Charter Petition

of

Price Charter Middle School

CHARTER # 575

April 7, 2008

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I. INTRODUCTION / FOUNDING GROUP

The Price Charter Middle School staff wishes to continue to operate as a neighborhood dependent conversion charter public school in order to take advantage of some of the flexibility that charter status offers. The school will pursue the vision of the Cambrian School District. It will also follow the Price Charter Middle School commitment to excellence as described in its mission and vision statements and in the District's Outcomes and Indicators.

The renewal of the conversion to a neighborhood charter public school offers the school community flexibility in two key areas that we need in order to operate differently than current district and state policies will allow. We do not seek nor desire independence from the Cambrian School District. We wish to operate as a dependent charter school, in order to operate with limited independence from the Education Code in only the following two areas:

1. Site level block grants that allow flexibility. Flexibility to receive site level funds in the form of a block grant, rather than specific program funds, in order to utilize these funds to provide flexibility to meet the needs of our students, staff, parents and programs.

2. Area-wide enrollment of students. Price Charter Middle School enrolls over 22 percent of its students from outside the Cambrian School District. We will be able to offer attendance options for individuals living outside the district's attendance boundaries who want to continue or begin their 6-8 education at Price Charter Middle School. Maintaining a stable enrollment will allow the continuation of the enriched curriculum the currently available.

Statement of Operations

Price Charter Middle School will retain its current operational relationship with the district in all of the following ways:

- Governance by the Cambrian School District Board of Education
- Maintenance and insurance of school facilities
- Changes, additions or alterations to the facilities
- Maintenance of the non-instructional operations
- Insurance of school personnel and district against liability claims of all current and future district policies
- All current and future contracts agreed upon between the Cambrian School District, Cambrian District Teachers' Association (CDTA) and California School Employee's Association (CSEA) Local Chapter 641 in accordance with the Educational Employment Relations Act (EERA)
- All operations currently in place with other schools in the district

II. EDUCATIONAL PHILOSOPHY AND PROGRAM

Price Charter Middle School will subscribe to the Mission, Vision, and Guiding Principles of the Cambrian School District.

District Mission Statement

Cambrian School District, a close, caring, collaborative community, prepares students to be critical thinkers and effective communicators ready to succeed in our changing world.

District Vision Statement

- Our District has high standards where success for all is expected and achieved.
- Our District models global citizenship teaching real world connections and practical applications.
- All students achieve in a variety of ways to meet social and academic goals.
- Collaboration is evident in all facets of our school community.
- Learning occurs in a safe, comfortable and state of the art environment conducive for all.
- Quality teaching is deliberate and by design.
- Everyone is a role model for life long learning.

District Guiding Principles

- All children can learn
- All children can succeed
- All children have value
- All children have a right to the best education possible
- All children can be lifelong learners
- All children deserve respect
- All children have a shared responsibility for their education
- All children will have a safe, orderly school environment

Price Charter Middle School has established the following Mission and Vision statements:

Price Charter Middle School Mission Statement:

> The mission of Price Middle School, with its broad-based academic and elective curriculum, is to nurture and develop life-long learners who make positive contributions to the greater community.

Price Charter Middle School Vision Statement

> The Vision of Price Middle School is to provide a challenging curriculum addressing varied learning styles and encouraging high student achievement in an environment where all students' voices are valued, cultural diversity is embraced, and students feel a sense of belonging to their school and the greater community, all designed to give the staff, students, and families the opportunity to become successful life-long learners.

Education Code 47605 (b) (5) (A)

> *A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.*

Educational Philosophy:

To achieve educational excellence, Price Charter Middle School has restructured its academic program to ensure that the needs of all students are being met. Through collaborative efforts of dedicated students, parents, staff and community members, Price implemented a seven period day and a Standards-Based Curriculum across all subject areas. Other highlights of the master program include intensive reading support, MathX2, school-wide portfolios for assessment, extended instruction in science and social studies, extensive elective choices, Homework Center, and a school-wide writing program. A team structure has also been implemented to ensure that all curricular areas are connected. Educational excellence is rewarded and recognized at all levels throughout the year, as evidenced by solid academic scores.

Through the myriad academic, curricular and extra-curricular programs, Price Charter Middle School continues to develop responsible citizens who are prepared to meet challenges of the future. Price students are engaged in relevant learning situations, use cooperative learning techniques to collaborate on problem-solving and Lifeskills. Parents, businesses, and community groups all play an integral role in instilling responsibility into our students. Because Price teachers have been trained extensively in brain compatible teaching and the Multiple Intelligence theory of learning, Differentiated Learning Strategies are incorporated to address different learning styles. In addition, all teachers have received training in Step-Up-to-Writing, CLAD instructional strategies, and anti-bullying techniques. The math department has been actively participating in Lesson Studies through a Noyce Grant to enhance student learning. As an outcome, students are engaged in hands-on, relevant, cooperative activities that reinforce their learning strengths and develop creative and critical thinking skills.

The Price community is constantly evolving. Through extensive staff development programs and with the help of ample technology, Price staff members continue to develop and implement programs that enhance student learning and success. The strength of our program is our child-centered philosophy. All children can learn and succeed. All children are deserving of respect. All children have a shared responsibility for their education, and can develop into responsible, productive citizens. Price offers engaging, relevant and beneficial programs to all of its students that lead to successful high school experiences and post-secondary options of fulfilling employment or admission to institutions of higher education. This promise is made with the understanding that an education is a shared responsibility of the public schools, parents, community and the individual learners to create the "educated person" in the 21st century.

Students to be served:

Our goal is to serve all students in grades 6 through 8 in the Cambrian School District attendance area and students from outside the attendance area as enrollment allows.

Curriculum and Instructional Design:

Price Charter Middle School curriculum is aligned with the California State Standards and follows all Cambrian District Guidelines. As an example see *Attachment 1* (Math Curriculum.) Instructional strategies and structures implemented provide support for all levels of students—special education, English Language Learners and those who are achieving below, at and above grade level.

Plan for students who are academically low achieving

Support is provided by flexible small groups in the classroom, tutoring, differentiated instruction in all classes, reading intervention assistance (IR classes at each grade level), Mathx2, and Homework Center support.

Plan for students who are academically high achieving

Support is provided by differentiated instruction, flexible small groups, accelerated math and language arts classes, as well as enrichment and extension activities for advanced students.

Plan for English Learners

EL students are supported by EL Cluster classes, differentiated instruction, flexible small groups, tutoring, Homework Center and use of SDAIE instructional strategies in all classes.

Plan for Special Education

If students attending Price Charter Middle School qualify for special education funds, then the Cambrian School District shall service these students as it does all others in the Cambrian School District.

Special Education students are supported by 3 RSP instructors and instructional aides in special education classes. In addition, the RSP staff provides support in all content areas. In mainstreamed classes Special Education students are supported by differentiated instruction, flexible small groups, tutoring, reading intervention assistance, and the Homework Center.

In terms of Special Day classes, resource specialist services and speech services, the charter school will follow all current and future district regulations, practices and policies.

III. MEASURABLE STUDENT OUTCOMES

CA Education Code 47605 (b) (5) (B)

The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's education program.

Price Charter Middle School will be held accountable for all learners meeting the measures of success as set forth in the goals of the school. Students will meet the statewide performance standards developed by the California Department of Education as evidenced by use of multiple measures. These standards include the subject areas of language arts, mathematics, science, social studies, electives and physical education. All students will participate in state-mandated assessments. Price Charter Middle School's students will participate in all district-mandated assessments and meet the standards as described in the school's scope and sequence based on state frameworks.

CA Education Code 47605 I (b) (5) (C)

The method by which pupil progress is measured.

Progress will be objectively measured by the annual statewide assessments as determined by the State of California and by formative and summative district assessments.

