tax Transfers-Curr Yr	832,568	854,430	831,719	0	831,719	0.00	855,017	884,550
8097000000000000	In-Lieu Tax Transfers-PY	17,839	0	0	0	0	0.00	0	0
	Total LCFF Funding	3,083,585	2,900,072	3,080,193	0	3,080,193	0.00	3,155,966	3,154,923

Federal Revenues

8181331000000000	Other Federal Revenue-IDEA	0	46,125	46,125	0	46,125	0.00	47,500	47,500
8290000000000000	Other Federal Revenue	0	0	0	0	0	0.00	0	0
8290321500000000	Other Federal Revenue-GEER	0	0	9,200	0	9,200	0.00	0	0
8290322000000000	Other Federal Revenue- CR	0	0	95,342	0	95,342	0.00	0	0
8290403500000000	Other Fed Rev-Title IIA-Tchr Qua	5,911	5,911	5,911	0	5,911	0.00	6,087	6,087
8290420300000000	Other Fed Rev-Title III-EL	4,000	4,000	4,000	0	4,000	0.00	4,000	4,000
	Total Federal Revenues	9,911	56,036	160,578	0	160,578	0.00	57,587	57,587

Other State Revenues

8550000000000000	Mandated Cost Reimb-Block	6,247	6,025	6,010	0	6,010	0.00	6,010	6,189
8550999900000000	Mandated Cost Reimb-Discr	0	0	0	0	0	0.00	0	0
8560110000000000	State Lottery Revenue-Non-Prop	57,409	57,109	55,845	0	55,845	0.00	55,845	57,510
8560630000000000	State Lottery Revenue-Prop 20	21,696	20,156	18,243	0	18,243	0.00	18,243	18,787
8590000000000000	Other State Revenues	65	65	65	0	65	0.00	89	89
8590623000000000	Other State Revenues-Prop 39	0	0	0	0	0	0.00	0	0
8590731100000000	Other State Revenues-Class Prof Dev	0	0	0	0	0	0.00	0	0
8590742000000000	Other State Revenues-GF	0	0	26,212	0	26,212	0.00	0	0
8590751000000000	Other State Revenues-Low Perform	0	0	0	0	0	0.00	0	0
	Total Other State Revenues	85,417	83,355	106,374	0	106,374	0.00	80,186	82,575

**Discovery Charter School
July 1 Budget
2020/21**

07/28/20		PY		July 1	Actuals to Date through Oct 31	Account Balance	Percent	Projected 2021-22	Projected 2022-23
		Estimated Actuals 2019-20	July 1 Budget 2020-21	Budget Revision 2020-21					
Other Local Revenues									
86340000037000	Food Service Sales	96,504	138,128	138,128	0	138,128	0.00	100,523	100,904
86600000000000	Interest	5,000	5,000	5,000	0	5,000	0.00	5,000	5,000
86620000000000	Dividend Income	15,000	15,000	15,000	0	15,000	0.00	15,000	15,000
86640000000000	Gain/Loss on Investment	50,683	20,000	20,000	0	20,000	0.00	0	0
86980000000000	Donations	5,000	5,000	5,000	0	5,000	0.00	5,000	5,000
86989100000000	Donations- Parent Club	250	250	250	0	250	0.00	250	250
86989130000000	Donations-Science Camp	0	46,000	46,000	0	46,000	0.00	0	47,500
86989150000000	Donations-Field Trips	1,500	1,500	1,500	0	1,500	0.00	1,500	1,500
86990000000000	Other Local Revenues	20,000	15,000	15,000	0	15,000	0.00	15,000	15,000
86999100000000	Other Local Revenues-Spiritwear	2,000	500	500	0	500	0.00	500	500
86999110000000	Other Local Revenues-Athletics	7,500	7,500	7,500	0	7,500	0.00	7,600	7,600
86999120000000	Other Local Rev-General Fundraisin	25,000	19,000	19,000	0	19,000	0.00	19,000	19,000
86999125000000	Other Local Rev- Band	12,000	10,000	10,000	0	10,000	0.00	20,000	20,000
86999165000000	Other Local Rev- Garden Grant	0	0	0	0	0	0.00	0	0
86999220000000	Other Local Rev- Before/After	3,500	3,600	3,600	0	3,600	0.00	3,700	3,800
86999300000000	Other Local Rev- STRS Excess PY	1,106	0	0	0	0	0.00	0	0
87926500000000	All Other Transfers-Distr-SpEd	0	218,087	206,209	0	206,209	0.00	215,695	218,451
	Total Other Local Revenues	245,043	504,565	492,687	0	492,687	0.00	408,768	459,505
	Total Revenues	3,423,956	3,544,027	3,839,832	0	3,839,832	0.00	3,702,507	3,754,590

**Discovery Charter School
July 1 Budget
2020/21**

07/28/20		PY		July 1	Actuals to Date	Account Balance	Percent	Projected 2021-22	Projected 2022-23
		Estimated Actuals 2019-20	July 1 Budget 2020-21	Budget Revision 2020-21					
Expenses									
Certificated Salaries									
Teacher Salaries									
110100001110000	Teacher Salaries-Regular	575,623	453,765	795,713	0	795,713	0.00	1,153,338	1,153,338
110111001110000	Teacher Salaries-Reg-Lottery	57,409	57,109	55,845	0	55,845	0.00	0	0
110114001110000	Teacher Salaries-Reg-EPA	590,336	611,614	301,780	0	301,780	0.00	0	0
110140350111000	Teacher Salaries-Reg-Title II	0	0	0	0	0	0.00	0	0
110133105711201	Teacher Salaries-SpEd-IDEA	0	46,125	46,125	0	46,125	0.00	47,500	47,500
110165005711201	Teacher Salaries-SpEd	0	36,297	36,297	0	36,297	0.00	34,922	34,922
110165005711901	Teacher Salaries-SpEd-Speech	0	13,500	13,500	0	13,500	0.00	13,500	13,500
110199980111000	Teacher Salaries-Reg-LCAP	0	0	0	0	0	0.00	0	0
110200001110000	Teacher Salaries-Substitute	38,000	33,200	33,200	0	33,200	0.00	35,000	37,000
110262641110000	Teacher Salaries-Sub-Ed Effect	0	0	0	0	0	0.00	0	0
110300001110000	Teacher-Medical Stipend	6,000	4,800	4,800	0	4,800	0.00	4,800	4,800
110500001110000	Teacher Stipend	10,000	10,000	10,000	0	10,000	0.00	10,000	10,000
110540351110000	Teacher Stipend-Title II	2,000	2,000	2,000	0	2,000	0.00	0	0
110573921110000	Teacher Stipend-BTSA	2,500	2,500	2,500	0	2,500	0.00	4,500	4,500
110593001110000	Teacher Stipend-STRS Excess Cont	171	171	171	0	171	0.00	0	0
	Total Teacher Salaries	1,282,039	1,271,081	1,301,931	0	1,301,931	0.00	1,303,560	1,305,560
Certificated Pupil Support Salaries									
121000001131100	Certificated Counselor Salary	0	67,500	67,500	0	67,500	0.00	67,500	67,500
121099981131100	Certificated Counselor Salary-LCAP	75,000	0	0	0	0	0.00	0	0
121300001131100	Cert Counselor-Medical Stipend	2,400	2,400	2,400	0	2,400	0.00	2,400	2,400
	Total Administrator Salaries	77,400	69,900	69,900	0	69,900	0.00	69,900	69,900
Administrator/Supervisor Salaries									
131100001127000	Principal Salaries-Regular	59,740	53,766	53,766	0	53,766	0.00	53,766	53,766
131300001127000	Principal- Medical Stipend	960	960	960	0	960	0.00	960	960
131500001127000	Cert Director of School Accountabilit	0	21,275	21,275	0	21,275	0.00	21,275	21,275
132000001121000	Cert Coordinator-Regular	22,023	14,513	14,513	0	14,513	0.00	14,513	14,513
132000001121300	Technology Coordinator-Regular	27,833	50,099	50,099	0	50,099	0.00	50,099	50,099
	Total Administrator Salaries	110,555	140,612	140,612	0	140,612	0.00	140,612	140,612
Other Certificated Salaries									
	Total Other Certificated Salaries								
	Total Certificated Salaries	1,469,995	1,481,592	1,512,442	0	1,512,442	0.00	1,514,071	1,516,071

