



Charter Schools Institute
The State University of New York

BRONX PREPARATORY CHARTER SCHOOL

FINAL CHARTERED AGREEMENT
Sec. 2852(5) Submission to the Board of Regents

VOLUME 3 OF 3

REDACTED COPY

TAB

VIII

PERSONNEL

Attachment VIII-46

Personnel Policies

PERSONNEL POLICIES

Equal Opportunity Employer

It is the policy of the Bronx Preparatory Charter School to seek and employ the best-qualified personnel without regard to race, religion, color, creed, national origin, citizenship, age, sex, marital status, or disability. It is further this organization's policy to ensure equal opportunity for the advancement of staff members and equal treatment in the areas of upgrading, training, promotion, transfer, layoff, and termination.

ADA Compliance

Bronx Preparatory Charter School complies with the American with Disabilities Act (ADA) of 1990, and welcomes applications from people with disabilities.

Immigration Reform and Control Act of 1986

As required by law Bronx Prep must make sure that all of our employees are authorized for employment in the United States.

Drug-Free Workplace

All employees are required to notify the Executive Director within five days of any criminal conviction if it occurred either in or out of the workplace. Employees will be notified that the unlawful manufacture, distribution, possession or uses of controlled substances are prohibited in the workplace.

Smoking

All facilities of Bronx Preparatory Charter School are smoke-free.

TERMS OF EMPLOYMENT

I. Hiring

When an open position is offered to a candidate, the Executive Director will send the candidate two copies of a letter stating the specific position, the starting date, beginning pay or salary, and the offer of employment. The candidate will be asked to sign and return one copy to accept or decline the offer, and to keep the other copy for his or her files.

Upon employment by the Bronx Preparatory Charter School, all employees are required to complete any and all necessary financial forms and benefit applications as deemed necessary by the Executive Director or by his or her designee.

Employment qualifications as stated by an employee or prospective employee on an employment application or related information may be verified, and falsification of such information may jeopardize an employee's standing with this organization or a prospective employee's likelihood of being hired.

II. Communication of Terms of Employment

Employees shall receive annual letters of employment that state the terms of their employment. These letters of employment shall be reviewed by an attorney to ensure compliance with all applicable laws.

III. Regular Full-Time and Part-Time Employment

Employees may be hired as regular full-time employees, and as such will be eligible for all benefits as described in this manual.

The organization also may hire part-time staff. Part-time staff are those who are employed for less than 40 hours per workweek. Part-time employees are not eligible for benefits as stated in this manual. Time off work without pay for part-time employees may be granted by the Executive Director or his or her designee.

Exempt and Nonexempt Employees

The classifications "exempt" and "nonexempt" are determined by the Fair Labor Standards Act.

- "Exempt employees" are those who receive a salary and perform in a managerial, administrative, professional, or sales position. Employees in this category are not subject to the overtime provisions defined by the Fair Labor Standards Act (FLSA).
- "Nonexempt employees" are those who are compensated on the basis of hours worked and are eligible for overtime in accordance with the FLSA. Any employee who does not meet the qualifications for exemption is included in the term "nonexempt."

IV. Vacation and Other Leave

Employees' annual letters of employment shall spell out specifically their vacation and other leave time. In general, employees will be expected to be in the school when it is in session, except in the case of illness or personal/family emergency. Professional staff (teachers and administrators) will also have mandatory professional development that takes place outside of regular school hours, which shall be specified in annual letters of employment, as well. The school schedule will provide all full-time employees with four weeks of paid vacation at the minimum.

V. Pay Periods

Pay periods are two weeks (14 calendar days) in length, and run from Monday through Friday. All employees are subject to a lag payroll equal to one pay period.

VI. Performance Evaluation and Discipline Policy

The Executive Director and the Principal are responsible for employees' performance evaluations. Each year each staff members will undergo a thorough performance review with the Principal and Executive Director. At this time the employee will receive formal feedback on their performance. They will also be encouraged to provide honest feedback to the school management on the way in which they have been managed and the school's expectations of employees, through both confidential and face-to-face mechanisms.

In the spring of each year after performance reviews have taken place, the Executive Director will make the employee aware of the terms of employment, including salary, which will be offered him or her for the following year. Employees will be expected to let the Executive Director know, as soon as possible, their intentions to serve the following year.

At any time during the school year as it is merited, the school will issue formal commendations to teachers and staff members whose performance has been exemplary. The school will use the following kinds of mechanisms to advise teachers and other staff of performance if their performance is below expectations: oral and written warnings, disciplinary probation and suspension. Employees may also be terminated for misconduct and/or poor job performance (see termination section below).

VII. If You Must Leave Us

Resignation

An employee who works directly with students who wishes to resign is required to give to the Executive Director (or in the case of the Executive Director, to the Board of Trustees) in writing, a minimum of two months notice prior to the desired resignation date. An employee who does not work directly with students is required to give to the Executive Director (or in the case of the Executive Director, to the Board of Trustees) in writing, a minimum of two weeks notice prior to the desired resignation date.

Termination

The Board of Trustees has the authority to terminate an employee for any reason allowable by law. Offenses which can terminate in immediate dismissal include, but are not limited to:

1. Possession, use, sale, purchase, or distribution on Bronx prep's property or reporting to work under the influence of a drug and/or alcohol.
2. Falsifying or altering records.
3. Theft of Bronx Prep property.
4. Sabotaging or willfully damaging Bronx Prep's equipment or the property of other employees.
5. Insubordination involving, but limited to, defaming, assaulting, or threatening to assault a supervisor, and refusing to carry out the order of a supervisor where personal safety is not a problem.
6. Fighting or provoking a fight on school premises.
7. Absence for three days without notice, in which event the employee will be deemed to have quit voluntarily.
8. Working for another employer while on leave without consent of Bronx Prep.
9. Carrying concealed weapons on Bronx Prep's property.
10. Treating a student in a cruel or inappropriate way.
11. Failure to perform professional duties.
12. Poor job performance.
13. Undermining the code of ethics at Bronx Preparatory Charter School.

VIII. Final Pay

Employees who leave the service of Bronx Prep for any reason shall be entitled to all pay that may be due them, with the following qualifications:

1. Employees will not receive financial compensation for unused vacation/leave time.
2. Employees will be advised of their rights under the Consolidated Omnibus Budget Reconciliation Act of 1986 (COBRA) of their right to continue health care coverage for themselves and their dependents at group rates, but their own expense, for up to 18 months.

3. An employee who is terminated or who resigns must return all office keys, identification, security cards and codes, the borrowed personal laptop and office materials and supplies in such employee's possession to the Executive Director. Failure to return Bronx Prep's items will result in delay in payment of final pay until all Bronx Prep's property is returned.
4. No information or copies of information, including but in no way limited to files, memos, computer-stored items, lists, or other similar information, may be taken by such employee without the express permission of the Executive Director.
5. The final date of employment is the final date on which the employee serves his or her duties at Bronx Prep. It shall never be construed as the date upon which the employee receives his or her final pay.

IX. Severance Pay

Employees shall not be entitled to severance pay.

X. Exit Interview

All employees are strongly encouraged to participate in an exit interview before leaving Bronx Prep.

BENEFITS

I. Medical Insurance

The Executive Director or his or her designee will select a medical insurance plan, which may include more than one option of provider or provider networks, which the Bronx Preparatory Charter School will provide to each full-time regular employee.

Employee co-payment for health care coverage will be required, and will vary depending upon the level of coverage selected by the employee (individual; individual plus spouse; family; etc.). Employee contributions for health care coverage will be automatically withheld from employee paychecks, in an amount in accordance with a schedule maintained by the Executive Director or his or her designee.

Employees will be made aware of their rights under the Consolidates Omnibus Budget Reconciliation Act of 1986 (COBRA). This act entitles employees and their dependents to continue their coverage under the Oxford Health Care plan at their own expense, but at group rates, for 18 months after they leave employment with Bronx Preparatory Charter School.