Progress will also be measured by teachers in the traditional methods, such as individual work, projects, portfolios, tests, benchmark assessments, and exams. Progress will be communicated throughout the year with parents and children through distribution of quarterly progress reports and report cards, as well as through a web-based program which allows parents to access grades on a regular basis.

CA Education Code 47607

Requirement to meet specific performance standards to renew the Charter.

Measurable Outcomes: Price Charter Middle School has met the overall school API growth targets in each of the past four years. The API statewide decile ranking is 9 in the same period, with a range of 4 to 10 in similar school rankings. See *Attachment 2.*

Use and Reporting of Data:

The Price staff consistently uses formative assessments throughout the year to improve instructional practices to ensure mastery of grade level standards. Data on formative assessments is sent to parents to maintain effective communication on their child's progress. STAR summative data is sent to parents as mandated by state requirements.

IV. GOVERNANCE STRUCTURE

CA Education Code 47605 (b) (5) (D)

> *The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parent involvement.*

Price Charter Middle School will be a dependent, neighborhood charter school governed by the Cambrian School District Board of Trustees. As a dependent charter the organizational structure is determined by the Cambrian School District.

On-site decisions regarding a process for insuring parent involvement and budgeting of AB544 funding and any other money allocated from the state for the charter school, including grants, will be by consensus among certificated staff utilizing established Leadership Team and acting on recommendations made by the majority of the School Site Council. If consensus cannot be reached, a decision will be made by a 60 percent majority vote of certificated staff. Any changes to this charter petition itself shall be brought to the Leadership Team for discussion and further action. An amendment must then be approved by this same process - consensus of certificated staff, or a 60 percent vote of certificated staff, in the event consensus cannot be reached.

The School Site Council will continue to approve all charter budgets and monitor the School Plan.

Membership

Site level governance is performed by the Leadership Team (Input Team) and School Site Council.

The Leadership Team (Input Team) consists of:

- 8 certificated staff members representing the various teaching disciplines
- Principal

The School Site Council consists of:
A minimum of 10 voting members, equal ratio of parents & students: teachers & staff

- 3 certificated teachers -- to be determined in the fall, including two members of the Leadership Team, when feasible
- 1 staff member
- School principal
- 3 parents -- parents may express an interest to serve and will be selected in the spring to begin terms the following fall.
- 2 students

Term of Office

The term of office of each staff representative shall be two years. In the event that a staff representative resigns, a vote will be taken to fill the seat. The staff member so selected will complete the term of the staff member who resigned.

The term of office of each parent representative shall be two years. In the event that a parent representative resigns, a notice will be sent home to parents and the vacancy will be advertised in the school newsletter to seek a replacement. Ballots will be distributed to the parent community. The parent representative so selected will finish the term of the person who resigned.

Meetings

The Price Leadership Team and School Site Council shall each establish a regular time, date and place of meeting and shall hold not more than one regular meeting per month during the months of September through June (excluding the short school month of December).
Five of ten voting members shall constitute a quorum. The aforementioned governing bodies may establish rules and procedures governing the conduct of their meetings.

The governing bodies shall be subject to the Ralph M. Brown Act, California Government Code Section 54950, et seq.

V. HUMAN RESOURCES

CA Education Code 47605 (b) (5) (k)

Price Charter Middle School staff will continue its current relationships with the Cambrian School District, the Cambrian Teachers' Association (CDTA) and the California School Employees' Association (CSEA) for purposes of determining salaries and benefits for employees.

CA Education Code 47605 (b) (5) (E)

> *The qualifications to be met by individuals to be employed by the school.*

Teachers at Price Charter Middle School shall be required to hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. As the California Department of Education and the Commission for Teacher Credentialing provide interpretations for the requirements for non-core subjects those interpretations will be followed and submitted to the Cambrian School District Board of Education for approval. Cambrian School District shall not require any employee of the district to be employed at Price Charter Middle School. The district will utilize existing policies and collective bargaining agreements to address staff members currently assigned to Price Charter Middle School who do not wish to continue at the school under the charter status.

Job descriptions and credential requirements for all positions will remain the same as described in the CDTA and CSEA collective bargaining agreements.

CA Education Code 47605 (b)(5) (F)

> *The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237.*

Price Charter Middle School shall comply with all the provisions and procedures of Education Code 44237, including the requirement, that as a condition of employment each new employee not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. Records of student immunizations shall be maintained, and staff shall follow requirements for periodic TB tests.

CA Education Code 47605 (b) (5)(M)

> *A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school and of any rights of return to the school district after employment at a charter school.*

All current and new employees at Price Charter Middle School will be employees of the Cambrian School District and all rights of permanent status and transfers shall be the same as those used by the district and outlined in the CDTA and CSEA collective bargaining agreements in accordance with the EERA. In addition, all Education Code rights and responsibilities and any other statutory provisions shall remain in effect.

We wish to reiterate that the Education Code of California remain in effect with the exception of flexibility in funding by block grant, selection of instructional materials and area-wide enrollment as stated in our introduction.

CA Education Code 47605 (b) (5) (N)

> *The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.*

There are no special provisions for dispute resolution in this charter. As a dependent charter, existing policies, practices and education and government code shall remain intact. Specific provisions within the existing CDTA and CSEA for constituent complaint policy, collective bargaining, and grievance procedures will remain applicable.

VI. STUDENT ADMISSIONS, ATTENDANCE, AND SUSPENSION / EXPULSION POLICIES

CA Education Code 47605 (b) (5) (H)

> *Admission requirements, if applicable.*

Price Charter Middle School admits all pupils who wish to attend the school and reside within the attendance area of the Cambrian School District. Pupils seeking admittance from outside the district boundaries will complete a request for Charter Transfer Form (*See attachment 3)*, if admitted; parent and student will be required sign a Charter Admission Agreement *(See*

Attachment 4). If the number of pupils seeking admission exceeds capacity; attendance shall be determined by public random drawing after May 15, or when openings become available.

Students admitted from outside the Cambrian School District boundaries who fail to adhere to the requirements of the Charter Admission Agreement will have their Charter Transfer revoked.

CA Education Code 47605 (b) (5) (G)

> *The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.*

Price Charter Middle School will be a dependent, conversion charter that shall be nonsectarian in its programs, admission policies, employment practices and all other operations. It shall not charge tuition and shall not discriminate against any pupil on the basis of ethnicity, national origin, gender, socioeconomic status or disability. It shall maintain the policy giving admission to pupils who reside within the Cambrian School District attendance area. Secondly, preference shall be extended to pupils currently attending a Cambrian school who reside outside the Cambrian School District attendance area, as well as siblings of students who presently attend Price. After that, spaces will be filled on a "first come, first served" basis. Should interest in the school be greater than its capacity, the school Leadership Team will follow the process for determining admission to the school, which is outlined in the previous section (CA Education Code 47605 (b) (5) (H)). This process shall be approved by the Cambrian School District Board of Education and be consistent with the law.

Price Charter Middle School will consult with the Cambrian District Board of Education regarding the number of students admitted to the school based on existing programs, policies and procedures. The enrollment capacity will be established annually, consistent with the size of the school staff and facilities, and be consistent with state law and master agreements between the Cambrian School District and the Cambrian Teachers' Association and the California School Employees' Association.

CA Education Code 47605 (b) (5) (J)

> *The procedures by which pupils can be suspended or expelled.*

Students shall be suspended or expelled for actions for which they could be suspended or expelled from the Cambrian School District as defined by the Education Code Sections 48900 to 48926. The due process mandated for school districts therein will be followed at Price Charter Middle School.

CA Education Code 47605 (b) (5) (L)

> *The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.*

The Cambrian School District Governing Board shall not require any pupil residing in the school district to attend Price Charter Middle School and will grant interdistrict transfers to students not wishing to attend the school or refer students to the Cambrian Community School.

VII. FINANCIAL PLANNING, REPORTING, AND ACCOUNTABILITY

As a Charter renewal, Price Charter Middle School will continue to be funded through the Cambrian School District. The budget will be based on average daily attendance. The Cambrian School District oversees and disperses all monies. The budget is expected to show an allocation of funds similar to those of the past five years under charter status.