**Discovery Charter School
July 1 Budget
2020/21**

		PY		July 1	Actuals to		Projected	Projected	
		Estimated	July 1	Budget	Date	Account			
07/28/20		Actuals	Budget	Revision	through	Balance	Percent	2021-22	2022-23
		2019-20	2020-21	2020-21	Oct 31				
Classified Salaries									
Paraeducator Salaries									
210100001110000	Class Teach/Inst Aide Sal-Reg	68,000	76,861	73,868	0	73,868	0.00	127,780	127,780
210175101110000	Class Teach/Inst Aide Sal-Low Perfo	100,963	50,919	53,912	0	53,912	0.00	0	0
210199981110000	Class Teach/Inst Aide Sal-Reg	36,000	0	0	0	0	0.00	0	0
210165005711300	Class Teach/Inst Aide Sal-SpEd	0	16,562	16,562	0	16,562	0.00	16,562	16,562
210200001110000	Class Teach/Inst Aide Sal-Sub	2,000	2,000	2,000	0	2,000	0.00	2,000	2,000
210300001110000	Class Teach/Inst Aide-Med Stip	5,800	4,800	4,800	0	4,800	0.00	4,800	4,800
210365005711300	Class Teacher-SpEd-Med Stipend	0	960	960	0	960	0.00	0	0
210500001110000	Class Teach/Inst Aide Stipend	3,000	3,000	3,000	0	3,000	0.00	3,000	3,000
211000001110000	Class Academic Coach-Sal-Reg	3,962	4,400	4,400	0	4,400	0.00	4,400	4,400
	Total Paraeducator Salaries	219,725	159,502	159,502	0	159,502	0.00	158,542	158,542
Support Services Salaries									
220100001137000	Food Services Salaries-Regular	60,243	66,605	66,605	0	66,605	0.00	66,605	66,605
220300001137000	Food Services-Medical Stipend	40	0	0	0	0	0.00	0	0
221100001181000	Maintenance Salaries-Regular	31,333	46,393	46,393	0	46,393	0.00	46,393	46,393
221300001181000	Maintenance-Medical Stipend	1,150	1,200	1,200	0	1,200	0.00	1,200	1,200
	Total Support Services Salaries	92,765	114,198	114,198	0	114,198	0.00	114,198	114,198
Supervisor Salaries									
230100000072000	Class Admin Salaries-Regular	29,100	26,190	26,190	0	26,190	0.00	26,190	26,190
230100001121000	Class CELDT Coord Salary	50,669	32,400	32,400	0	32,400	0.00	32,400	32,400
230199981121000	Class CELDT Coord Salary-LCAP	0	0	0	0	0	0.00	0	0
230300000072000	Class Admin-Medical Stipend	720	720	720	0	720	0.00	720	720
232100001181000	Class Supervisor Salareis-Regular	32,148	28,933	28,933	0	28,933	0.00	28,933	28,933
232300001181000	Class Super-Medical Stipend	160	0	0	0	0	0.00	0	0
	Total Supervisor Salaries	112,797	88,243	88,243	0	88,243	0.00	88,243	88,243
Office/Technical Salaries									
240100001127000	Cler/Office/Tech Salaries-Reg	111,986	98,903	98,903	0	98,903	0.00	98,903	98,903
240300001127000	Cler/Office/Tech-Medical Stip	1,200	960	960	0	960	0.00	960	960
240500001127000	Cler/Office/Tech-Stipend	0	0	0	0	0	0.00	0	0
	Total Office/Technical Salaries	113,186	99,863	99,863	0	99,863	0.00	99,863	99,863
Other Classified Services									
29010001110000	Other Classified Salaries	0	0	0	0	0	0.00	0	0
	Total Other Classified Salaries	0	0	0	0	0	0.00	0	0
	Total Classified Salaries	538,473	461,806	461,806	0	461,806	0.00	460,846	460,846
	Total Salaries	2,008,467	1,943,399	1,974,249				1,974,918	1,976,918

**Discovery Charter School
July 1 Budget
2020/21**

07/28/20	PY Estimated Actuals 2019-20	July 1 Budget 2020-21	July 1 Budget Revision 2020-21	Actuals to Date through Oct 31	Account Balance	Percent	Projected 2021-22	Projected 2022-23
Employee Benefits								
STRS/PERS								
Total STRS/PERS	338,552	328,133	333,115	0	333,115	0.00	347,509	391,925
OASDI/Medicare								
Total OASDI/Medicare	71,335	62,151	62,598	0	62,598	0.00	57,209	57,238
Health and Welfare								
Total Health and Welfare	243,264	275,167	275,167	0	275,167	0.00	283,422	291,925
Unemployment Insurance								
Total Unemployment Insurance	5,447	5,414	5,430	0	5,430	0.00	4,487	4,488
Workers' Compensation								
Total Workers' Compensation	19,597	19,969	20,287	0	20,287	0.00	21,294	22,382
Other Benefits								
Total Other Benefits								
Total Employee Benefits	678,194	690,834	696,597	0	696,597	0.00	713,922	767,958