II. Declination of Insurance Benefits

Any employee who wishes not to accept any of the insurance benefits offered by this organization is required to submit such a request in writing to the Executive Director or his or her designee.

III. Deferred Compensation / Retirement Plan

The organization will offer a deferred compensation program to all salaried, full-time employees. Under this program, employees may opt to defer a portion of their current gross pay, having that portion of pay invested in accordance with applicable federal and state guidelines governing deferred compensation programs and with procedures established by the Executive Director.

Employees may join the deferred compensation program only on the first pay day in August or on the first pay day in January, and the amount of income to be deferred must be the same for each pay period

throughout the half-year. Employees may opt out of the program at any time, subject to sufficient notification to the Executive Director or his or her designee.

Beginning with the first year of the school's operation, the deferred compensation plan for teachers shall be operated through the Teachers Retirement System for the City of New York. For non-teaching employees the plan will be operated by the New York City Board of Education's retirement system. The school may, as the number of full-time, salaried staff members grows, and if it is permitted by law, offer a second deferred-compensation option, a 403(b) plan operated by a private investment firm. In a case where there is more than one deferred compensation option, employees will be welcome to participate in either one, but may not contribute to both plans simultaneously.

In accordance with federal guidelines, employees are subject to a maximum limit per year on deferred compensation. Employees shall take every reasonable precaution to ensure that the per-paycheck amount of income requested to be deferred will not cause such limits to be exceeded in any given year.

IV. Workers' Compensation

Injury resulting from accidents that occur while performing official duties on behalf of this organization are covered by workers' compensation insurance.

Any employee who suffers an injury as a result of such an accident must file a report with the Executive Director or his or her designee as soon as possible. Such employee is responsible for filing any other necessary forms, applications, or other information as required by applicable government policies.

V. Disability Insurance

The organization will carry short-term disability insurance in accordance with New York State law. Such insurance allows payment in the event of certain injuries, illnesses or other disabilities occurring outside of the workplace, including pregnancy. Any employee wishing to claim disability pay must file appropriate reports and forms with the Executive Director or his or her designee. Such employee also is responsible for filing any other necessary forms, applications, or other information as required by applicable government policies.

VI. Unemployment Compensation

This organization will contribute to the Unemployment Compensation plan administered by the State of New York.

VII. Reservation of Rights

The Bronx Preparatory Charter School reserves the right to alter the benefits package made available to employees at any time, consistent with all applicable laws. Each employee will be notified of any alteration in the benefits package.

REIMBURSEMENTS

I. Personal Telephone Calls

Employees shall not charge personal long-distance telephone calls to the organization, unless an exception is made by the Executive Director. Employees are liable for the costs of any personal phone calls he or she may make which are billed to the organization.

II. Other Reimbursements

Employees are eligible for reimbursement from the organization for business expenses paid with their personal funds. All such expenses, if anticipated in advance, must be approved by the Executive Director or his or her designee.

Requested reimbursement for such expenses must be specified in writing to the Executive Director or his or her designee. Such request must list each expense, and receipts (or copies of receipts) for each item must be attached to the request.

The final decision on whether to reimburse an employee for any such expenses is vested with the Executive Director or his or her designee.

SEXUAL HARASSMENT

I. School Policy

It is the policy of this organization to prohibit sexual harassment from occurring at the school or at any other place where a Bronx Preparatory Charter School-sponsored event takes place. The purpose of this policy is not to regulate personal morality, or to encroach on employees' personal lives, but to demonstrate this organization's commitment to maintaining a workplace environment that is free of harassment of and by its employees.

It is the responsibility of all management and all employees to assure that this policy is understood, implemented, and adhered to without exception.

II. Defining Harassment

Unwelcome sexual advances, requests for sexual favors, and other verbal, physical, or visual conduct of a sexual nature constitute harassment when:

- Submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual's employment with Bronx Preparatory Charter School;
- Submission to or rejection of such conduct by an employee is used as the basis for an employment decision affecting that employee; or,
- Such conduct has the purpose or the effect of unreasonably interfering with an employee's work performance, or of creating an intimidating, hostile, or offensive work environment.

Sexual harassment may include such actions as: repeated offensive or unwelcome sexual flirtations and advances; verbal comments, jokes, or innuendo of a sexual nature; words or gestures of a sexual nature used to describe a person or depict a situation; or the display of sexually suggestive objects or pictures.

III. All other Discrimination and Harassment

It is Bronx Prep's policy that no discriminatory conduct by or against our employees will be tolerated. Harassment of any form is prohibited, including, but not limited to: verbal, physical, or visual harassment of any kind; any form of sexual harassment (see description above); ethnic slurs; and creating or maintaining an intimidating, hostile or offensive environment.

IV. Investigation and Remediation

If an employee believes that he or she has experienced sexual harassment, or believes that he or she has witnessed sexual harassment, that employee should immediately notify the Executive Director, his or her designee, or any other Officer or Manager with whom that employee feels comfortable.

All reports of sexual harassment will be promptly investigated by the Executive Director, or his or her designee who is not involved in the alleged harassment, and will be kept confidential to the extent possible.

If an investigation confirms that harassment has occurred, the Executive Director shall take appropriate corrective action which may, upon a determination by the Executive Director, include, but not be limited

to, an official memorandum in an employee's personnel file, salary adjustment, or the termination of the offending employee.

No employee shall be subject to employment-based retaliation, intimidation, or discipline as a result of making a complaint of sexual harassment. However, disciplinary action up to and including termination also may be taken against anyone who knowingly makes a false, meritless, or malicious claim of sexual harassment.

PROBLEM SOLVING PROCEDURES

Any employee wishing to formally complain about a procedure, action, or directive of another employee or supervisor should notify the Principal or the Executive Director at the employee's discretion, as soon as possible after such procedure, action or directive has occurred. The Executive Director or his or her designee shall be the investigator and final arbiter of all such grievances.

In the event that the complaint involves a procedure, action, or directive of the Executive Director, an employee may file a complaint with the Board of Trustees. In such instances, the Board will be the investigator and final arbiter of the complaint.

MISCELLANEOUS

I. Confidentiality

Employees of this organization shall not, in any way, release any information about the Bronx Preparatory Charter School, its activities, or the activities of its personnel except as normally required by their duties or as expressly permitted by the Executive Director.

No employee shall publish, disclose, or use, or authorize anyone else to publish, disclose, or use, or in any way cause to be published, disclosed, or used, any private or proprietary information which such employee may in any way acquire, learn, develop, or create by reason of employment with this organization, unless otherwise provided by the Executive Director. Any document or other material containing such information is required to be returned to the Executive Director upon an employee's termination or resignation.

II. Personnel Inquiries

No one in this organization other than the Board of Trustees, Executive Director, or a designee is authorized to respond either verbally or in writing to personnel inquiries of any type about any employee of this organization.

III. Ban on Acceptance of Gifts

Employees are not permitted to accept gifts of any kind of a value exceeding fifteen dollars (\$15.00) -- including but not limited to money, goods, food, entertainment, or services -- directly or indirectly from: (a) individuals, organizations, or companies serving as vendors or potential vendors for this organization; (b) elected officials or their representatives; (c) candidates for public office or their representatives; (d) party officials or their representatives; or (e) lobbyists. Exceptions may be made by the Executive Director.

Offers of such gifts in excess of \$15.00, even when refused must be communicated immediately by the employee receiving such an offer to the Executive Director.

IV. Change of Personnel Status

Employees are required to notify as immediately as possible the Executive Director and any other person designated by the Executive Director of any change in name, family status, address, telephone number, or other information affecting personnel data held or used by this organization.

V. Examination of Personnel Files

Bronx Preparatory Charter School will keep a confidential file on each employee that may contain the following items: application materials and resume, letters of appointment and acceptance, a signed job description, copies of certificates and licenses, performance evaluations, letters of commendation and/or warning letters regarding job performance, records of all disciplinary actions, a signed code of ethics, and documentation required by state or other regulatory agencies.