As a dependent charter, all insurance (e.g., general liability, workers compensation), facilities, business/administrative services and student transportation needs will be provided by the Cambrian School District.

CA Education Code 47605 (b) (5) (I)

> *The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.*

Price Charter Middle School shall be a dependent charter school and participate in the district's annual audit. Exceptions and deficiencies so noted will be addressed promptly, as per policies and procedures established by the Cambrian School District Board of Education.

CA Education Code 47605 (b) (5) (K)

> *The manner by which staff members of the charter schools will be covered by the State Teacher's Retirement System, the Public Employee's Retirement System, or Federal Social Security.*

Price Charter Middle School will retain its current relationship with the Cambrian School District for the purposes of all staff benefits as provided under existing master agreement.

1. **Relationship with local teachers' and school employees' associations**: Price Charter Middle School staff will continue with the current relationships with the Cambrian Teachers' Association and the California School Employees' Association.

2. **Process for determining salaries and working conditions**: Price Charter Middle School staff will continue its current relationships with the school district, the Cambrian Teachers' Association and the California School Employees' Association for purposes of determining salaries and benefits for employees.

CA Education Code 47605 (b) (5) (O)

> *A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act.*

All employees of Price Charter Middle School will be employees of the Cambrian School District.

CA Education Code 47605 (b) (5) (P)

> *A description of the closure procedure, including closeout audit, asset liability disposition, and records transfer.*

Severability

The terms of this charter are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect.

On an annual basis, if 51 percent or more of the permanent status teachers currently employed at Price Charter Middle School choose to revoke charter status by February 1st of any school year, then the Cambrian School District Board of Education shall agree to revoke the charter and return the school to non-charter status the next school year.

The Cambrian School District Board of Education may revoke the charter as described in Section 47607 of Assembly Bill 544.

The process for charter school closure will follow the California State Department of Education recommended process. This process will include an official action by the Cambrian School District Governing Board effective at the end of an academic year, notifying the Charter Schools Unit of the California Department of Education, parents, and the Santa Clara Office of Education. The Cambrian School District will maintain all student and school records as required by law for the Charter. After its closeout, the school will have an audit to determine any financial responsibilities which will be borne by the Cambrian School District. As a conversion charter school, the assets and liabilities will remain part of the Cambrian School District.

VIII. IMPACT ON THE CHARTER AUTHORIZER

As a dependent charter, we will have minimal additional impact on the Cambrian School District for facilities needs, administrative services and potential civil liability effects.

Petition for the Establishment of
Charter Status For
Price Charter Middle School

We, the undersigned, believe that the attached charter merits consideration and hereby petition the Governing Board of the Cambrian School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the conversion of Price Charter Middle School. Price Charter Middle School agrees to operate the school pursuant to the terms of the Charter Schools Act and the provisions of the school's charter. The petitioner's listed below certify that they are permanent teachers who are meaningfully interested in teaching in the Price Charter Middle School.

The petitioners authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Cambrian School Board of Education.

By the petitioners:

Name (please print)	Signature	Date
Charlotte Peck	Charlotte Peck	4/16/08
Mattie Alesi	Mattie Alesi	4/16/08
JULIE JOHNSTON		4/16/08
Pat Stabile	Pat Stabile	4/16/08
Dan Limon		4.16.08
Sibane Parcels	Sibane Parcels	4/16/08
Lindsay Mar		4/16/08
Allison Surbridge	Surbridge	4/16/08
Jan McNamara	Jan McNamara	4/16/08
Connie Gray	Connie M. Gray	4/16/08

Name (please print)	Signature	Date
Russ Anzalone		4/16/08
Deborah Stein		4/14/08
Anne Chiotti		4/16/08
Robert Hunt		4/16/08
Richard Schertle		4/16/08
Kathryn Hendess		4/16/08
Donald Brown		4/16/08
Kamaljit Sangha		4/16/08
Cecilio Dimas		4/16/08
Jennifer Tore		4.16.08
Joanne Grigore		4/16/08
Denise Schlanan		4/16/8
Joan Davis		4/16/08.
Eileen Beckley		4/16/08
Carol Price		4/16/08

Name (please print)	Signature	Date
RANDY DRAKE		4-16-08
PHIL SHOFF		4/16/08
Thom Stephens		4/16/08
Vivian Moussa		4/16/08
Dan Winsor		4/16/08
Kelley Hixon		4/16/08

Attachment 1

Grade 7 Scope and Sequence (Benchmarks)
Updated 4/15/2008

Common Activities

(These are the activities as a 7th grade math department we are all going to carry out)

- Administer the **6th grade post-test at the beginning of the year to the regular 7th grade classes.**
- Administer the **7th grade post-test at the beginning of the year to the accelerated 7th grade classes** and a **summer homework test.**
- The activities / tasks :
  1) *Piles of Tiles*
  2) *Banquet Tables* (add a 5th method: graphing)
  3) Menu activity: *Flower Beds*
  4) Looking for Pythagoras: *Investigation 3*

STANDARDS Tested on the BENCHMARKS

Benchmark 1:

Multiple Choice:

NS 1.2 Fractions/Percents
NS 1.3 Converting Decimals/fractions/percent
AF 1.3 Commutative/Distributive
AF 1.1 Writing expressions and equations
AF 1.2 Order of operation

Written Response/Performance Assessment:

- **SPORTS INJURIES** - 2003 8th grade task. Cut score 2 (AF 1.4, AF 1.5, NS 1.3, SDAP 1.1, MR 2.1, MR 2.3)
- **Piles of Tiles** (AF 1.1, AF 1.4, AF 3.3, MR 2.3)

Benchmark 2:

Multiple Choice

AF 4.1 Solving Equations
AF 4.2 rate/time/distance
MG 1.1 Comparing Units
MG 1.3 Rate/dimensional analysis
MG 2.1 Area & perimeter 2D

Written Response/Performance Assessment:

- **Hexagons**-Cut Score 6(AF 1.1, AF 1.2, AF 1.3, AF 1.4, AF 1.5, AF 3.3, AF 3.4)
- **Going to Town** – grade 8 Cut Score 4(AF 1.5, AF MG 1.1, MG 1.2)
- **T-Shirt *Sales*** – Cut Score 3 (NS 1.6, NS 1.7)

Benchmark 3:

Multiple Choice

AF 2.1 common base exponents
AF 3.1 Graphs $y=nx^2$
AF 3.3 change in y/change in x
MG 2.1 Surface Area
MG 3.3 Pythagorean Theorem

Written Response/Performance Assessment:

Grade 7 Scope and Sequence (Benchmarks)
Updated 4/15/2008

- **Cubes**-Grade8-surface area and volume. Cut Score 4 (MG 2.1;MG 2.3)
- **"Picking Apples"** [Grade8] Cut Score 5 (NS 1.6; NS 1.7.; AF 1.4; AF 3.3)

Scope and Sequence

Note 1: The Standards NS 1.1 *(scientific notation*, AF 3.2 (*plot values from V of 3-d shapes)*, MG 2.4 (*relate changes in measurement with a change of scale*, MG 3.6 (*Identify elements of 3-d solids)* are **not** in the scope& sequence

Note 2: The implementation of these Big Ideas demands attention from the teacher to focus instruction on the key mathematical ideas embedded in all work; *explicit mathematical connections need to be made each day.*

KEY **To the Scope and Sequence**		
* Everyone will do this in their classes	* Benchmark Assessments: multiple choice and written tasks	* Time frame

The Scope and Sequence starts next page.