**Discovery Charter School
July 1 Budget
2020/21**

		PY		July 1	Actuals to			Projected	Projected
		Estimated	July 1	Budget	Date	Account	Percent		
07/28/20		Actuals	Budget	Revision	through	Balance		2021-22	2022-23
		2019-20	2020-21	2020-21	Oct 31				
Books and Supplies									
Books/Reference									
411000011110000	Textbooks/Core Curricula	2,900	5,000	5,000	0	5,000	0.00	2,500	2,500
411099981110000	Textbooks/Core Curricula-LCAP	0	0	0	0	0	0.00	0	0
421000011110000	Books/Reference Materials	0	0	0	0	0	0.00	0	0
Total BooksReference		2,900	5,000	5,000	0	5,000	0.00	2,500	2,500
Instructional Materials/Supplies									
431000011110000	Instruct Materials/Supplies	13,600	15,000	15,000	0	15,000	0.00	15,000	15,500
431032201110000	Instruct Materials/Supplies-CR	0	0	66,739	0	66,739	0.00	0	0
431042031110000	Instruct Materials/Supplies-Title III	4,000	4,000	4,000	0	4,000	0.00	4,000	4,000
431063001110000	Instruct Materials/Supplies-Prop 20	21,696	20,156	18,243	0	18,243	0.00	18,243	18,787
431065005711300	Instruct Materials/Supplies-Sp Ed	100	10,000	10,000	0	10,000	0.00	10,000	10,000
431091301110000	Instruct Materials/Supplies-Science C	0	0	0	0	0	0.00	0	500
431099981110000	Instruct Materials/Supplies-LCAP	0	0	0	0	0	0.00	0	0
431099991110000	Instruct Materials/Supplies-Discr	0	0	0	0	0	0.00	0	0
Total Instructional Materials/Supplies		39,396	49,156	113,982	0	113,982	0.00	47,243	48,787
Supplies/Stores									
431191011110000	Other Mtls/Supplies-Spiritwear	1,500	500	500	0	500	0.00	500	500
431500011110000	Technology Materials/Supplies	0	57,000	57,000	0	57,000	0.00	57,000	57,000
431532151110000	Technology Materials/Supplies-GEEI	0	0	9,200	0	9,200	0.00	0	0
431574201110000	Technology Materials/Supplies-GF	0	0	26,212	0	26,212	0.00	0	0
431599981110000	Technology Mtls/Supplies-LCAP	40,000	0	0	0	0	0.00	0	0
432000001127000	All Other Materials/Supplies	8,000	12,000	12,000	0	12,000	0.00	12,000	12,000
432000001137000	All Other Materials/Supplies- Food S	4,300	6,800	6,800	0	6,800	0.00	7,000	7,000
432000001181000	All Other Materials/Supplies	20,000	20,000	20,000	0	20,000	0.00	18,000	18,000
432032201181000	All Other Materials/Supplies-CR	0	0	28,603	0	28,603	0.00	0	0
432500001127000	Fundraising Materials/Supplies	19,000	19,000	19,000	0	19,000	0.00	20,000	20,000
432600001127000	Fundraising Mtls/Sup-Athletics	0	0	0	0	0	0.00	0	0
Total Supplies/Stores		92,800	115,300	179,315	0	179,315	0.00	114,500	114,500

**Discovery Charter School
July 1 Budget
2020/21**

07/28/20		PY Estimated Actuals 2019-20	July 1 Budget 2020-21	July 1 Budget Revision 2020-21	Actuals to Date through Oct 31	Account Balance	Percent	Projected 2021-22	Projected 2022-23
Non-Capitalized Cptr/Equip									
441000001110000	Non-Capitalized Furniture/Equipme	5,432	1,000	1,000	0	1,000	0.00	3,000	3,000
441000001127000	Non-Capitalized Furniture/Equipme	1,000	1,000	1,000	0	1,000	0.00	2,000	2,000
441000001137000	Non-Capitalized Furniture/Equipme	0	0	0	0	0	0.00	0	0
441000001181000	Non-Capitalized Furniture/Equipme	0	0	0	0	0	0.00	0	0
441065005711300	Non-Capitalized Furniture/Equipme	0	0	0	0	0	0.00	0	0
441099981110000	Non-Capitalized Furniture/Equip-LC	0	0	0	0	0	0.00	0	0
442000001110000	Non-Capitalized Computers	0	0	0	0	0	0.00	0	0
442099981110000	Non-Capitalized Computers-LCAP	0	0	0	0	0	0.00	0	0
442000001127000	Non-Capitalized Computers	0	0	0	0	0	0.00	0	0
442000001137000	Non-Capitalized Computers	0	0	0	0	0	0.00	0	0
442591351110000	Non-Capitalized Theater Equip/Supp	0	0	0	0	0	0.00	0	0
443000001100000	Non-Capital Music Equip/Supp	13,007	10,000	10,000	0	10,000	0.00	20,000	20,000
444000001110000	Non-Capitalized Athletic Equipment	7,500	7,500	7,500	0	7,500	0.00	7,600	7,600
Total Non-Capitalized Equipment		26,939	19,500	19,500	0	19,500	0.00	32,600	32,600
Non-Capaltized Fixed Assets									
Total Non-Capaltized Fixed Assets		0	0	0	0	0	0.00	0	0
Food Service Supplies									
470000001137000	Food Service Expenditures	63,060	86,241	86,574	0	86,574	0.00	61,772	63,058
Total Food Service Supplies		63,060	86,241	86,574	0	86,574	0.00	61,772	63,058
Total Books and Supplies		225,094	275,197	404,370	0	404,370	0.00	258,615	261,445
Services/Operating Expenses									
Subagreements for Services									
510062301184002	Subagreements for Services-Prop 39	0	0	0	0	0	0.00	0	0
Total Subagreements for Services		0	0	0	0	0	0.00	0	0
Travel/Conferences									
523000011110000	Travel/Employee Education	0	0	0	0	0	0.00	0	0
523000001127000	Travel/Employee Education	0	0	0	0	0	0.00	0	0
Total Travel/Conferences		0	0	0	0	0	0.00	0	0
Dues/Memberships									
531000001127000	Dues and Memberships	1,247	2,000	2,000	0	2,000	0.00	2,000	2,000
Total Dues/Memberships		1,247	2,000	2,000	0	2,000	0.00	2,000	2,000