Any employee may examine his or her personnel file(s) at any time but only in the presence of the Executive Director or his or her designee. Such employee may take written notes about the contents of the file, and may add comments for inclusion in the file at any time. No personnel file is to be removed from the office unless expressly provided for by the Executive Director.

Attachment VIII-46b&c

Job Descriptions of School Staff and Credentials for Hiring

Following are job descriptions of the first-year staff:

Executive Director

The Executive Director will have overall oversight over both the middle and senior academies and will report to the Board of Trustees. At the direction of the Board and with the support of the staff, she will ensure that the school operates in fulfillment with the mission as spelled out in this charter application and in compliance with the charter school law. She will be directly responsible for the administration of the school, including oversight of the two academy principals, management of the budget, fund-raising from the private and public sectors, coordination of community partnerships, public relations, student recruitment, and direct oversight over non-instructional staff. She will delegate leadership of the educational program to the academy principals (see principals' job description), but will teach one class in addition to the administrative duties described above, in order to remain grounded in the purpose and community of the school, and to be a part of its educational process. The school's lead organizer, Kristin Kearns Jordan, intends to be the school's first Executive Director.

Principal

Freed of administrative tasks, each academy's educational leader will be free to devote their full energies to the role of *principal* teacher. Their primary responsibility will be to ensure that the school's educational program is enabling all students to meet the school's standards. They will oversee curriculum planning, student assessment, the professional development of teachers, and the evaluation of teachers. They will coordinate with the public school district in cases where the charter school contracts for the provision of special education of students, to ensure that those students receive quality services even if they take place outside of the school facility. While all adults in the school will share responsibility for maintaining a disciplined school environment, the principal (in consultation with the Executive Director) will ensure that the discipline code is strictly followed and consistently enforced. The principals will teach one or two classes in addition to their management duties. (The principals and the executive director will teach on separate schedules, so that one or the other will always be available to respond to disciplinary issues, parent inquiries and other management issues that arise.)

The principal position will be filled by an outstanding educator with considerable experience in the classroom and clear leadership ability. Candidates must have at least five to ten years of classroom experience, in addition to experience in a leadership role. Strong preference will be given to candidates fluent in Spanish, as we believe it is critical that both the executive director and the principal be able to communicate directly with parents and community residents, many of whom are Spanish speakers.

Teachers

Teachers will be responsible for giving life to the school's curriculum, and to planning lessons that support students' achievement of the school's standards. They will be expected to play multiple roles, in order to get to know their students well and to give them support beyond classroom instruction. Teachers will instruct four periods per day in their subject of expertise, will be available one period per day to students seeking extra help, and will have one free period for planning and grading student work. Teachers will also be expected to oversee some activities of the extended day. Many of the extended day activities, in fact, will be constructed around areas of faculty expertise. Teachers will be expected to be attentive to the many needs of their students, and will be part of a formal advisory program. When teachers encounter student needs that call for professional skills in counseling or social work, however, they will refer those students to the Martin Luther King Health Center, and after year 1 to the school guidance counselor. See attachment VIII-48 for full description of the credentials of teachers.

Administrative Assistant

For many people, the first encounter with Bronx Prep will be with the school's administrative assistant. He or she will handle the phones, welcome visitors, and respond to routine questions and needs from members of the school's community. He or she will also take care of routine administrative tasks, like making calls to parents whose children are absent/late, processing regular reports to parents, and other clerical responsibilities. He or she must be friendly, helpful, organized, thorough, and conversant in English and Spanish.

Attachment VIII-47*Number of Classroom Instructors / Class Size*

The school will begin with 100 students, taught in classes of 25. In order to give teachers a workload of four classes per day, in the first year the school will hire five instructors, and a principal who teaches part-time. In addition, the Executive Director will teach one class. The school will also engage a reading specialist part-time to help students on an individual basis. Volunteers will tutor students on an individual basis, and will assist in the oversight of computer-driven remedial instruction. For each of the first seven years as the school grows by 50 students, the school's faculty will grow by about three classroom teachers.

Attachment VIII-48

Credentials for the Instructional Staff

The school will give top priority to hiring the best teachers it can find. A good teacher, by the Bronx Preparatory Charter School's standards, possesses a combination of innate intelligence and talent, a love of young people, a deep knowledge of his or her subject, and instructional ability. Good teachers define their success by the skills and knowledge that their students acquire, rather than what they "cover" in their lessons. Their goals are to enable students to achieve high standards of academic performance, and they construct lessons that directly support students in their achievement of specific standards. Good teachers also model the habits of enthusiastic learners, and make it clear to their students that continuing to learn is one of the joys of an adult's life.

We will seek teachers who will view themselves as true professionals with a stake in the success of the school, rather than as mere employees of an institution. They must be prepared to work as a community of educators to focus their shared vision of a school and then enact a plan for its realization. It will be important that they be prepared to embrace difference and varied perspectives, and know how to air and resolve conflict in a way that preserves the trust and mutual respect within the community.

Good teachers also have specific skills, which enable them to create and maintain an environment in which children learn and enjoy doing so. Glenn Latham of Utah State University spent sixteen years visiting classrooms in the US and around the world, evaluating the skills that made teachers most effective. He describes eight critical skills, which we will seek evidence of when hiring teachers:

- 1) The ability to help students internalize higher expectations of themselves
- 2) The ability to get and keep students on task
- 3) The ability to use positive reinforcement and maintain a high rate of positive teacher-to-pupil interactions
- 4) The ability to respond effectively and non-coercively to inappropriate behavior
- 5) The ability to maintain a high rate of risk-free student response opportunities
- 6) The ability to serve problem-behavior students in the classroom environment
- 7) The ability to avoid being trapped into responding inappropriately to students (for example, by using threats, sarcasm, force or belittling comments)
- 8) The ability to manage their classroom "scientifically," that is to say to examine the research, practices of their colleagues and their own teaching to determine what works, and then use it.

Beyond these eight general skills, Bronx Prep teachers must be willing to develop their ability to teach using the Socratic/inquiry-driven methodology that will be central to the school's pedagogical approach.

Teachers must have in-depth knowledge in the subject matter that they will teach. Normally this will result from having majored in the subject at the undergraduate level or of having done graduate work in the field. There may be other ways, however, by which the teachers will have gained knowledge of their subject matter, and the school will be open to hiring teachers who can demonstrate deep knowledge of the content they will teach, even if they concentrated in another subject in school. For example, a prospective Spanish teacher who has experience teaching and has lived for an extended period in South America may be a better candidate than one who majored in Spanish at a North American university.

It is of particular importance in this inner-city school that teachers recognize the academic promise of *all* children, regardless of their socioeconomic status, ethnicity, race, native language, or prior low academic achievement. Considerable research documents the importance of teachers' expectations in students' success, beginning with Harvard psychologist Robert Rosenthal's seminal work in the 1960s entitled

Pygmalion in the Classroom: Teacher Expectation and Pupils' Intellectual Development. The book documents an experiment in which students are randomly sorted into two groups (not by ability), but teachers are told (falsely) that one group is gifted and others average. The achievement of the so-called gifted students was significantly higher after just one year, simply because teachers had expected more of them. There will be no place in this school for teachers who have conscious or unconscious doubts about the ability of disadvantaged children to learn.

On a related topic, it is important that the teachers view children's parents as true partners in the educational process. There will most likely be socioeconomic differences between some of the teachers and many of the students' parents, and there may be cross-cultural differences, as well. Teachers must be sensitive to these differences and to the validity of perspectives other than their own.

In the first year of operation, during which critical norms, standards and a school culture are being established, considerable weight will be given to a teacher's having prior experience in the classroom. Teachers will have a critical responsibility in the first year for establishing practices and collective habits that will come to characterize the school for years to come. After the first year, once some of those routines are established, teachers will have more time with which to mentor less experienced teachers, and so the school may consider teaching candidates without prior classroom experience.