Attachment 1

Grade 7 Scope and Sequence (Benchmarks)
Updated 4/15/2008

Benchmark 1

CONTENT	CALIFORNIA STANDARD[S]	MATERIALS	TEACHING STRATEGIES
PROBABILITY Introductory Unit for 7th Grade **4 weeks** **9/4/07-9/28/07**	**NS 1.2** **Add, subtract, multiply, and divide rational numbers (integers, fractions, and terminating decimals) and take positive rational numbers to whole-number powers** NS 2.2 *Add and subtract fractions by using factoring to find common denominators*	**Instructional MAC Tasks:** ***Jo's Machines***[Grade 7; 2000; cut score 3]; ***Dice Game*** [Grade 7; 2002; cut score 4]; ***Counters*** [Grade 7; 2004; cut score 5]; ***Dropping a Pencil Box*** [Grade 8; 2001; cut score 3]; **ASSESSMENTS:** ***Duck Game*** [Grade 7; 2001; cut score 4]; ***School Fair*** [Grade 7; 1999; cut score 6]; ***Fair Game?*** [Grade 7; 2003; cut score 4] **Instructional MAC Tasks:** ***SPORTS*** [Grade 8; 2000; cut score 5] % with circle graphs using a table **CMP**: ***How Likely Is It?*** [6th grade] Investigation #5: ***Analyzing Games of Chance*** *[2 days]* Investigation #6: ***More About Games of Chance*** *[2 days]* **POM *Game Show***	**Games:** Pig + *Mental Math* Partner/Group Work Work over time: **POM *Game Show*** ***FIRST WEEK:*** Order of Operations One day lesson in set up in classroom of rules and procedures

Attachment 1

Grade 7 Scope and Sequence (Benchmarks)
Updated 4/15/2008

(Benchmark 1) ***PROPERTIES*** **TIME:** throughout the year with an emphasis on the first quarter	**Textbook**: pgs. 343-349 NS 1.2 *Add, subtract, multiply, and divide rational numbers (integers, fractions, and terminating decimals) and take positive rational numbers to whole-number powers* **AF 1.3** *Simplify numerical expressions by applying properties of rational numbers (e.g. identity, inverse, distributive, associative, commutative) and justify the process used.*	***Mental Math in Junior High*** by Reys and Reys, Dale Seymour, ISBN 0-86651-433-3 **WHOLE NUMBERS**: Lessons 1,2,4,5,6,7,15,33,36 **RAT'L NUMBERS**: Lessons 21-27,29,31,32 **DECIMAL NUMBERS**: Lessons 3,8,10,11,16,20,38,39 **Textbook:** ***Properties:*** pgs. 32, 38-39, 79-81, 117, 183-187, 279, 294 ***Rational Numbers:*** pgs. 233-243, 250, 269-282, 289-298, 677-678	***Mental Math Warm Ups*** with whole numbers [properties] and fractions ***Mental Math in September*** ***For example, ask students to write and draw a fraction that is > ½ and < 1.*** **Also, write the fraction as a decimal and a percent with a correct picture.** ***and*** ***MAC 5th grade assessment, 2005,"Fractions"***
Number Systems **INTEGERS** **10/1/07-10/02/07**	**Number System: "What are rational/irrational numbers?" Whole, Counting, etc.** **NS 1.2** Add, subtract, multiply, and divide rational numbers (integers, fractions, and terminating decimals) and take positive rational numbers to whole-number powers	**CMP:** ***Accentuate the Negative*** Investigations 2 *[3 days]*,3 *[5 days]*,4 *5 days]*: +/-/x/div of integers **Textbook:** Pgs. 110-120 [+]; 135-139 [div]; 127-133 [x]; 121-126[-].	***Mental Math beforehand on fractions is perfect but emphasis is here for more depth.*** ***And*** ***PRIME FACTORIZATION warm-ups the month of October***
GRAPH STORIES **TIME:** concentrated time [1 week] and then throughout the year as a warm-up **10/3/07-10/10/07** (Benchmark 1)	AF1.5: Represent quantitative relationships graphically and interpret the meaning of a specific part of a graph in the situation represented by the graph.	***Navigating through Algebra***: Chapter #2: Analyzing Change in Various Contexts **Instructional MAC Tasks:** ***Number Pairs-*** [Grade 8; 2003; cut score 3] **discrete points;** ***Sports-***[Grade 8; 2000; cut score 5]	

Grade 7 Scope and Sequence (Benchmarks)
Updated 4/15/2008

GRAPH STORIES (continued)	**AF 3.3: Graph linear functions, noting that the vertical change (change in y-value) per unit of horizontal change (change in x-value) is always the same and know that the ratio ("rise over run) is called the slope of a graph)**	**circle graph with %** ***TERC: Changes Over Time*:** **Investigation #3: *Telling Stories from Line Graphs-*** Making Sketch Graphs; Using Line Graphs to Compare Growth; Graphs, Stories, and Number Sequences; Interpreting Graphs, Mystery Graphs	
TERMS/FACTORS **10/10/07-10/12/07**	MG 2.1: ***Use formulas routinely for finding the perimeter and area of basic two-dimensional figures***... including rectangles, parallelograms, trapezoids, squares, triangles, circles...	**Math x2** **Area** **Textbook:** **Terms:** pgs. 7, 124, 189-190, **Factor:** pgs. 7, 220-225	**Math x2**
PILES OF TILES **10/15/07-10/18/07** ***2 fudge days:*** ***Mini-lesson on area and perimeter from textbook***	AF 1.2: Use the correct order of operations to evaluate algebraic expressions such as $3(2x+5)^2$ AF 1.1: Use variables and appropriate operations to write an expression, an equation, an inequality, or a system of equations or inequalities that represents a verbal description (e.g., three less than a number, half as large as area A	**MAC Task:** ***Pete's Numbers*** [Grade 8; 2003; cut score 5]	***Mental Math in Junior High*** by Reys and Reys, Dale Seymour, ISBN 0-86651-433-3 **BALANCING EQUATIONS**: Lessons 12,13,28,44
BANQUET TABLES Introduced in two days and then continued throughout the first two quarters **10/22/07-10/23/07** (Benchmark 1) ***BANQUET TABLES (continued)*** ***Introduction only...time allotted for processing the homework assigned over time in the first two***	AF 1.2: Use the correct order of operations to evaluate algebraic expressions such as $3(2x+5)^2$ AF 1.1: Use variables and appropriate operations to write an expression, an equation, an inequality, or a system of equations or inequalities that represents a verbal description (e.g.., three less than a number, half as large as area A) AF1.5: Represent quantitative relationships	**Instructional MAC Tasks:** ***Square Spirals*** [2000; 7th grade; cut score 6]; ***Necklaces*** [2005; 7th grade; cut score 6]	**Homework:** *Order of Operations* or some REVIEW of some sort

quarters	graphically and interpret the meaning of a specific part of a graph in the situation represented by the graph.		
2D GEOMETRY: ***AREA and PERIMETER*** **10/24/07-10/31/07** **Area and Perimeter Only** ***2 fudge days: review for benchmark; catch up***	**NS 1.2** *Add, subtract, multiply, and divide rational numbers (integers, fractions, and terminating decimals) and take positive rational numbers to whole-number powers* MG 2.1: ***Use formulas routinely for finding the perimeter and area of basic two-dimensional figures***... including rectangles, parallelograms, trapezoids, squares, triangles, circles... MG 2.2: ***Estimate and compute the area of more complex or irregular two-...*** dimensional figures by breaking the figures down into more basic geometric objects.	**Instructional MAC Tasks:** ***Squares and Rectangles*** [2003, cut score 6, grade 8]; ***Quilt*** [1999, cut score 3, grade 7] **POM** ***Surrounded and Covered*** **Textbook:** **Area:** pgs. 13, 22,381, 417-422, 434,501,682-684	Partner/Group Work Work over time: **POM** ***Surrounded and Covered*** ***Color code perimeter vs. area of different shapes [kinesthetic]***
10/31/07-11/02/07	Review-Number Sense for Benchmark		***Warm-ups***