**Discovery Charter School
July 1 Budget
2020/21**

07/28/20		PY		July 1	Actuals to Date through Oct 31	Account Balance	Percent	Projected 2021-22	Projected 2022-23
		Estimated Actuals 2019-20	July 1 Budget 2020-21	Budget Revision 2020-21					
Insurance									
540000001127000	Insurance	27,324	30,400	30,400	0	30,400	0.00	30,883	31,461
540000001127000	Insurance-PY Workman's Comp	0	0	0	0	0	0.00	0	0
	Total Insurance	27,324	30,400	30,400	0	30,400	0.00	30,883	31,461
Operations/Housekeeping									
550000001181000	Operations and Housekeeping	56,000	56,000	56,000	0	56,000	0.00	56,890	57,954
	Total Operations/Housekeeping	56,000	56,000	56,000	0	56,000	0.00	56,890	57,954
Rentals/Leases/Repairs									
560500001187000	Event Rentals	0	2,500	2,500	0	2,500	0.00	2,500	2,500
561000001127000	Equipment Rental	11,000	11,200	11,200	0	11,200	0.00	9,000	9,200
561000001137000	Equipment Rental	0	0	0	0	0	0.00	0	0
561000001181000	Equipment Rental	0	0	0	0	0	0.00	0	0
561500001187000	Portable Rental/Installation	0	0	0	0	0	0.00	0	0
562000001187000	Property/Building Rental	61,672	58,001	61,604	0	61,604	0.00	63,119	63,098
562500001187000	Storage Rental	1,838	2,000	2,000	0	2,000	0.00	1,600	1,700
563000001187000	Property/Building Repair	8,000	15,000	15,000	0	15,000	0.00	5,000	5,000
563099981187000	Property/Building Repair-LCAP	0	0	0	0	0	0.00	0	0
564000001187000	Property/Building Maintenance	966	2,000	2,000	0	2,000	0.00	2,000	2,000
	Total Rentals/Leases/Repairs	83,476	90,701	94,304	0	94,304	0.00	83,219	83,498

**Discovery Charter School
July 1 Budget
2020/21**

07/28/20	PY Estimated Actuals 2019-20	July 1 Budget 2020-21	July 1 Budget Revision 2020-21	Actuals to Date through Oct 31	Account		Projected 2021-22	Projected 2022-23	
					Balance	Percent			
Professional Services									
58060000073000	ARI Administration Contract	41,494	60,752	60,752	0	60,752	0.00	44,746	45,582
581091301110000	Science Camp Expenses	0	45,500	45,500	0	45,500	0.00	0	47,000
581091501110000	Field Trip Tickets/Fees	1,501	5,000	5,000	0	5,000	0.00	5,000	5,000
581099981110000	Field Trip Tickets/Fees-LCAP	0	0	0	0	0	0.00	0	0
582000000076000	Other Gov Fees/Chgs-Oversight	30,836	29,001	30,802	0	30,802	0.00	31,560	31,549
583000001127000	Advertising/Employment Fees	783	1,500	1,500	0	1,500	0.00	1,500	1,500
585000001127000	Legal Services Contracts	8,000	14,000	14,000	0	14,000	0.00	10,000	10,000
585100001131400	Other Svcs-Psychology Assess	0	4,000	4,000	0	4,000	0.00	4,000	4,000
585200000071910	Audit Services Contracts	6,436	7,200	7,200	0	7,200	0.00	5,303	5,402
585800001110000	Other Svcs/Operating Expenses	12,000	13,500	13,500	0	13,500	0.00	15,000	15,000
585800001127000	Other Svcs/Operating Expenses	7,800	7,200	7,200	0	7,200	0.00	5,945	6,000
585800001137000	Other Svcs/Operating Expenses-FS	0	0	0	0	0	0.00	0	0
585800001181000	Other Svcs/Operating Expenses	0	0	0	0	0	0.00	0	0
585865005711900	Oth Svcs-SpEd-Behavioral Interventi	0	57,000	57,000	0	57,000	0.00	57,000	57,000
585865005731200	Oth Svcs-SpEd-Psychological	0	57,000	57,000	0	57,000	0.00	57,000	57,000
585891001127000	Other Svcs/Operating Exp-Spiritwea	0	0	0	0	0	0.00	0	0
585891101100000	Other Svcs/Operating Exp-Athletic F	0	0	0	0	0	0.00	0	0
585899981110000	Other Svcs/Op Expenses-LCAP	0	0	0	0	0	0.00	0	0
586000001127000	Other Svcs/Op Exp-Payroll Processin	7,594	7,822	7,822	0	7,822	0.00	5,648	5,754
586100001127000	Other Svcs/Op Exp-Admin Fees-Inve	10,250	10,250	10,250	0	10,250	0.00	10,500	10,750
586200001127000	Wage Settlement	61,000	0	0	0	0	0.00	0	0
587000001127000	Printing Expense	7,480	7,600	7,600	0	7,600	0.00	5,539	5,568
587100001127000	Property Tax Expenses	0	0	0	0	0	0.00	0	0
587500001110000	Staff Development Expense	16,000	20,000	20,000	0	20,000	0.00	20,000	20,000
587500001127000	Staff Development Exp-Admin	4,000	4,000	4,000	0	4,000	0.00	2,000	2,000
587500001137000	Staff Development Exp-Food Svc	0	0	0	0	0	0.00	0	0
587540351110000	Staff Development Exp-Title II	3,911	3,911	3,911	0	3,911	0.00	5,911	5,911
587573111110000	Staff Development Exp-Class Prof Dc	781	0	0	0	0	0.00	0	0
587573921110000	Staff Development Exp-BTSA	0	2,000	2,000	0	2,000	0.00	0	0
587599981110000	Staff Development Exp-LCAP	0	0	0	0	0	0.00	0	0
588500001110000	Substitute Expense	8,000	7,200	7,200	0	7,200	0.00	0	0
	Total Professional Services	227,866	364,436	366,237	0	366,237	0.00	286,652	335,016
Communications									
591000001127000	Postage and Shipping	2,800	2,500	2,500	0	2,500	0.00	2,175	2,225
592000001127000	Internet Services	1,000	1,000	1,000	0	1,000	0.00	725	750
593000001127000	Telephone/Cell Phones	12,100	11,600	11,600	0	11,600	0.00	8,700	8,800
	Total Communications	15,900	15,100	15,100	0	15,100	0.00	11,600	11,775
	Total Services/Operating Expenses	411,813	558,637	564,041	0	564,041	0.00	471,244	521,704