Teachers with all of the qualities described above may not be easy to find. We aim to draw the widest possible pool of impressive teacher applicants, so if necessary the school will take advantage of the provisions in the charter school law that permit the hiring of up to 30% of teachers without traditional certification. We will ensure that those uncertified teachers have the requisite teaching experience or other special qualifications specified in Section 2854 (3) (a-1) of the charter law.

Attachment VIII-49*Policies and Procedures for Collective Bargaining*

As the proposed Bronx Preparatory Charter School plans to begin with fewer than 250 students in its first year, the school faculty and staff will not be subject to the city-wide collective bargaining agreement in year one or in years following. The school does not intend to offer its employees the terms of the existing collective bargaining agreement.

No member of the Board of Trustees or of the school staff shall take any action that would hinder or interfere with any employee organization's reasonable access. No member of the Board of Trustees or of the school staff shall take any action that is prohibited under Subdivision 1 of Section 209-a of the civil service law.

Attachment VIII-51*Retirement Plan*

Beginning with the first year, the Bronx Preparatory Charter School shall offer all salaried, full-time employees the opportunity to participate in the Teachers Retirement System of the City of New York or for non-teaching employees, the New York City Board of Education's retirement system. The school will make appropriate contributions on their behalf into those systems.

If it is permitted by law, as the number of full-time employees grows the school may make available to all salaried, full-time employees an alternative retirement plan. The plan would be a 403 (b) plan, managed by a private investment firm. Employees will have the opportunity to analyze and evaluate the two retirement options and to choose one or the other. Employees will not be allowed to participate in both plans simultaneously, though they will have the opportunity to switch between plans at the outset of each academic year.

ATTACHMENT IX-52: START-UP BUDGET FEBRUARY - JULY 2000
BRONX PREPARATORY CHARTER SCHOOL

EXPENSES

Salaries 2/1/00 - 7/31/00

Director	\$35,000	2/1/00 - 7/31/00
Principal	\$10,850	6/1/00 - 7/31/00
Summer program teachers	\$5,000	7/1/00 - 7/31/00
Administrative assistant	\$2,080	7/1/00 - 7/31/00
Total Salaries	\$52,930	

Benefits & Staff Development

Retirement	\$2,647	Assume 5% of payroll
Health	\$1,875	Assume \$3,500/year per full time employee
FICA & other payroll taxes	\$5,293	Assume 10% of salaries
Professional development for staff	\$15,000	
Total Benefits & Staff Development	\$24,815	

Consumable Supplies

Classroom paper & supplies	\$1,500	
Office supplies	\$1,200	Assume 6 months @ \$200
Bronx Prep paraphernalia/events	\$5,000	
Janitorial supplies	\$600	Assume \$200/month
Total Consumable Supplies	\$8,300	

Services & Contracts

Marketing/recruitment materials	\$4,000	
Postage for Recruitment	\$1,500	
Standardized testing - CTBS	\$2,500	
Legal	\$0	Pro bono
Accounting	\$1,000	2 months @ \$500
Liability & property insurance	\$1,250	Assume 10% of Lease Cost
Janitorial services	\$3,000	Contract w/Our Lady of Victory's janitor
Waste disposal	\$300	\$150/month
Copier lease	\$600	2 months @ \$250/month
Contingency fund for emergencies	\$10,000	
Total Services & Contracts	\$24,150	

Fixed Equipment

Electronic

Student computers (25@ \$1500) + printers	\$40,000	Expect e-rate discount; may have in-kind donations
Employee computers	\$20,000	Expect e-rate discount
Computer network installation	\$10,000	Expect e-rate discount
Student software	\$15,000	Expect e-rate discount
Achieve software (staff)	\$9,000	
Public address system	\$750	
Other equipment (TV & VCR, projector)	\$2,500	

Classroom

Science laboratory equipment	\$5,000	
Texts & instructional materials	\$35,000	\$350 per student
Other books (including library)	\$30,000	
Classroom furniture	\$30,000	

Other

Library furniture	\$2,000	
Cafeteria furniture	\$7,000	
Office partitions and furniture	\$5,000	
Musical instruments	\$5,000	

Athletic equipment	\$2,000	
Reconstruction of stage	\$3,000	
File cabinets	\$2,500	
Phone system	\$2,500	
Total Fixed Equipment	\$226,250	
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Non-Equipment Facilities Expenses		
Rent/lease/mortgage	\$12,500	Security & 1 month rent
Utilities (heat & electric)	\$900	2 months, \$450/month
Phone - local & long distance	\$2,400	\$400/month - 6 months
Total Non-Equipment Facilities Exp.	\$15,800	
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TOTAL EXPENSES	\$352,245	
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REVENUES		
Federal start-up grant	\$75,000	
Private grants	\$277,245	
Total Revenues	\$352,245	
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SURPLUS (SHORTFALL)	\$0	

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IX

Finance &
Accountability

Attachment IX-53

Availability of Start-Up Capital

The Bronx Preparatory Charter School will rely on two kinds of sources to cover the approximately \$350,000 required to prepare our educational program and facility for the opening of school in September of 2000: (1) a federal start-up grant and (2) the support of private foundations, corporations and individuals. If the school is chartered, we will immediately apply for funding from these two kinds of sources and expect to be successful in that effort within the expected time frame.

We would anticipate a grant of approximately \$75,000 from the federal charter school program administered by the New York State Education Department, and would raise the remaining \$275,000 from private donors. The following donors have already made commitments for start-up grants contingent on the school's receiving a charter: Bruce Kovner of the Kovner Foundation (\$50,000), and Joseph and Carol Reich of the Pumpkin Foundation (\$25,000). Peter Flanigan and the New York Charter School Resource Center have supported the school with planning funds. Peter Flanigan has committed continued support if the school is chartered, and the following individuals have also committed start-up grants in amounts to be determined: Roger Hertog of Sanford, Bernstein & Co., Thomas Tisch of FLF Associates, and Dietrich Weismann of Neuberger and Berman. Some have sent letters confirming their commitments, which follow on pages 223a - 223d.

The school's planning team has kept a wide variety of prospective private donors abreast throughout the writing of the charter application, and we are beginning the process of seeking formal commitments from them. The Tiger Foundation is currently considering a grant request from us on an expedited basis. We will learn their decision in early October and will report their decision as an addendum to this application. We have begun conversations and have been encouraged to submit proposals for substantial multi-year grants to the Achelis and Bodman Foundations and to the Gilder Foundation. We see our one of our primary tasks from October through December of 1999 to be the fund-raising effort. Among the foundations we intend to approach are the Olin Foundation, the Charles Hayden Foundation, the Goldman Sachs Foundation, the Pinkerton Foundation, Altman Foundation, and the Clark Foundation. We will also focus on individuals with a history of supporting school choice and school improvement projects. We will keep the Charter Schools Institute abreast of additional commitments as they are made. The person primarily responsible for the fund-raising task is Kristin Kearns Jordan, who has been working since 1991 to raise funds for large-scale, privately funded educational opportunity programs. Many funders of these programs have expressed an interest in funding charter schools in general, and the Bronx Preparatory Charter School, in particular. They are aware that in addition to start-up needs, this school will need to raise a portion of its operating budget from private sources in the early years in order to run a quality educational program with an extended school day and year. Many private donors are prepared to support the school on an ongoing basis should this be required.

As the budget on the preceding attachment documents, the school's start-up needs are largely for human resources (early hire of school staff and professional development), computer hardware and software, books and other instructional materials, and furniture throughout the building. Because the facility was designed and always used as a school and is in very good condition, the capital needs for start up are quite modest. The only necessary work on the building will be cosmetic – a coat of paint, reconstruction of the stage to be used for school performances and assemblies, and a public address system.

As soon as the funds are raised for the September 2000 start-up needs described here, we will begin engaging in a second start-up fund-raising effort to prepare for the acquisition of a facility for the senior academy.