Attachment 1

Grade 7 Scope and Sequence (Benchmarks)
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(Benchmark 1) **Testing** **11/05/07-11/09/07**	*BENCHMARK* **Multiple Choice** ***NS 1.2*** [focus on fractions/percent] NS 1.3 **[converting decimals/fractions/%]** AF 1.1 **[writing expressions and equations]** AF 1.2 **[order of operations]** **AF 1.3** [commutative/distributive] **associative another quarter** **Performance Assessments** **SPORTS INJURIES** [2003; Grade 8; cut score: 2] **AF 1.5, NS 1.3, SDAP 1.1** **PILES OF TILES** **AF 1.1; 1.4; 3.3**		
CONVENTIONS: **EXPONENTS: [+/-]** **ORDER OF OPERATIONS** (Benchmark 1) ***CONVENTIONS*** **(continued)** **ABSOLUTE VALUE**	**NS 2.3: Multiply, divide, and simplify rational numbers by using exponent rules** AF 2.1: Interpret positive whole-number powers as repeated multiplication and negative whole-number powers as repeated division or multiplication by the multiplicative inverse. Simplify and evaluate expressions that include exponents. **AF 1.2:** Use the correct order of operations to evaluate algebraic expressions such as $4-2[4+3-2]$ and $3(2x+5)^2$	**Textbook:** ***Properties with Exponents:*** pgs. 299-300, 305, 617-619 ***Identity Properties:*** pgs. 57, 117 ***Inverse Properties:*** pgs. 117, 279, 294 **Textbook:** Pgs.16-20, 661 **Textbook:** Pg. 106	Order of Operations worksheets

Grade 7 Scope and Sequence (Benchmarks)
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ALGEBRAIC TERMINOLOGY	**NS 2.5**: Understand the meaning of the absolute value of a number; interpret the absolute value as the distance of the number from zero on a number line; and determine the absolute value of real numbers. **AF 1.1:** Use variables and appropriate operations to write an expression, an equation, an inequality, or a system of equations or inequalities that represents a verbal description (e.g.., three less than a number, half as large as area A) **AF 1.4:** Use algebraic terminology (e.g. Variable, equation, term, coefficient, inequality, expression, constant) correctly	**Textbook:** Pgs. 53-56	

Grade 7 Scope and Sequence (Benchmarks)
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Benchmark 2

CONTENT	CALIFORNIA STANDARD[S]	MATERIALS	TEACHING STRATEGIES
2D GEOMETRY: ***AREA and PERIMETER*** **11/13/07-11/14/07** **11/15/07-11/16/07**	**NS 1.2** *Add, subtract, multiply, and divide rational numbers (integers, fractions, and terminating decimals) and take positive rational numbers to whole-number powers* MG 2.1: ***Use formulas routinely for finding the perimeter and areas of:*** parallelograms, trapezoids, squares, triangles, circles… MG 2.2: ***Estimate and compute the area of more complex or irregular two-*** … dimensional figures by breaking the figures down into more basic geometric objects.	**Instructional MAC Tasks:** ***Squares and Rectangles*** [2003, cut score 6, grade 8]; ***Quilt*** [1999, cut score 3, grade 7] *Math Renaissance* Designing Spaces for People *[2 days]* Math Renaissance *Formula Investigation* [triangle, parallelogram, trapezoid, etc…] **Sally 's material** **Textbook:** **Area:** pgs. 13, 22,381, 417-422, 434,501,682-684	Partner/Group Work Work over time:
11/19/07-11/20/07 **DATA and STATISTICS**	**Box and Whiskers Plot**	**Textbook:** Pgs. 500-503 [box and whiskers plots]	Returning tests to students using data displays of stem-and-leaf or box-and-whiskers ***Focus on MEDIAN and extremes***
(Benchmark 2) **11/26/07-11/27/07** **DATA and STATISTICS**	**Review of Box and Whiskers Plot and do Stem and Leaf Plots** **SDAP 1.1:** Know various forms of display for data	**Textbook:** Pgs. 253-257 [stem and leaf plots]	Returning tests to students using data displays of stem-and-leaf or box-and-whiskers

Grade 7 Scope and Sequence (Benchmarks)
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THROUGHOUT THE YEAR	sets, including a stem-and-leaf plot or box-and-whisker plot; use the forms to display a single set of data or to compare two sets of data. **SDAP 1.3:** Understand the meaning of, and be able to compute, the minimum, the lower quartile, the median, the upper quartile, and the maximum of a data set.	**Assessment MAC Tasks:** ***Temperatures*** [Grade 8; 2006; cut score 4] **end of year**	
2D GEOMETRY: ***AREA and PERIMETER*** **11/28/07-11/30/07**	MG 2.2: ***Estimate and compute the area of more complex or irregular two-*** ... dimensional figures by breaking the figures down into more basic geometric objects.	**Look for materials on irregular shapes** Sally	
RATES **12/03/07-12/21/07** (Benchmark 2) **Rates** (continued)	**NS 1.3:** Convert fractions to decimals and percents and use these representations in estimations, computations, and applications. **NS 1.5:** Know that every rational number is either a terminating or repeating decimal and be able to convert terminating decimals into reduced fractions. **AF 3.4:** Plot the values of quantities whose ratios are always the same (e.g., cost to the number of an item, feet to inches, circumference to diameter of a circle). Fit a line to the plot and understand that the slope of the line equals the quantities. **AF 4.1:** Solve two-step linear equations and inequalities in one variable over the rational numbers, interpret the solution or solutions in the context from which they arose, and verify the reasonableness of the results.	**Instructional MAC Tasks:** ***Checkout*-rates** *[Grade 8; 2000; cut score 3];* **Instructional MAC Task[s]:** ***Lawn Mowing*-rates, ratios and proportional reasoning;** *[Grade 7; 2005; cut score 4]* **CMP**: ***Comparing and Scaling*** [7th grade] Investigation #4: ***Comparing by Finding Rates*** *[4 days]* **POM**: ***Movin 'n Groovin*** **Textbook:** Pgs. 329-332 ***Mental Math in Junior High*** by Reys and Reys, Dale Seymour, ISBN 0-86651-433-3	Partner/Group Work Work over time: **POM** ***Movin 'n Groovin***

Grade 7 Scope and Sequence (Benchmarks)
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	AF 4.2: Solve multi-step problems involving rate, average speed, distance, and time or a direct variation. **MG 1.1:** Compare weights, capacities, geometric measures, times, and temperatures within and between measurement systems (e.g. miles per hour and feet per second, cubic inches to cubic centimeters. **MG 1.3:** Use measures expressed as rates (e.g., speed, density_ and measures expressed as products (e.g., person-days) to solve problems; check the units of the solutions; and use dimensional analysis to check the reasonableness of the answer	**COMPARING PRICES**: Lesson 30 **PERCENTS and DECIMALS:** Lesson 45-50 **TIME and SPEED:** Lesson 19 **METRIC UNITS OF LENGTH:** **Lesson 40**	
GRAPH STORIES **1/07/08-1/08/08** (Benchmark 2) **GRAPH STORIES (continued)**	**AF1.5:** Represent quantitative relationships graphically and interpret the meaning of a specific part of a graph in the situation represented by the graph. **AF 3.3:** Graph linear functions, noting that the vertical change (change in y-value) per unit of horizontal change (change in x-value) is always the same and know that the ratio ("rise over run) is called the slope of a graph) **AF3.4:** Plot the values of quantities whose ratios are always the same (e.g., cost to the number of an item, feet to inches, circumference to diameter of a circle). Fit a line to the plot and understand that the sloe of the line equals the quantities. **SDPA 1.2:** Represent two numerical variables on a scatter plot and informally describe how the data points are	***Navigating through Algebra***: Chapter #2: Analyzing Change in Various Contexts **Instructional MAC Tasks:** ***Number Pairs-*** [Grade 8; 2003; cut score 3] **discrete points** ***TERC Changes Over Time*: Investigation #3: *Telling Stories from Line Graphs-*** Making Sketch Graphs; Using Line Graphs to Compare Growth; Graphs, Stories, and Number Sequences; Interpreting Graphs, Mystery Graphs	