**Discovery Charter School
July 1 Budget
2020/21**

07/28/20		PY Estimated Actuals 2019-20	July 1 Budget 2020-21	July 1 Budget Revision 2020-21	Actuals to Date through Oct 31	Account Balance	Percent	Projected 2021-22	Projected 2022-23
Capital Outlay									
61700001185000	Sites/Improvement of Sites	0	0	0	0	0	0.00	0	0
64000001110000	Capitalized Equipment-Instr-	0	0	0	0	0	0.00	0	0
69000001110000	Depreciation Expense	9,649	9,649	9,649	0	9,649	0.00	7,833	0
	Total Capital Outlay	9,649	9,649	9,649	0	9,649	0.00	7,833	0
Other Outgo									
714165005092000	SPED Encroachment	169,036	0	0	0	0	0.00	0	0
7141650050920P0	SPED Encroachment-Prior Year	0	0	0	0	0	0.00	0	0
	Total Other Outgo	169,036	0	0	0	0	0.00	0	0
	Total Expenses	3,502,254	3,477,716	3,648,906	0	3,648,906	0.00	3,426,532	3,528,025
Other Sources and Uses									
Other Sources									
8979000000000000	All Other Financing Sources	0	0	0	0	0	0.00	0	0
8980000000000000	Contrib from Unrestr Resource	-169,136	0	0	0	0	0.00	0	0
8980650000000000	Contrib from Unrestr Res-SpEd	169,136	0	0	0	0	0.00	0	0
	Total Other Sources	0	0	0	0	0	0.00	0	0
Other Uses									
743800000091000	Debt Svcs Interest Payments	0	0	0	0	0	0.00		
743900000091000	Debt Svcs Principal Payments	0	0	0	0	0	0.00		
769900000091000	All Other Financing Uses	0	0	0	0	0	0.00	0	0
	Total Other Uses	0	0	0	0	0	0.00	0	0
	Total Other Sources and Uses	0	0	0	0	0	0.00	0	0
	Net Increase/Decrease in Fund Balan	-78,298	66,312	190,926	0	190,926		275,976	226,565
	Year End Reclassification to FASB	0	0	0				0	0
	Year End Net Increase/Decrease in F	-78,298	66,312	190,926				275,976	226,565
Fund Balance									
9791000000000000	Beginning Fund Balance/Net Assets	2,233,199	2,154,901	2,154,901				2,345,827	2,621,802
	Ending Net Assets	2,154,901	2,221,213	2,345,827				2,621,802	2,848,368

APPENDIX #6

STUDENT APPLICATION FORMS

TRACY LEARNING CENTER K-8 APPLICATION FOR ADMISSION

Complete one application for each student. All applications are for the current grade only.

Students wishing to be enrolled in TK and Kindergarten may apply during the month of February of the enrollment year. TK must turn five between Sept 2 and December 2 and Kindergarteners must turn five before September 2.

Reminder: Do not disenroll your child from your current school until you have received an acceptance from the Director of Admissions.

Student Information (Please Print)

Student's Legal Last Name	Student's Legal First Name	MI	Gender	Birthdate
Current School Attended	Student e-mail Address	@		Date of Application
			/	/
				Current Grade

Parent/Guardian Information (Please Print)

Parent/Guardian #1 Name	Home Phone Number	Cellular Phone Number
Relationship to Student	@	
	e-mail Address	
Home Address	City	State
		Zip Code
Parent/Guardian #2 Name	Home Phone Number	Cellular Phone Number
Relationship to Student	@	
	e-mail Address	
Home Address	City	State
		Zip Code

Please list ALL of the students' siblings that CURRENTLY ATTEND Primary Charter, Discovery Charter, and/or Millennium High School

<u>Name</u>	<u>Current School/Grade</u>	<u>Name</u>	<u>Current School/Grade</u>
_____	_____	_____	_____
_____	_____	_____	_____

Please list ALL of the students' siblings that are on the WAIT LIST to attend Primary Charter, Discovery Charter, and/or Millennium High School

<u>Name</u>	<u>Current School/Grade</u>	<u>Name</u>	<u>Current School/Grade</u>
_____	_____	_____	_____
_____	_____	_____	_____

TRACY LEARNING CENTER K-8 APPLICATION FOR ADMISSION

How did you hear about the Tracy Learning Center Schools? _____

The Tracy Learning Center does not discriminate against applicants or students on the actual or perceived basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, immigration status, or any other characteristic protected by California or federal law.

I certify that all information provided in this application is true, accurate, and complete. I understand that if my child is enrolled, my having given false or misleading information in of my application form or having omitted significant information may result in the discharge of my child from the school.

Parent/Guardian Signature

____/____/____
Date

APPENDIX #7

Job Descriptions

Executive Director

Position Summary:

Under the supervision of the Executive Director serves as her assistant interfacing with staff, parents and students as the first line of contact. This position is 215 days, 8 hours per day.

Essential Functions:

- Main receptionist for the office
- Maintains Executive Director's calendar
- Oversight of daily attendance and recording
- Assists with the functions of all discipline issues
- Administers first aid and all medical aspects of school community
- Oversight of all safety drills and backup material
- Implements school picture day
- Maintains parent volunteer lists and clearance provisions
- Authors weekly Charter Chatter Newsletter
- Train and supervise the office assistant

Education:

Nursing background and experienced in public relations.

Skills and Qualifications:

1. Knowledge of Attendance Software
2. Ability to operate standard office equipment
3. Ability to make independent decisions
4. Knowledge of Ed Codes
5. Ability to maintain working relationships with those contacted in the course of work
6. Strong interpersonal skills

Tracy Learning Center

Middle School Counselors

Position Summary

The counselors primary function is to guide and direct the academic success of middle school students. Communicate with the school leaders for effective coordination. Report directly to the Executive Director

Essential Functions

- Coordinate the community service hours
- Oversee changes in student schedules or group level
- Coordinate SST and IEP meetings
- Participate in all Restorative Justice Meetings
- Allow time for personal student counseling
- Ensure student progress toward middle school completion through frequent transcript review and grade monitoring
- Meet with parents as needed
- Implement CJSF club
- Meet with new students (grade 5 and others entering after the school year begins for a smooth transition)
- Help design the middle school master schedule
- Meet with students needing behavioral intervention
- Other duties as assigned

Skills and Qualifications

- Pupil Personnel Services Credential
- Previous counseling experience
- Master's degree
- Excellent verbal and written communication skills
- Work independently
-

Tracy Learning Center

JOB DESCRIPTION

Position Title: Director of Admissions and Records

Position Summary:

Under the supervision of the Executive Director serves as the Director for student admissions and records of the Tracy Learning Center; to perform complex and responsible administrative business services; to perform record keeping, census, reports, and various clerical duties. The position is 215 days, 8 hours per day.

Essential Functions (for all three schools):

Manage the student information data system (AERIES)

Manage student records

Enrollment management

Generate annual Staff and Student calendar

Prepare all forms for student enrollment/transfers/withdrawal

Print, mail, and file all report cards

Process and generate work permits for students

Responsible for District, State and Federal reports

Education and Experience:

Ability to carry out oral and written directions, read, writes, and speaks at a level sufficient to fulfill the duties to be performed. Bachelor's degree or equivalent required.