Friends of Bronx Preparatory Charter School, Inc.
c/o Kristin Kearns Jordan

[REDACTED]
New York, NY
[REDACTED]

cc: Purchas
Albany
429

September 29, 1999

Mr. Scott W. Steffey
President
Charter Schools Institute
State University of New York
735 Anderson Hill Road
Purchase, NY 10577-1400

[Handwritten signature]

Dear Scott:

~~I am writing to report additional~~ fund-raising and Board membership commitments to the proposed Bronx Preparatory Charter School, whose application was submitted to the Charter Schools Institute earlier this week. ~~These commitments had not yet happened~~ when we submitted the application to you.

New start-up commitments made in the last two days include a \$35,000 grant from the Tiger Foundation, a \$25,000 personal commitment from Brian Olson, a managing director at Viking Global Investors, and a \$50,000 personal commitment from Thomas Tisch of FLF Associates. These commitments are in addition to the \$50,000 commitment from Bruce Kovner, the \$25,000 commitment from the Pumpkin Foundation, and the other pledges mentioned in the charter application where the donors have not yet determined specific amounts.

In addition, we are joined by one final member on the founding Board of Trustees, Joseph Wilson. His professional biography is attached, and his involvement in the education of at-risk students has included several years of service on the Board of Directors of the Student/Sponsor Partnership.

Please accept our apologies for any inconvenience caused by our submitting this information at this late date and under separate cover from the full application. Thank you again for your consideration of the Bronx Preparatory Charter School's request for a charter.

Sincerely yours,

[Handwritten signature]

Kristin Kearns Jordan
Lead Applicant

REDACTED

223 pre-a

THE KOVNER FOUNDATION

BRUCE KOVNER
President

24 September, 1999

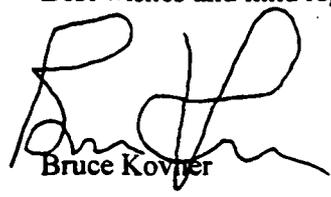
Kristin Kearns Jordan
Friends of Bronx Preparatory Charter School, Inc.
[REDACTED]
New York, New York [REDACTED]

Dear Kristin:

I am writing to confirm the Kovner Foundation's commitment in the amount of \$50,000.00 to the start-up of the Bronx Preparatory Charter School. This grant, of course, is contingent upon the state's approval of Bronx Prep's charter. I would anticipate that the Foundation will continue to support the school's efforts in years to come.

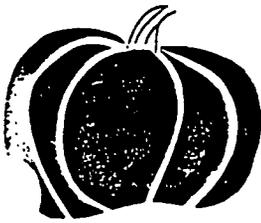
If your work with School Choice Scholarships Foundation is any indication of things to come, I know that Bronx Prep will be a great success! I look forward to working with you in the future.

Best wishes and kind regards,



Bruce Kovner

REDACTED



0. 431

THE PUMPKIN FOUNDATION

900 THIRD AVENUE · SUITE 1801 · NEW YORK · NEW YORK · 10022 · TELEPHONE (212) 753-5150 · FAX (212) 753-5927

September 14, 1999

Ms. Kristin Kearns Jordan
Friends of Bronx Preparatory Charter School, Inc.
[REDACTED]
New York, NY [REDACTED]

Dear Kristin:

We are pleased to inform you that the **Pumpkin Foundation** has approved a \$25,000 grant to your organization subject to your receiving a charter.

We think yours is an exemplary effort and are happy to be one of your supporters. It is a great thing you will be doing for the deserving children who will be fortunate enough to attend your school.

Sincerely,

Joseph and Carol Reich

Enc:

REDACTED

203b

43

THOMAS JONAH TISCH

September 22, 1999

Charter Schools Institute
State University of New York
735 Anderson Hill Road
Purchase, New York 10577

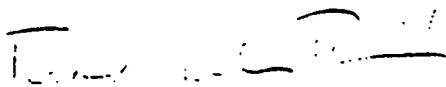
Dear Members of the Committee:

It is my pleasure to write in support of the application of The Bronx Preparatory Charter School submitted by Kristin Kearns.

I have known Kristin for over three years and have been dazzled by the leadership she has given to the School Choice Scholarship Foundation. Kristin has a keen, focused, and grounded intellect which she has dedicated to improving the educational opportunities for kids throughout the city. In doing so, she has amassed a detailed and encyclopedic understanding of the school programs and communities of New York, with a special focus on the South Bronx.

I have no doubt that Kristin has the capacity to take make the Bronx Preparatory Charter School a smashing success. I look forward to doing whatever I can to help her in her quest.

Sincerely yours,



667 Madison Avenue
New York City 10021-8087

223 c

[REDACTED]
[REDACTED]
New York, N.Y. [REDACTED]

September 15, 1999

Ms. Kristin Kearns
Friends of Bronx Preparatory Charter School, Inc.
[REDACTED]
New York, NY [REDACTED]

Dear Kristin,

As you know, I am delighted that you have undertaken to create the Bronx Preparatory Charter School. We talked about this opportunity both generally and specifically regarding your school, and I agree entirely with what you have undertaken.

Obviously, this effort will require a broad base of support among your colleagues from your education efforts over the past decade. I have no doubt that this support will be forthcoming. Speaking for myself, you can of course call on me financially and any other way to help make this venture a success.

Having worked with you at the Student/Sponsor Partnership for many years and then at School Choice Scholarships for the last four years, I know your leadership will result in a first-rate school where it is most needed, the inner-city of the Bronx.

Congratulations again, and I look forward to being part of your effort.

With warm personal regards,

Yours,



Peter M. Flanigan

REDACTED

223d

Attachment IX-54*Operating Budget in School's First Year*

The following pages present the operating budget for the 2000-20001 school year. The budget numbers on this document and the start-up and five-year plans reflect the following priorities of the Bronx Preparatory Charter School.

The school must recruit outstanding teachers willing to spend considerably more time in school. Bronx Prep teachers must be exceptional, and must be willing to work for an extended school day and a 210-day school year. In the first year they must also come to the school with teaching experience. In order to attract and reward teachers with this combination of excellence, experience and commitment, Bronx Prep's average teacher salary is relatively high.

Students shall participate in class.

In order to give students genuine opportunity for class participation, Bronx Prep classes will have no more than 25 students.

Teachers shall get to know their students well by playing multiple roles.

In order to give teachers time to get to know their students, teachers will teach four 55-minute classes of 25 students per class. This student load of approximately 100 students is lighter than in the average American school, where often teachers have a responsibility for 125 students or more. With more time to devote to fewer students, teachers will be expected to develop mentoring relationships with students beyond their interaction in class. Teachers will be expected to be available to students during non-instructional time for extra help or general academic guidance. Teachers will also interact with students by overseeing extended-day programs.

Students and staff shall use advanced computer technology

The school shall take advantage of the e-rate and other technology opportunities to secure high-performance computer hardware and software for students and staff. This commitment will prepare students for participation in the technology-rich American workplace and will also facilitate the effective operation of the school.

Teachers and students shall enjoy high-quality instructional materials.

Materials from the *Great Books Foundation* and from the *Touchstone* program will cost more than traditional textbooks, but will be worth the expenditure because of the opportunity they provide for a high-quality academic experience. Scientific equipment and other instructional supplies can also be expensive, but we will spend money where appropriate to avoid mediocre alternatives.

The school will achieve cost savings and enhance program quality through community partnerships.

The school has already secured a partnership with a local health center, which will provide nursing and other medical services, mental health care and other counseling services (with parental permission in all cases) for free to our students. They will fund these services by accessing state and federal health care money for low-income families. We are planning partnerships with all kinds of community organizations (including the local YM/WCA, the Forest Service, the Bronx Museum of the Arts) to provide educational and athletic enrichment programs for students. These programs, selected based on the alignment of their goals with the mission of the school, are not only cost effective, but bring to the school expertise and resources that the school faculty and staff could not provide independently.

The school will avoid "bells and whistles" that distract from its academic program.

The school will avoid gimmicky programs and other expenditures that would divert time, attention and financial resources from its classical academic program.