Grade 7 Scope and Sequence (Benchmarks)
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	distributed and any apparent relationship that exists between the two variables (e.g., between time spent on hw and grade level.)		
PROPERTIES **1/9/08** Associative and Inverse	**AF 1.3** Simplify numerical expressions by applying properties of rational numbers (e.g. identity, inverse, distributive, associative, commutative) and justify the process used. **First quarter emphasis**	***Mental Math in Junior High*** by Reys and Reys, Dale Seymour, ISBN 0-86651-433-3 ***See Quarter #1***	Mental Math Warm Ups with whole numbers and fractions
TERMS/ FACTORS **1/10/08-1/11/08**	**MG 2.1: *Use formulas routinely for finding the surface area and volume of basic 3-dimensional figures***... prisms and cylinders.	**Math x2** **Area**	**Math x2**
Solving Equations **1/14/08-1/22/08**	1and 2 step and distributive equations; no "decimals" or "fractions" **AF 4.1: Solve two-step linear equations and inequalities in one variable over the rational numbers, interpret the solution or solutions in the context from which they arose, and verify the reasonableness of the results.**	Textbook: **Whole Numbers and Integers**	
(Benchmark 2) ***MENU****-1/3of the MENU from Sally; the other 2/3 to be used after Benchmark #3* **1/23/08-1/25/08**	**AF 1.1:** Use variables and appropriate operations to write an expression, an equation, an inequality, or a system of equations or inequalities that represents a verbal description (e.g.., three less than a number, half as large as area A) ***AF 1.2: Use the correct order of operations to evaluate algebraic expressions such as 3(2x +5)²*** *first quarter*	**Instructional MAC Tasks:** ***Cups*** *[Grade 7; 2002; cut score 5]* **Assessment MAC Task[s]:** ***Fence*** *[Grade 7; 2001; cut score 6]* **POM:** ***Growing***	Partner/Group Work Work over time: **MENU**

Attachment 1

Grade 7 Scope and Sequence (Benchmarks)
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	AF1.5: Represent quantitative relationships graphically and interpret the meaning of a specific part of a graph in the situation represented by the graph. **AF 3.3:** Graph linear functions, noting that the vertical change (change in y-value) per unit of horizontal change (change in x-value) is always the same and know that the ratio ("rise over run) is called the slope of a graph) **AF3.4** Plot the values of quantities whose ratios are always the same (e.g., cost to the number of an item, feet to inches, circumference to diameter of a circle). Fit a line to the plot & understand that the slope of the line equals the quantities.	***Staircases*** ***Flower Beds*** **Textbook:** Pgs. 562-588	
GEOMETRY: **2D** ***Pythagorean Theorem*** **1/28/08-2/01/08** (Benchmark 2) ***GEOMETRY:*** **2D** ***Pythagorean Theorem (continued)***	**NS 1.4** Differentiate between rational and irrational numbers **MG 3.1** Identify and construct basic elements of geometric figures [e.g., altitudes, midpoints, diagonals, angle bisectors, and perpendicular bisectors; central angles, radii, diameters, and chords of circle] by using a compass and straightedge. **MG 3.3:** *Know and understand the Pythagorean theorem and its converse and use it to find the length of the missing side of a right triangle and the lengths or other line segments and, in some situations empirically verify the Pythagorean theorem by*	**Instructional MAC Tasks:** ***Pattern-symmetry, angles;*** *[Grade 7; 2003; cut score 4]* ***Trapezoids-properties of shapes*** *[Grade 7; 2005; cut score 4]* ***Right Triangles-using the Pythagorean Theorem*** *[Grade 8; 2002; cut score 2]* ***Fractions of a Square: area and fractional regions of a square*** *[Grade 8; 2005; cut score 4]* **Textbook:** Pgs. 458-459 ***Investigation #3:***	Partner/Group Work Work over time: **POM** ***Surrounded and Covered*** Vocabulary Book Project ala Kamal in Geometry

	direct measurement. **MG 3.4:** Demonstrate an understanding of conditions that indicate two geometrical figures and congruent and what congruence means about the relationship between the sides and angles of the two figures.	***The Pythagorean Theorem – Puzzle Pieces*** [4 days] ** ***Navigating through Geometry in Grades 6-8: Reasoning about the Pythagorean Theorem.*** Pgs. 28-30	Included in the book project
2/04/08-2/08/08	**Benchmark Review**		
TESTING 2/11/08-2/15/08 (Benchmark 2) ***TESTING*** (continued)	BENCHMARK **Multiple Choice** MG 2.1 [area and perimeter of 2D] AF 4.1 [solving equations] MG 1.1 [comparing units] MG 1.3 [rate dimensional analysis] AF 4.2 [rate times distance] **Performance Assessment** 1.] Hexagons [Grade 7; 2003; cut score 6] AF 1.1;AF 1.2; AF 1.3; AF 1.4; AF 1.5AF 3.3; AF 3.4; MR 1.1; MR 1.2 2.] Going to Town- [Grade 8; 2006; cut score 4] AF 1.5; MG 1.1; MG 1.2; MG 1.3 3.] T-Shirt Sales [Grade 8; 2005; cut score 3] NS 1.6; NS 1.7		
THROUGHOUT THE YEAR: ***DATA and STATISTICS***	**SDAP 1.1: Know various forms of display for data sets, including a stem-and-leaf plot or box-and-whisker plot; use the forms to display a single set of data or to compare two sets of data.** **SDAP 1.3: Understand the meaning of, and be able to compute, the minimum, the lower quartile, the median,**	**Instructional MAC Tasks:** **Sports-[Grade 8; 2000; cut score 5] circle graph with %** **Textbook:** **Pgs. 253-257 [stem and leaf plots];** **Pgs. 500-503 [box**	Returning tests to students using data displays of stem-and-leaf or box-and-whiskers

	the upper quartile, and the maximum of a data set.	**and whiskers plots]**	

Attachment 1

Grade 7 Scope and Sequence (Benchmarks)
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Benchmark 3

CONTENT	CALIFORNIA STANDARD[S]	MATERIALS	TEACHING STRATEGIES
2/20/08	**Process MENU task**		
Exponents [- /+] **2/21/08-2/22/08**	**NS 2.1:** Understand negative whole-number exponents. Multiply and divide expressions involving exponents with common base. **NS 2.4:** Use the inverse relationship between raising to a power and extracting the root of a perfect square integer; for an integer that is not square, determine without a calculator the two integers between which its square root lies and explain why.	**Textbook:** pgs. 305-308	
GEOMETRY:* 2D** ***Pythagorean Theorem **2/25/08-2/27/08** (Benchmark 3) ***GEOMETRY:* 2D** ***Pythagorean Theorem (continued)***	NS 1.4 Differentiate between rational and irrational numbers **NS 2.4:** Use the inverse relationship between raising to a power and extracting the root of a perfect square integer; for an integer that is not square, determine without a calculator the two integers between which its square root lies and explain why. **NS 2.5:** Understand the meaning of the absolute value of a number; interpret the absolute value as the distance of the number	**Instructional MAC Tasks:** ***Pattern-symmetry, angles;*** *[Grade 7; 2003; cut score 4]* ***Trapezoids-properties of shapes*** *[Grade 7; 2005; cut score 4]* ***Right Triangles-using the Pythagorean Theorem*** *[Grade 8; 2002; cut score 2]* ***Fractions of a Square: area and fractional regions of a square*** *[Grade 8; 2005; cut score 4]*	Partner/Group Work Work over time: **POM** ***What's Your Angle?***