Skills and Qualifications:

1. Knowledge of intermediate to advanced elements of correct English usage, grammar, spelling, punctuation, and vocabulary.
2. Knowledge of office methods and procedures, including letter and report writing.
3. Knowledge of receptionist and telephone techniques.
4. Knowledge of computer skills, including, but not limited to Microsoft Word and Excel.
5. Ability to operate standard office equipment.
6. Ability to perform responsible clerical work requiring independent judgment with speed and accuracy.
7. Ability to make independent decisions.

8. Must possess strong interpersonal skills.
9. Ability to maintain cooperative working relationships with those contacted in the course of work.

Work Environment:

Employees in this position will be required to work indoors in a standard office environment and come in direct contact with students, school site staff, and the public.

Revised 5/1/18

Tracy Learning Center
Job Description

Position Title: Director of Continuous School Improvement

Position Summary:

The Director will work with the Executive Director in the development of the SARC's for each school, the District visits reports, and any charter renewals. In addition, the Director will support or help develop all school action plans and become an oversight officer of the implementation of school plans. Finally, the Director and Executive Director will develop the LCAP plans for each school each year.

Education and Experience:

- Master Degree: Educational Leadership
- Administrative Credential
- Five years teaching experience
- Director of Human Resources

TRACY LEARNING CENTER

Job Description

Position Title: Director of Facilities

Position Summary:

Under the direct supervision of the Executive Director, is responsible for the maintenance of the school campus, its security, and directly supervises all custodial personnel.

Essential Functions:

- Works with Executive Director
- Works with Administrative assistant to the Director in regards to health and safety issues as well as security issues that arise
- Works with and oversees projects with vendors and Tracy Unified that are conducting special projects to the site as well as Deferred Maintenance projects.
- Accepts and obtains cost and bids pertaining to projects for Tracy Learning Center
- Works with the City on issues that arise regarding issues to the site as well as street and traffic issues
- Attends and supervises after school functions during the school year at the site as well as off the site
- Is the lead person with set-up and maintaining alarms at the Tracy Learning Center during school hours as well as after hours
- Sets schedule and evaluates custodians

Works and is the first responder with the Police, Fire Department, PG&E and A&TT to issues regarding Tracy Learning Center

Education and Experience:

The ability to carry out oral and written directions, read, write, at a level sufficient to fulfill the duties to be performed for the position described; must have two years experience in the custodial field; possess a valid California driver's license and be insurable. Must have a High School Diploma or equivalent

5/1/18

Tracy Learning Center Job Description

Position Title: Director of Finance

Position Summary:

Under the supervision of the Executive Director serves as an Assistant to the Executive Director of the Tracy Learning Center; to perform complex and responsible Accounting business services; to perform record keeping, budget control, purchasing, and various clerical duties. The position is 215 days, 8 hours per day per contracted school calendar.

Essential Functions:

1. Responsible for accounting for all incoming revenue.
2. Responsible for all purchasing and accounts payable/ receivables
3. Oversight of Payroll
4. Works collaboratively with contracted business service
5. Arranges field trip transportation and book keeping
6. Implements the Tracy Learning Center budgets and balancing of the budgets each month.
7. Other duties as assigned

Education and Experience:

- Proficient in Accounting and school insurance
- Knowledge of computer skills; Microsoft Word, Excel, and QuickBooks
- Ability to perform responsible clerical work, independent judgment, with speed and accuracy
- Ability to make independent decisions
- Must possess strong interpersonal skills
- Ability to maintain cooperative working relationships with those contacted in the course of work.

TRACY LEARNING CENTER

JOB DESCRIPTION

Position Title: Director of Food Services

POSITION SUMMARY:

Plan, organize and supervise the preparation and serving of food. Ensure that all kitchen areas are maintained in a clean and sanitary environment. Ensure that all food service equipment and supplies are maintained and cleaned in a sanitary manner. Train and supervise all food service personnel.

ESSENTIAL FUNCTIONS:

1. Supervises, and directs the preparation of food and serving or packaging of food-to-food service customers.
2. Organizes and schedules menu production to ensure nutritious and healthy meals.
3. Organizes all kitchen work activity to ensure that all equipment and supplies are available to meet customer demands and meal program requirements.
4. Arranges for proper storage and use of all food and non-food supplies.
5. Responsible for timely ordering of food, non-food and equipment supplies.
6. Sets standards for efficient and sanitary practices in food preparation and work areas.
7. Supervises and trains staff in meal production techniques, sanitary kitchen and food handling practices, customer service, personal hygiene and work routines.
8. Schedules food worker schedules and supervises their performance
9. Review requests for free or reduced lunch.
10. Deposit food service money with finance office regularly
11. Transport food as needed.

12. Coordinates and prepares for special events.

EDUCATION AND EXPERIENCE: High school diploma required, two years college in related course work preferred; able to communicate effectively both orally and in writing. Minimum of five years in food service, institutional meal preparation and experience in supervision of personnel. Continuing education related to certification of state guidelines for safe food handling.

KNOWLEDGE OF: Principles and methods of quantity food preparation; proper food handling and storage techniques for hot food and other related food items; sanitation principles applicable to serving and storing of food; operation and maintenance of large and small food service equipment; computing proper amounts of foods and non-food supplies; principles and techniques of employee supervision, training, and evaluation.

ABILITY TO: Supervise and personally participate in the preparation of food for all food service customers; estimate quantities needed to meet customer demands to meet economical demands of program; operate all equipment in food service areas, maintain all written documents as required; effectively train, supervise and evaluate a staff of subordinate food service personnel; follow oral and written directions; exhibit manual dexterity; to operate common food service equipment; operate computers; perform food preparation, cooking and baking duties maintain cooperative working relationships with those contacted in the course of work.

PHYSICAL REQUIREMENTS:

Employees in this position must have the ability to:

1. Stand for extended periods of time
2. Stand, walk, and bend over, reach overhead, grasp, push, pull and move, lift and or carry up to 50 pounds to waist height.
3. Hear and understand speech at normal levels.
4. Speak so that others may understand at normal levels.

WORK ENVIRONMENT:

Employees in this position may work in serving lines that may be indoor and/or outdoor; exposed to moderate noise levels from food service equipment, cafeterias and/or exhaust fans. Must wear closed toe shoes and pants.

TRACY LEARNING CENTER

JOB DESCRIPTION

Position Title: Director of Human Resources

Position Summary:

Under the supervision of the Executive Director serves as the Director of Human Resources of the Tracy Learning Center; to perform complex and responsible record keeping in all aspects related to Human Resources, collaborates and communicates with the Payroll Manager regarding payroll related issues. The position is 215 days, 8 hours per day per school calendar year.