**ATTACHMENT IX-54: OPERATING BUDGET - FIRST YEAR OF OPERATIONS
BRONX PREPARATORY CHARTER SCHOOL**

STUDENTS AND STAFF

Key Assumptions

Number of Students	100	
Number of Executive Directors	1	
Number of Principals	1	
Number of Teachers	5	Principal & Exec. Director will also teach 1 or 2 classes
Number of Guidance Counselors	0	
Number of Admin. Assistants	1	
Total Employees	8	

EXPENSES

Salaries

Director	\$70,000	Will teach one class
Principal	\$65,000	Will teach 2 classes
Teachers	\$205,000	5 @ \$41,000 average
Reading specialist - part time	\$25,000	
Administrative assistant	\$23,000	
Total Salaries	\$388,000	

Benefits & Staff Development

Retirement	\$19,400	Assume 5% of total payroll
Health	\$28,000	Assume \$3,500/year per full time employee
FICA & payroll taxes	\$38,800	Assume 10% of salaries
Professional development for staff	\$15,000	
Total Benefits & Staff Development	\$101,200	

Instructional Materials and Supplies

Texts & instructional materials	\$20,000	Purchased for the following year
Other books (including library)	\$15,000	
Classroom paper & supplies	\$5,000	Assume \$50/student
Musical instruments	\$4,000	
Office supplies	\$2,400	Assume \$200/month
Bronx Prep paraphernalia/events	\$5,000	
Marketing/recruitment materials	\$3,000	
Janitorial supplies	\$2,400	Assume \$200/month
Total Instr. Materials & Supplies	\$56,800	

Services & Contracts

Cafeteria - Breakfast, Lunch & Snack	\$69,200	\$692/student
*Enrichment programs for students	\$40,000	May include training in musical instruments, tutorials
Student field trips	\$15,000	
Standardized testing - CTBS	\$3,938	
Computer consultants-Achieve & gen.	\$15,000	
Legal	\$0	Pro bono
Accounting/financial audit	\$6,000	\$500/month
Program audit	\$3,000	
Liability & property insurance	\$7,500	Assume 10% of Lease Cost
Janitorial services	\$12,000	Contract w/Our Lady of Victory's janitor
Waste disposal	\$1,800	\$150/month
Postage	\$1,200	Assume \$100/month
Phone - local & long distance	\$4,800	\$400/month
Copier lease	\$3,000	Assume \$250/month
Contingency - emergency fund	\$10,000	For unexpected costs
Total Services & Contracts	\$192,438	

Attachment IX-55

Five-Year Budget

The following pages present a five-year financial plan for the Bronx Preparatory Charter School. These budget numbers reflect the same priorities that guide the first-year budget.

In estimating revenues we have projected a relatively conservative 3% annual increase in the state and local per-pupil allocation. The projected income from New York State funding for textbooks, software and library aid is based on actual decisions made by the legislature for funding through 2005. The assumption regarding federal IASA funding is also a very conservative estimate - \$350 per student. Charter schools in other states in low-income districts similar to the South Bronx typically receive more than \$450 per student from these programs. We have projected that the remaining per-pupil cost will be covered by private sources only, though the school will apply for additional public support in the form of three-year federal grants for the extended-day programming under the *21st Century Community Learning Centers Program*. This federal program is designed to create school-based learning centers in public schools that are safe, drug-free, supervised havens for young people and their parents. Charter schools in other states have won these grants, and the Bronx Prep extended-day program design meets the federal program's qualifications. These grants are awarded on a competitive basis and average \$125,000 per school per year. If the school receives this grant the private fund-raising burden will be reduced. The e-rate will be used to keep technology costs low, and we will be attentive to other opportunities for public grants.

In estimating costs, we have projected 5% annual increases in the cost of most goods and services. Per-pupil costs rise in proportion to the increase in student enrollment. The most difficult item to predict is the one-time cost to move into the senior academy building. We are currently investigating a variety of options with the help of South Bronx Churches, an ecumenical organization very active in community development in the South Bronx. There is much vacant land in the neighborhood, a lingering result of the fires that devastated the community in the 1970s. In the last ten years, however, the neighborhood has enjoyed a true building renaissance, led by organizations like South Bronx Churches. Builders are finding demand for newly constructed facilities and are building in anticipation of that demand.

Two blocks from the middle school site is a new building shell that could be built out and used as a school. While another organization will most likely rent that site before we would be ready to occupy it, we are using it as a model to make cost predictions for our own endeavor in three years. If we were to finance the buildout of a similar 20,000 square foot space, which the builders estimate would cost \$800,000, we could occupy the space for an annual rent of \$7.50 per square foot. To be conservative, we will assume a \$1,000,000 figure for our buildout projections and an annual rent of \$8.50 per square foot. We would also consider the purchase of a new or existing building if the price were low enough and there would be enough economic advantage to compensate for the risks and long-term commitment of owning a building. In the case of either buildout and rental or direct ownership, we will be quite cautious if considering using an existing building. It is often more expensive to renovate an old building and bring it up to code as a school than it is to build a school new.

If the Bronx Preparatory Charter School is chartered, the founders will first raise start-up funds to furnish and move into the middle academy. Immediately thereafter we would begin a capital campaign to finance a senior academy building for the 2002-2003 school year. That effort would be led by *Friends of Bronx Preparatory Charter School*, a new not-for-profit founded specifically for the planning and support of this proposed school. As a portion of the new building would not be needed until the 2003-2004 school year, the buildout could take place over two years, if necessary, giving us an extra year to raise the necessary capital funds. Given the contacts of the school's founders in the philanthropic community, we are confident that we can raise the necessary capital in the next four years. Every effort will be made to raise

the capital in advance of the construction work, but in order to be conservative, the financing of the senior academy building is presented in the following five-year budget as if it were financed at a 12% interest rate over ten years.

The school's capital needs in the early years create a need for philanthropic support. While it would be theoretically desirable for this school to operate within the financial boundaries of the per-pupil public funding provided to charter schools, we do not envision that as a possibility in the short run. To do so would compel us to make sacrifices in quality of materials or in teachers' compensation, which we would find highly undesirable. A high quality public school in New York City's lowest-performing school district would be a very attractive project for private supporters. It would be a school for children with the greatest need in a city that arguably has more philanthropic capacity than any other city in the world. The fact that the school would be supported primarily with public funding provides the opportunity for private givers to leverage more educational opportunity with their donation than if they were to invest in a school or other non-profit supported purely with private funds. Bronx Prep's proposed staffing structure, with an Executive Director in addition to academy principals, has been designed in recognition of the school's intention to raise private funds, particularly in the early years.

Should the school be at risk in any year of failing to meet its fund-raising goal, the Board would enact one or more elements of the following contingency plan. If space were to permit, we would consider admitting a larger number of incoming students in a given year, in order to more fully occupy the buildings and spread the fixed costs over a larger number of students. While we find two classes of 25 students per grade to be the ideal size in the Bronx Prep model, the intimacy of the school would not be too threatened by admitting three classes of 25 students in one or two years. In a lean year the school could also delay discretionary purchases like the replacement of textbooks and computers, and scale back our enrichment programming. If the financial difficulty were to occur in the period around the acquisition of a high school facility, the senior academy could move into a small, temporary space for a year or two, until the senior academy population becomes large enough to make the permanent space more economical.

If the school continues to operate on a frugal budget and costs and revenues increase at the rates projected on the attached spreadsheet, the school could come to rely uniquely on public funding by the 2005-2006 school year, even before it reaches its mature size of 400 students and fully occupies both buildings. At that stage the Board of Trustees would make a decision regarding how much private support to raise, and for what purposes private funding should be used.