3D *Surface Area and* ***Volume*** **2/28/08-3/14/08** (Benchmark 3) 3D *Surface Area and* ***Volume*** (continued)	from zero on a number line; and determine the absolute value of real numbers. **MG 3.2:** Understand and use coordinate graphs to plot simple figures, determine lengths and areas related to them, and determine their image under translations and reflections. **MG 3.3:** Know and understand the Pythagorean theorem and its converse and use it to find the length of the missing side of a right triangle and the lengths or other line segments and, in some situations empirically verify the Pythagorean theorem by direct measurement. **MG 2.1: *Use formulas routinely for finding the surface area and volume of basic 3-dimensional figures***... prisms and cylinders. **MG 2.3:** Compute the length of the perimeter, the surface area of the faces, and the volume of a three-dimensional object built from rectangular solids. Understand that when the lengths of all dimensions are multiplied by a scale factor, the surface area is multiplied by the square of the scale factor and the volume is multiplied by the cube of the scale factor.	**Textbook:** Pgs. 458-459 **POM** ***What's Your Angle?*** **CMP:** ***LOOKING FOR PYTHAGORAS*** The whole unit is 5 weeks *Investigation #3 The Pythagorean Theorem* ***Investigation #2: Finding Areas and Lengths*** [4 days] ***Investigation #5: Irrational Numbers*** [4 days] ***Investigation #6: Rational and Irrational Slopes*** [3 days] ***Navigating through Geometry in Grades 6-8:*** ***Reasoning about the Pythagorean Theorem.*** Pgs. 28-30 **Instructional MAC Tasks:** ***Which is Bigger:*** **Scale drawing to determine whether height or circumference is bigger;** *[Grade 7; 2004; cut*	

Grade 7 Scope and Sequence (Benchmarks)
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	.**MG 3.5:** Construct two-dimensional patterns for three-dimensional models, such as cylinders, prisms, and cones.	*score 4]* ***BUILDING BLOCKS*: Surface area and volume** *[Grade 6; 2007; cut score]* ***About Teaching Mathematics*** by Marilyn Burns: the rice activity with two different shaped containers **Textbook:** pgs. 522-548 **CMP:** ***FILLING and WRAPPING*** The whole unit is 5 weeks ***Investigation #3: Finding Volumes of Boxes [***3 days] ***Investigation #3: Cylinders*** [4 days] ***Investigation #5: Cones and Spheres*** [3 days] ***Investigation #7: Finding Volumes of Irregular Objects*** *[1 day]*	
GRAPHING **3/17/08-3/27/08** (Benchmark 3) ***GRAPHING*** (continued)	**AF1.5:** Represent quantitative relationships graphically and interpret the meaning of a specific part of a graph in the situation represented by the graph. **AF 3.1:** Graph functions of the form $y = nx^2$ and y = nx3 and use in solving problems **AF 3.3:** Graph linear functions, noting that the vertical change (change in	***Navigating through Algebra***: Chapter #2: Analyzing Change in Various Contexts **Instructional MAC Tasks:** ***Number Pairs-*** [Grade 8; 2003; cut score 3] **discrete points;** ***Sports-***[Grade 8; 2000; cut score 5] **circle**	***Warm-Ups*** on a chart paper class graph [e.g., y=x squared; y=2x squared; y=3x squared , etc.]

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	y-value) per unit of horizontal change (change in x-value) is always the same and know that the ratio ("rise over run) is called the slope of a graph) **AF3.4:** Plot the values of quantities whose ratios are always the same (e.g., cost to the number of an item, feet to inches, circumference to diameter of a circle). Fit a line to the plot and understand that the sloe of the line equals the quantities.	**graph with %** ***Squares and Circles*** /Grade 8; 2006; cut score 5] ***TERC Changes Over Time*: Investigation #3: *Telling Stories from Line Graphs-*** Making Sketch Graphs; Using Line Graphs to Compare Growth; Graphs, Stories, and Number Sequences; Interpreting Graphs, Mystery Graphs	
3/31/08-4/04/08	**Fudge Week**		
4/7/08-4/11/08	**BREAK**		
4/14/08-4/18/08	**Review of Benchmark**		
Testing 4/21/08-4/25/08 (Benchmark 3) Testing (continued)	BENCHMARK Multiple Choice *MG 3.3 [Pythagorean Theorem]* **MG 2.1** [surface area] **AF 2.1** [common base exponents] *AF 3.1 [graphs: quadratic and cubic]* **AF 3.3** {slope change in y divided by change in x] **Performance Assessments** **CUBES** [grade 8, cut score 4; 2001] **MG 2.1, 2.3** **PICKING APPLES** [2005; grade 8;I cut score 5] **NS 1.6; NS 1.7; AF 3.3;**		
POST BENCHMARKS			
4/21/08-4/25/08 ***Equations and***	**AF 2.2:** Multiply and divide monomials; extend the		

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Inequalities	process of taking powers and extracting roots to monomials when the latter results in a monomial with an integer exponent.		
% APLICATION PROBLEMS This needs to be addressed for accelerated students BEFORE the STAR. *This can be addressed for regular students AFTER the STAR.* (Post Benchmarks) % APLICATION PROBLEMS (continued)	**NS 1.3:** Convert fractions to decimals and percents and use these representations in estimations, computations, and applications. **NS 1.5:** Know that every rational number is either a terminating or repeating decimal and be able to convert terminating decimals into reduced fractions. **NS 1.6:** Calculate the percentage of increases and decreases of a quantity **NS 1.7** Solve problems that involve discounts, markups, commissions, and profit and compute simple and compound interest. **AF 3.4:** Plot the values of quantities whose ratios are always the same (e.g., cost to the number of an item, feet to inches, circumference to diameter of a circle). Fit a line to the plot and understand that the sloe of the line equals the quantities.	**Instructional MAC Tasks:** ***Party*** /Grade 8; 2004; cut score 5] ***Yogurt-*** /Grade 7; 2003; cut score 4] ***Sales-*** /Grade 7; 1999; cut score 3] ***Special Offer-*** /Grade 7; 2004; cut score 4] **working with %'s;** ***Sneakers-*** /Grade 7; 2005; cut score 3] ***Traffic*** /Grade 8; 2002; cut score 5] ***25% Sale*** /Grade 8; 2006; cut score 4] **Assessment MAC Task[s]:** ***Buying a Camera-*** **% increase and decrease;** /Grade 7; 2006; cut score 4] ***Fudge*** **-% increase;** /Grade 8; 2001; cut score 4] CMP: ***Comparing and Scaling*** [7th grade] Investigation #3: ***Comparing by Using Ratios*** *[3 days]* Investigation #6: ***Choosing Strategies*** *[2 days]* **POM:** ***Measuring Mammals*** **Textbook:** Pgs. 350-373	Partner/Group Work Work over time: **POM** ***Measuring Mammals***

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Grade 7 Scope and Sequence (Benchmarks)
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ALGEBRA and FUNCTIONS **2/3 MENU** **(Post Benchmarks)** ***ALGEBRA and FUNCTIONS*** (Continued)	**AF 1.1:** Use variables and appropriate operations to write an expression, an equation, an inequality, or a system of equations or inequalities that represents a verbal description (e.g.., three less than a number, half as large as area A) **AF1.5:** Represent quantitative relationships graphically and interpret the meaning of a specific part of a graph in the situation represented by the graph. **AF 2.2:** Multiply and divide monomials; extend the process of taking powers and extracting roots to monomials when the latter results in a monomial with an integer exponent. **AF 3.3:** Graph linear functions, noting that the vertical change (change in y-value) per unit of horizontal change (change in x-value) is always the same and know that the ratio ("rise over run) is called the slope of a graph) **AF3.4:** Plot the values of quantities whose ratios are always the same (e.g., cost to the number of an item, feet to inches, circumference to diameter of a circle). Fit a line to the plot and understand that the slope of the line equals the quantities	**Instructional MAC Task:** ***Cups*** /Grade 7; 2002; cut score 5] **Assessment MAC Task:** ***Fence*** /Grade 7; 2001; cut score 6] **POM:** ***Miles of Tiles*** **Other:** ***Flower Beds and Piles of Tiles*** **Textbook:** Pgs. 562-588; Chapter #12	Partner/Group Work Work over time: **MENU**
THROUGHOUT THE YEAR: **DATA and STATISTICS**	**SDAP 1.1:** Know various forms of display for data	**Textbook:** Pgs. 253-257 [stem and leaf plots];	Returning tests to students using data displays of stem-

	sets, including a stem-and-leaf plot or box-and-whisker plot; use the forms to display a single set of data or to compare two sets of data. **SDAP 1.3:** Understand the meaning of, and be able to compute, the minimum, the lower quartile, the median, the upper quartile, and the maximum of a data set.	Pgs. 500-503 [box and whiskers plots]	and-leaf or box-and-whiskers