Essential Functions

- Reviews & ensures current relevancy of employee credentials
- Responsible for ensuring that each new employee is Fingerprinted / background check
- Responsible for maintaining employees current TB's/CPR-First Aid
- Maintains all employee file folders (2 files for each)
- Enter all Data entry for all employees in Aeries
- Employee CBEDS
- Maintains records and prepares notices and documents related to employment contracts, assignments, employment status, resignations, leaves of absence, job performance evaluations.
- Tracks employee absences and obtains coverage
- Responsible for the upkeep of employee attendance cards
- Responsible for hiring and maintaining substitutes
- Oversees BTSA and Induction programs
- Responsible for processing all employee health forms
- Responsible for processing all FSA, 403B & 457 plans
- Responsible for recruitment, promotional opportunities and termination procedures
- Responsible for unemployment claims
- Responsible for employment verifications
- Revises and updates job descriptions
- Primary liaison with Health Insurance Brokers / Employee Benefits
- Responsible for keeping current Employee Handbook and contract
- Keeps current labor law posters
- Attends annual CCAC conference, HR webinars, and other related conferences
- Primary liaison for School's Insurance for Workman's comp & Liability
- Actively recruits exceptional employees
- Supports the first year of new teachers entrance into the culture of Tracy Learning Center

Education and Experience:

Ability to carry out oral and written directions, read, writes, and speaks at a level sufficient to fulfill the duties to be performed. Administrative credential. Knowledge certification and various teaching permits. Knowledge of health benefits, FSA, 403B/457 retirement plans.

Skills and Qualifications:

1. Knowledge of Public School Labor Laws
2. Knowledge of, STRS/PERS and health insurance
3. Knowledge of state credential requirements
4. Knowledge of CLAD/NCLB requirements
5. Knowledge of teacher assignments
6. Ability to perform responsible administrative work requiring speed and accuracy, multi-tasking, independent decisions, independent judgment and strong interpersonal skills.
7. Ability to maintain cooperative working relationships with those contacted in the course of work
8. Ability to keep all confidential staff related issues confidential
9. Knowledge of intermediate to advanced elements of correct English usage, grammar, spelling, punctuation and vocabulary
10. Ability to use standard office equipment, fax, copier, scanner, intermediate computer skills

Tracy Learning Center

JOB DESCRIPTION

Position Title: ELL Specialist

Position Summary:

The ELL Specialist will collaborate with school leaders, teachers, and other school personnel to develop and implement a program to support English learners in the educational setting. The ELL Specialist will work 215 days per school year.

Essential Functions:

1. Evaluates the current practices in place and works to determine next steps to improve the quality of support for English learners.
2. May possess expertise or knowledge, which permits exercise of personal initiative.
3. Assists English learners in the classroom when requested by the teachers
4. Monitors English learner progress.
5. Places a phone call to the newly enrolled student's previous school to determine if the student has been tested. If so, requests a copy of the ELPAC test.
6. Communicates with parents in regards to English Language Learner issues.
7. Administers testing each year for all designated EL students
8. Operates audiovisual equipment, duplicating equipment, computers
9. Maintains records and designated files.
10. Prepares a wide variety of materials including correspondence, memos, reports and notices, which may require data entry.
11. Assists with the after school homework support for EL learners
12. Helps individual students with specific problems.
13. Maintains regular and prompt attendance in the workplace.
14. Performs other related duties as assigned.

Education and Experience:

Ability to carry out oral and written directions, read, writes and speaks at a level sufficient to fulfill the duties. Some college units' required, or equivalent certificate, or equivalent experience in an appropriate discipline desired: expertise in specific program requirements may serve in lieu of education requirement; two years experience in the care and supervision of children.

Skills and Qualifications:

1. Knowledge of English usage, grammar, spelling, punctuation, and vocabulary
2. Ability to assist with supervision of learning activities
3. Ability to work independently on own initiative
4. Ability to operate standard office and instructional equipment
5. Ability to maintain cooperative working relationships with those contacted in the course of work
6. An interest in working within the school setting.

Work Environment:

Employees in this position will be required to work indoors and outdoors in various weather during the course of the required work schedule.

5/1/18

Tracy Learning Center

Executive Director

Job Description

Scope of Responsibility

Tracy Learning Center is composed of three charter schools. The Executive Director is responsible for the curriculum, instruction, hiring and student discipline for all three charter schools. The Executive Director reports to the Governing Board serving as the CEO and the CFO.

Competence Required

Tracy Learning Center Executive Director shall have the following competence:

- a. The ability to implement a dynamic vision for the school
- b. The ability to design project based, integrated curriculum for K-12
- c. Knowledge of the medical, psychological, and social-emotional aspects of students
- d. Excellence as a learning facilitator and instructor
- e. Able to plan and design professional development
- f. Analyze student progress and teacher performance
- g. Coordinate all aspects of curriculum and instruction for the three charter schools
- h. Develop budgets and financial plans for the schools
- i. Hire, evaluate and supervise staff
- j. Coordinate the efforts of the lead teachers as responsible leaders

Qualifications

- Masters Degree
- Valid California Certificate as a teacher and administrator
- Subject expertise, curriculum development expertise
- Proof of contribution to profession such as research, publications, university teaching or presentations
- Proven effectiveness as a leader
- Minimum five years Administrative experience at a variety of levels

Job Specific Components

The Executive Director serves as the instructional leader for the entire operation k-12. The

Executive Director is responsible for student and staff performance and student success.

- a. Carry out the policies of the Governing Board
- b. Develop a successful implementation plan for shared leadership among the master/lead teachers
- c. Monitor the student progress and placement of students within schools and coordinate efforts with extension educational opportunities
- d. The ability to work collaboratively with the TLC staff and Governing Board
- e. Perform supervision/facilitation tasks related to the schools
- f. Plan the staff development sessions
- g. Provide curriculum leadership for developing all school curriculum and extension curriculum courses.

- h. Coordinate and support the efforts of the staff
- i. Set the vision for the school culture
- j. Direct all shared leadership roles
- k. Serve as the financial officer for the schools
- h. Perform other duties as assigned
- i. Ensure that all requirements of the Charter are met
- j. Provide administrative support services for instruction, business, and human Resources

5/1/18

Tracy Learning Center School Leader Job Description

Scope of Responsibility

Assigned to a specific school or phase. Coordinate the implementation of the curriculum, meets to support staff to ensure quality implementation of the curriculum and instructional strategies for different learning levels. Works as the assigned leader for daily operations of the specific school or phase under the direction of the Executive Director, who is ultimately responsible for the school.