**ATTACHMENT IX-55: FIVE-YEAR BUDGET 2000-2005
BRONX PREPARATORY CHARTER SCHOOL**

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FISCAL YEAR	1999-	2000-	2001-	2002-	2003-	2004-
Fiscal Year runs August 1 to July 31	2000	2001	2002	2003	2004	2005

STUDENTS AND STAFF

Number of Students	0	100	150	200	250	300
Number of Executive Directors	1	1	1	1	1	1
Number of Principals	1	1	1	1	2	2
Number of Teachers	0	5	9	12	15	18
Reading Specialist (part time '00-'03)	0	1	1	1	1	1
Number of Guidance Counselors	0	0	1	1	1	1
Number of Admin. Assistants	1	1	1	1	2	2
Number of Custodians	0	0	0	0	1	1
Total Employees	3	9	14	17	23	26
Total Full Time Employees	3	8	13	16	23	26

EXPENSES

Salaries

Director	\$35,000	\$70,000	\$71,500	\$73,000	\$74,500	\$76,000
Principals	\$10,850	\$65,000	\$66,150	\$68,000	\$138,300	\$142,000
Teachers	\$5,000	\$205,000	\$378,000	\$516,000	\$660,000	\$810,000
Reading specialist	\$0	\$25,000	\$27,500	\$30,000	\$50,000	\$50,000
Guidance Counselors	\$0	\$0	\$33,000	\$34,155	\$35,350	\$36,588
Administrative assistants	\$2,080	\$23,000	\$24,000	\$25,000	\$52,000	\$54,000
Custodians	\$0	\$0	\$0	\$0	\$26,000	\$28,000
Total Salaries	\$52,930	\$388,000	\$600,150	\$746,155	\$1,036,150	\$1,196,588

Benefits & Staff Development

Retirement	\$2,647	\$19,400	\$30,008	\$37,308	\$51,808	\$59,829
Health	\$1,875	\$28,000	\$45,500	\$56,000	\$80,500	\$91,000
FICA & other payroll taxes	\$5,293	\$38,800	\$60,015	\$74,616	\$103,615	\$119,659
Professional development for staff	\$15,000	\$15,000	\$20,000	\$25,000	\$30,000	\$35,000
Total Benefits & Staff Development	\$24,815	\$101,200	\$155,523	\$192,923	\$265,923	\$305,488

Fixed Costs

Property

Building lease(s)	\$12,500	\$75,000	\$75,000	\$75,000	\$245,000	\$245,000
Utilities	\$900	\$5,400	\$5,670	\$5,954	\$11,907	\$12,502
Liability & Property Insurance	\$1,250	\$7,500	\$7,500	\$7,500	\$24,500	\$24,500
Security alarm for senior academy	\$0	\$0	\$0	\$0	\$3,000	\$3,150
Janitorial Services (contracted)	\$3,000	\$12,000	\$13,000	\$14,000	\$0	\$0
Waste Disposal	\$300	\$1,800	\$1,890	\$1,985	\$4,167	\$4,376

Communications

Copier lease	\$600	\$3,000	\$3,150	\$3,308	\$6,946	\$7,293
Telephone service	\$2,400	\$4,800	\$5,040	\$5,292	\$11,113	\$11,669

Professional Services

Legal	\$0	\$0	\$0	\$0	\$0	\$0
Accounting/Financial audit	\$1,000	\$6,000	\$6,300	\$6,615	\$6,946	\$7,293
Program audit	\$0	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
Computer consultant		\$15,000	\$15,750	\$16,538	\$26,047	\$27,349
Total Fixed Costs	\$21,950	\$133,500	\$136,300	\$139,190	\$342,626	\$346,132

226a

Variable Costs

Cafeteria - Breakfast & Lunch	\$0	\$69,200	\$106,900	\$146,433	\$189,400	\$234,100
<i>Instructional</i>						
Texts & instructional materials	\$35,000	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000
Other books (including library)	\$30,000	\$15,000	\$7,500	\$7,500	\$7,500	\$7,500
*Enrichment programs for students	\$0	\$40,000	\$63,000	\$85,995	\$112,868	\$142,214
Student field trips	\$0	\$15,000	\$23,600	\$24,800	\$43,500	\$54,800
Standardized testing - CTBS	\$2,500	\$3,938	\$4,134	\$7,250	\$9,135	\$11,126
Musical instruments	\$5,000	\$4,000	\$4,000	\$1,000	\$5,000	\$4,000
Classroom paper & supplies	\$1,500	\$5,000	\$7,875	\$8,269	\$14,499	\$18,269
<i>Recruiting/Marketing</i>						
Postage	\$1,500	\$1,200	\$0	\$1,323	\$1,389	\$1,459
Bronx Prep paraphernalia/events	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Recruitment materials	\$4,000	\$3,000	\$0	\$3,308	\$3,473	\$3,647
<i>Administrative</i>						
Maintenance of equip. & furnishings	\$0	\$1,000	\$1,050	\$1,103	\$1,158	\$1,216
Office supplies	\$1,200	\$2,400	\$2,520	\$2,646	\$5,557	\$5,834
Janitorial supplies	\$600	\$2,400	\$2,520	\$2,646	\$5,557	\$5,834
<i>Other</i>						
Contingency fund for emergencies	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
Total Variable Costs	\$96,300	\$197,138	\$258,099	\$327,271	\$434,035	\$524,999

Capital Costs

<i>Electronic</i>						
Student computers (replace every 3 yrs)	\$40,000	\$0	\$0	\$80,000	\$0	\$0
Staff computers	\$20,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
Computer network installation	\$10,000	\$0	\$0	\$10,000	\$0	\$0
Student software	\$15,000	\$0	\$7,500	\$7,500	\$7,500	\$7,500
Achieve software	\$9,000	\$0	\$0	\$0	\$0	\$0
Public address system	\$750	\$0	\$0	\$1,000	\$0	\$0
Other equipment (TVs, VCRs)	\$2,500	\$500	\$500	\$2,500	\$500	\$500
<i>Classroom</i>						
Science laboratory equipment	\$5,000	\$1,000	\$1,000	\$5,000	\$1,000	\$1,000
Classroom furniture	\$30,000	\$0	\$0	\$20,000	\$15,000	\$0
<i>Other</i>						
Library furniture	\$2,000	\$0	\$0	\$1,000	\$0	\$0
Cafeteria furniture	\$7,000	\$0	\$0	\$7,000	\$0	\$0
Office partitions & furniture	\$5,000	\$0	\$0	\$6,000	\$0	\$0
Athletic equipment	\$2,000	\$0	\$0	\$2,000	\$2,000	\$0
Reconstruction of stage	\$3,000	\$0	\$0	\$0	\$0	\$0
File cabinets	\$2,500	\$0	\$0	\$3,000	\$0	\$0
Phone system	\$2,500	\$0	\$0	\$3,500	\$0	\$0
**Loan payment - senior acad. construction	\$0	\$0	\$0	\$172,164	\$172,164	\$172,164
Total Capital Requirements	\$156,250	\$11,500	\$19,000	\$330,664	\$208,164	\$191,164
TOTAL EXPENSES	\$352,245	\$831,338	\$1,169,072	\$1,736,204	\$2,286,898	\$2,564,370

REVENUES

Per pupil state & local aid	\$0	\$639,321	\$987,751	\$1,353,120	\$1,742,142	\$2,153,288
Federal start-up grant	\$75,000	\$0	\$0	\$0	\$0	\$0
NYS textbook, software & library aid	\$0	\$7,828	\$16,242	\$21,656	\$27,070	\$32,484
Lunch Program	\$0	\$69,600	\$106,900	\$146,433	\$189,400	\$234,100
***Federal IASA Funding (Title 1, 2, 4 & 6)	\$0	\$35,000	\$52,500	\$70,000	\$87,500	\$105,000
Private grants	\$277,245	\$79,589	\$5,679	\$144,995	\$240,786	\$39,499
****Total Revenues	\$352,245	\$831,338	\$1,169,072	\$1,736,204	\$2,286,898	\$2,564,370

SURPLUS / (SHORTFALL)	\$0	\$0	\$0	\$0	\$0	\$0
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Notes

*Primarily the cost of extended day programming done in partnership with arts organizations and other local partners

**Assumes a \$1 million buildout is financed at 12% over 10 years.

***Assume \$350/student, a conservative estimate based on experience of charter schools in other states and early reports from NY schools.