2006-07 Accountability Progress Reporting (APR)

School Report - Base API, Ranks, and Targets
2006 Base Academic Performance Index (API) Report

California Department of Education
Policy and Evaluation Division
12/13/2007

School: Price Charter Middle
LEA: Cambrian Elementary
County: Santa Clara
CDS Code: 43-69385-6046486
School Type: Middle

Direct Funded Charter School: No

2006 Base API Links:

- School Demographic Characteristics
- School Content Area Weights
- Similar Schools Report
- LEA List of Schools
- County List of Schools

(An LEA is a school district or county office of education.)

2006-07 APR		2006-07 State AP				2007 Federal AYP and PI		
Summary	Glossary	2006 Base	Guide	2007 Growth	Guide	AYP	PI	Guide

State Accountability: Academic Performance Index (API)

		Ranks		Targets	
Number of Students Included in the 2006 API	2006 Base API	2006 Statewide Rank	2006 Similar Schools Rank	2006-07 Growth Target	2007 API Target
927	828	9	6	A	A

Subgroups

			Subgroup API		
Ethnic/Racial	Number of Students Included in 2006 API	Numerically Significant	2006 Base	2006-07 Growth Target	2007 Target
African American (not of Hispanic origin)	43	No			
American Indian or Alaska Native	8	No			
Asian	108	Yes	908	A	A
Filipino	21	No			
Hispanic or Latino	213	Yes	739	5	744
Pacific Islander	6	No			
White (not of Hispanic origin)	526	Yes	853	A	A
Socioeconomically Disadvantaged	170	Yes	712	5	717
English Learners	74	No			
Students with Disabilities	65	No			

2005-06 Accountability Progress Reporting (APR)

School Report - API Base, Ranks, and Targets
2005 Academic Performance Index (API) Base Report

California Department of Education
Policy and Evaluation Division
Revised December 21, 2006

School: Price Charter Middle School
LEA: Cambrian Elementary
County: Santa Clara
CDS Code: 43-69385-6046486
School Type: Middle

School Demographic Characteristics
School Content Area Weights
Similar Schools Report
LEA List of Schools
County List of Schools
(An LEA is a school district or county office of education.)

2005-06 APR		2005-06 State API				2006 Federal AYP and PI		
Summary	**Glossary**	**2005**	**Guide**	**2006**	**Guide**	**AYP**	**PI**	**Guide**
		Base		**Growth**				

State Accountability: Academic Performance Index (API)

		Ranks		Targets	
Number of Students Included in the 2005 API	**2005 API Base**	**2005 Statewide Rank**	**2005 Similar Schools Rank**	**2005-06 Growth Target**	**2006 API Target**
899	835	9	8	A	A

Subgroups			Subgroup API		
Ethnic/Racial	Number of Students Included in 2005 API	Numerically Significant	2005 Base	2005-06 Growth Target	2006 Target
African American (not of Hispanic origin)	32	No			
American Indian or Alaska Native	6	No			
Asian	98	No			
Filipino	16	No			
Hispanic or Latino	199	Yes	742	1	743
Pacific Islander	5	No			
White (not of Hispanic origin)	543	Yes	865	A	A
Socioeconomically Disadvantaged	157	Yes	697	1	698
English Learners	62	No			
Students with Disabilities	42	No			

2004 Academic Performance Index (API) Base School Report - API Base, Ranks, and Targets

California Department of Education
Policy and Evaluation Division
Revised July 25, 2005

School: Price Charter Middle School
District: Cambrian Elementary
County: Santa Clara
CDS Code: 43-69385-6046486
School Type: Middle

School Demographic Characteristics
School Content Area Weights
Similar Schools Report

		Ranks		Targets	
Number of Students Included in the 2004 API	2004 API Base	2004 Statewide Rank	2004 Similar Schools Rank	2004-05 Growth Target	2005 API Target
893	823	9	9	A	A

Subgroups Ethnic/Racial	Number of Pupils Included in 2004 API	Numerically Significant	2004 Subgroup API Base	2004-05 Subgroup Growth Target	2005 Subgroup API Target
African American (not of Hispanic origin)	26	No			
American Indian or Alaska Native	6	No			
Asian	94	No			
Filipino	9	No			
Hispanic or Latino	171	Yes	735	1	736
Pacific Islander	5	No			
White (not of Hispanic origin)	582	Yes	842	A	A
Socioeconomically Disadvantaged	141	Yes	727	1	728

California Department of Education
Policy and Evaluation Division

2003 Academic Performance Index (API) Base Report

School Report

Revised June 14, 2004

School: Ida Price Middle

District: Cambrian Elementary

County: Santa Clara

CDS Code: 43-69385-6046486

List of Similar Schools

School Type: Middle

Number of Students Included in the 2003 API	2003 API (Base)	Ranks: 2003 Statewide Rank	Ranks: 2003 Similar Schools Rank	Targets: 2003-2004 Growth Target	Targets: 2004 API Target
893	798	9	6	1	799

Click on the column header link to view notes.

"N/A" means a number is not applicable or not available due to missing data.
"N/R" means required enrollment data are not reported.
"*" means this API is calculated for a small school, defined as having between 11 and 99 Standardized Testing and Reporting (STAR) test scores included in the API (valid scores). APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.
"A" means the school scored at or above the statewide performance target of 800 in 2003.
"I" means the school has some invalid data and CDE cannot calculate a valid similar schools rank for this school.

For more details about the displayed information, see the *Explanatory Notes for the 2003 API Base Report*

Subgroups

Ethnic/Racial	Number of Pupils Included in 2003 API	Numerically Significant	2003 Subgroup API Base	2003-2004 Subgroup Growth Target	2004 Subgroup API Target
African American (not of Hispanic origin)	29	No			
American Indian or Alaska Native	6	No			
Asian	86	No			
Filipino	13	No			
Hispanic or Latino	163	Yes	714	1	715
Pacific Islander	7	No			
White (not of Hispanic origin)	586	Yes	822	A	A
Socioeconomically Disadvantaged	117	Yes	722	1	723

Attachment 3

District Transfer Form

Insert District Transfer form

Ida Price Middle School
Charter Admission Agreement

..... Grade Level.....
Print Student Name

Address.....
Street City Zip

Home Telephone Number.....

Parent Statement:

In making this request for my child to attend the Cambrian School District, I understand the following conditions:

(1) The Cambrian School District must approve this request.
(2) The Cambrian School District may investigate the student's attendance, behavior, and academic records before acting upon the request.
(3) Parents or guardians will be responsible for transportation to and from school.
(4) Parents or guardians will be expected to cooperate with school personnel.

Conditions for Attending Ida Price Middle School:

- Students must maintain academic standards as outlined in the student handbook, which includes a 1.5 GPA average or better each grading quarter.
- Students must maintain behavior standards outlined in the student handbook.
- Students must meet the Ida Price standards for acceptable attendance as outlined in the student handbook.

This Contract will be reviewed each grading quarter.

I understand and agree to the above stated conditions.
I understand that if any of the above conditions are not met, the Charter agreement will be revoked.

Signature of Parent/Guardian.....Date:.....

Signature of Student.....Date.....

Signature of Administrator.....Date.....