Competence Required

Tracy Learning center directors shall have the following competence:

- The ability to work as a leader for a designated school or phase
- The ability to design integrated project based curriculum
- Knowledgeable of the needs of student learners at the specific level
- Effective use of technology for curriculum and instruction
- Excellence as a leader and educator
- Able to conduct effective school or phase meetings
- Able to analyze data for skill and content mastery
- Able to work effectively with teachers assigned to the school or phase
- Able to observe and provide constructive feedback to teachers within the phase or school.

Qualifications

- Bachelor Degree
- Valid California Credential
- Minimum of five years of experience
- Expertise in curriculum, instructional strategies, assessment

Job Specific components

A Tracy Learning Center Learning Director shall perform such tasks that are assigned by the Executive Director. The Director is required to undertake but not be limited by some or all of the tasks listed below.

- Lead a designated school of teachers, staff, parents and students
- Monitor the students progress and placement in the assigned phases or school
- Work with the Executive Director to ensure adherence to the school curriculum and ensuring the analyzing of student data.
- Coordinate and attend IEP or SST meetings for the phase
- Attend weekly Executive Director meetings for Directors
- Other duties as assigned

5/1/18

Tracy Learning Center

JOB DESCRIPTION

Position Title: Learning Guide

Position Summary:

Under general supervision of an assigned master teacher the Learning Guide will serve as an assistant to teachers by aiding in the supervision and training of students and assisting in the preparation and assembling of teaching materials. **The Learning Guide will work 215 days per school year for a daily 8.5 hour assignment with a half hour (30 minutes) lunch (non-paid) and two paid 10 minute breaks. One break in the morning and one in the afternoon. These breaks will be worked out according to individual schedules.**

Essential Functions:

15. Regularly performs tasks requiring the exercise of unique skills with minimal teacher supervision.
16. May possess expertise or knowledge, which permits exercise of personal initiative.
17. Assists teachers with the supervision and training of students in a unique instructional environment such as a demonstration center.
18. Prepares instructional materials.
19. Assists with various class projects.
20. Assists teachers in running instructional programs.
21. Prepares graphic and written teaching materials.
22. Operates audiovisual equipment, duplicating equipment, computers
23. Grades papers and tests.
24. Maintains records and designated files.
25. Prepares a wide variety of materials including correspondence, memos, reports and notices, which may require data entry.
26. Helps individual students with specific problems.
27. Maintains regular and prompt attendance in the workplace.
28. Performs other related duties as assigned.

Education and Experience:

Ability to carry out oral and written directions, read, writes and speaks at a level sufficient to fulfill the duties. Some college units' required, or equivalent certificate, or equivalent experience in an appropriate discipline desired: expertise in specific program requirements may serve in lieu of education requirement; two years experience in the care and supervision of children.

Skills and Qualifications:

7. Knowledge of English usage, grammar, spelling, punctuation, and vocabulary
8. Ability to assist with supervision of learning activities
9. Ability to work independently on own initiative
10. Ability to operate standard office and instructional equipment
11. Ability to maintain cooperative working relationships with those contacted in the course of work

12. An interest in pursuing a career in education.

Work Environment:

Employees in this position will be required to work indoors and outdoors in various weather during the course of the required work schedule.

Position Title: Office Manager

Position Summary:

The office assistant supports the work of the Executive Director Assistant with the phones, parents in the office, filing, attendance confirmation and sorting the office mail. Assisting with parents who only speak Spanish is an important piece of this position. The position is 215 days, 8 hours per day.

Essential Functions:

- Backup receptionist for the office
- Working with parents who only speak Spanish in the office and for IEPs and Parent Conferences
- Calling students' homes regarding unaccounted for absences
- Sorting office mail daily
- Other duties needed in the office

Education:

Ability to speak Spanish fluently in addition to English

Office management skills

Public relationship skills

Qualifications:

1. Knowledge of Attendance Software
2. Operates standard office equipment
3. Effective communication skills
4. Efficient and effective organizational skills
5. Good problem solving skills
6. Excellent filing skills

Tracy Learning Center
Job Description
Resource Teacher

Scope of Responsibility

Work with the Special Education Team to develop a successful, supportive SPED program for the Tracy Learning Center.

Duties

- Serve the middle school as the resource teacher responsible for students IEPs, 504s and SST meetings
- Serve the students primarily in a “push in” classroom model rather than pull out
- Guide and direct the teaching staff of Discovery on how to support and help students with special needs
- Keep in contact with parents of students on IEP’s, 504’s, and SST’s and keep them informed of their child’s progress or areas of improvement

Qualifications

- Bachelor’s Degree
- Valid California Credential
- Master’s Degree or Administrative Credential preferred
- Minimum of five years of experience
- Expertise in Special Education strategies and practices

Job Specific Components

- Work day hours: 7:30-4:30
- Regular staff contract of 215 days
- No additional duties such as lunch supervision or car line

4-20-20

Tracy Learning Center

Teacher

Job Description

Scope of Responsibility

Teachers are expected to be prepared and adequately credentialed. For the level of teaching assignment. Teachers can be hired as: interns, preliminary, or clear teachers. They have an area of expertise and know how to effectively instruct, manage the classroom, work with students and parents and peers. They follow all expectations identified by the learning director and understand the importance of duties as well as teaching assignments.

Competence Required

Tracy Learning Center Teachers shall have the following competence:

- k. The ability to work with a supervisor and Director of a designated school phase
- l. The ability to design integrated, project based curriculum lesson plans.
- m. Aware of the medical, psychological, and social-emotional aspects of students
- n. Effective use technology for curriculum lesson development and instruction
- o. Able to design appropriate assignments and classroom routines
- p. Able to analyze student growth and skill development to ensure appropriate instruction
- q. Able to demonstrate excellence in instructional strategies that effectively support student learning
- r. Regular and prompt attendance of all assigned duties as well as classroom assignments

Qualifications

- Bachelor Degree and a valid California credential and Subject Authorization
- Valid California identification
- Subject expertise
- Ability to teach from a non-textbook curriculum
- Ability to work well as a team with peers, parents and students
- Experience desired
- CLAD certification for teachers serving EL students as required by law

Job Specific Components

A Tracy Learning Center Teacher shall perform such tasks as are assigned by the Learning Director.

The teacher is required to undertake but not be limited by some or all of the tasks listed below.

These tasks may vary from time to time.

- l. Provide direct instruction for groups of students in order to provide customized instruction that meets the students learning needs and that adheres to the designed curriculum benchmarks
- m. Effectively teach the assigned classes and students

- n. Monitor student progress and follow curriculum
- o. Work with the Learning Director to ensure adherence to the school curriculum and to analyze student growth
- p. Perform all assigned duties
- q. Communicate effectively with peers and with students and parents
- r. Maintain a tidy and organized classroom
- s. Perform other duties as assigned

5/1/18