****Note on special education funding: we can not predict with accuracy the number of special education students the school will serve, or the costs to serve them. Public special education revenues will rise, however, in proportion to the costs of providing the services, and so the provision of special education is expected to be cost neutral.

Attachment IX-56

Evidence of Soundness of Financial Plan

The Bronx Preparatory Charter School's budget was designed to provide the highest quality education possible on a prudent budget. The founders intend to enrich the educational program with financing from the private sector, particularly in the early years, but not to become dangerously reliant on private philanthropy in the long run. The design is a school that, once up to full capacity, will cover its operations on the public dollars provided by the state, local and federal funding streams. Private dollars will be used for capital expenditures and programmatic enrichments.

An examination of the "private grants" line, the last line item on the five-year budget, demonstrates that in 2000-2001, when the middle academy building is not even yet at full capacity, the private fund-raising burden is a mere \$5,679. The middle academy by 2000-2001 will basically operate within the public dollars allocated. In year three, the necessity to finance a senior academy facility creates a private burden on the school, but one that by 2004-2005 becomes quite small -- \$39,500. Once the school reaches its 400-student capacity, the fixed costs will be spread in such a way as to obviate a need for private funds. As mentioned in section IX-55, every effort will be made to raise the funds for the senior academy buildout through a capital campaign in advance of the construction, so as to obviate the need to finance the cost of the build-out over ten years. If we raise funds for the buildout of the senior academy in advance, per our plan, the school could begin operating without private funding beginning in 2004.

Though it will not be vitally necessary in the long run, philanthropic support for the school abounds. As a reminder, the following donors have already made commitments for start-up grants contingent on the school's receiving a charter: Bruce Kovner of the Kovner Foundation (\$50,000), and Joseph and Carol Reich of the Pumpkin Foundation (\$25,000). Peter Flanigan and the New York Charter School Resource Center have supported the school with planning funds. Peter Flanigan has committed continued support if the school is chartered, and the following individuals have also committed funds in amounts to be determined: Roger Hertog of Sanford, Bernstein & Co., Thomas Tisch of FLF Associates, and Dietrich Weismann of Neuberger and Berman. (See letters of support attached in section IX-52).

The school's plan has come together this month into a coherent whole, which gives us the ability now to go to foundations and corporations with formal funding requests. The Tiger Foundation is currently considering a grant request from us on an expedited basis. We have begun conversations and have been encouraged to submit proposals for substantial multi-year grants to the Achelis and Bodman Foundations and to the Gilder Foundation. We see our one of our primary tasks from October through December of 1999 to be the fund-raising effort. Among the foundations we intend to approach are the Olin Foundation, the Charles Hayden Foundation, the Goldman Sachs Foundation, the Pinkerton Foundation, Altman Foundation, and the Clark Foundation. We will also focus on individuals with a history of supporting school choice and school improvement projects.

Should the school be at risk in any year of failing to meet its fund-raising goal, the Board would enact one or more elements of the following contingency plan. If space were to permit, we would consider admitting a larger number of incoming students in a given year, in order to more fully occupy the buildings and spread the fixed costs over a larger number of students. While we find two classes of 25 students per grade to be the ideal size in the Bronx Prep model, the intimacy of the school would not be too threatened by admitting three classes of 25 students in one or two years. In a lean year the school could also delay discretionary purchases like the replacement of textbooks and computers, and scale back our enrichment programming. If the financial difficulty were to occur in the period around the acquisition of a high school facility, the senior academy could move into a small, temporary space for a year or two, until the senior academy population becomes large enough to make the permanent space more economical.

Attachment IX-57

Program and Independent Fiscal Audits

Program Audits

The primary, though not exclusive measure of the success of the Bronx Preparatory charter school will be the academic achievements of students, as measured through a variety of assessments. The school will also look to other indicators to determine whether we are accomplishing our mission, including parent and student satisfaction, numbers of applicants, satisfaction of school staff members, and the degree to which the school is active in the broader community.

Assessment of these measures among school staff will be ongoing, but the program audit will provide an annual opportunity to seek outside perspectives on the school's academic and other programming. Members of the school's Board of Trustees (or the SUNY Charter Schools Institute) will oversee an annual program audit that includes data and analysis both by school staff members and by outside educational consultants. We are currently talking to experts on charter school accountability, including Bryan Hassel at the Charter Friends National Network, Margaret Lin at the Charter School Accountability Network, and Eric Premack at the Charter School Development Center, on how to construct a good audit program and how to find and utilize an appropriate consultant. If the SUNY Charter Schools Institute would like to be directly involved in the annual audit, we will construct the audit process collaboratively or simply follow the Charter Schools Institute's program.

Under a school-designed program, the program auditors would use as their base the school's philosophy, goals and standards as presented in this charter application and would measure the school's progress toward the goals expressed here. To the extent possible, auditors will also evaluate the school's performance in relation to other schools that serve a similar student population. Standardized tests, including the CTBS and the New York State tests, will be critical in evaluating the school on a comparative basis.

Auditors will analyze data collected through the following kinds of mechanisms.

On Student Academic Achievement

- The annual California Test of Basic Skills administered at the school
- New York State tests in various subjects, including Regents Examinations
- A variety of curriculum-based assessments administered and collected by teachers. These will include written work; tests and quizzes; research projects; artistic projects; teachers' written evaluations of student performance on oral reports, ability to participate in class discussions, and other verbal activities; science projects and lab reports
- Beginning in 2007: graduation rates, rates of college acceptance, quality of colleges that graduates attend, and graduates' ability to succeed in college

On Parent and Student Satisfaction

- Anonymous parent questionnaires
- Interviews with parents and students
- Rates of student withdrawal and their reasons
- Number of applicants to the school (a good indicator of the school's popularity among parents and students)

On Staff Satisfaction

- Interviews with and/or written questionnaires from school staff
- Rates of staff turnover

- Number of applicants received for staff openings

On Involvement in the Broader Community

- Interviews with parents and students
- Review of students' reports on their community service projects
- Feedback from Bronx residents in the neighborhood

Fiscal Audits

We have consulted with an independent accounting firm, Newson & Haberman, about an annual fiscal audit. They have experience auditing a variety of not-for-profit organizations, including organizations that receive federal funds and therefore require the comprehensive *Office of Management and Budget Circular A133 Audit*.

Attachment IX-58*Insurance Coverage*

The following school leaders errors and omissions insurance proposal was prepared specifically for the Bronx Preparatory Charter School. Its features are described in the following letter from our insurance broker at Frank Crystal and Company. In addition, we will purchase renters' insurance to cover any property loss due to theft, fire, flood, etc. For the insurance to cover property loss, we will begin with a limit of liability of approximately \$200,000 in the first year, and that will grow as the school accumulates assets over time. The owner of the school site, Our Lady of Victory parish, will carry insurance to cover claims arising from students' or adults' injury on the premises of the school.

FRANK CRYSTAL FINANCIAL SERVICES

A Division of Frank Crystal & Co., Inc.
INSURANCE

40 Broad Street
New York, NY 10004
(212) 344-2444

(800) 221-5830
Fax (212) 425-7017

Ft. Lauderdale
Houston
Kansas City
San Francisco

August 13, 1999

Ms. Kristin Kearns Jordan
School Choice Scholarships Foundation
730 Fifth Avenue, 9th Floor
New York, NY 10019

**RE: BRONX PREPARATORY CHARTER SCHOOL
SCHOOL LEADERS ERRORS AND OMISSIONS**

Dear Kristin,

Pursuant to our conversation and in accordance with Bronx Preparatory Charter School's recent interest in School Leaders Errors and Omissions, we have negotiated a most competitive proposal with National Union Fire Insurance Company, a member company of the American International Group ("National Union"). The indication is as follows:

<u>Aggregate Limit of Liability (Inclusive of "Defense Costs, Charges and Expenses")</u>	<u>Retention (Each Loss)</u>	<u>Premium (One Year)</u>
\$1,000,000/\$1,000,000	\$25,000	\$3,000

The proposed coverage would be provided under the School Leaders Errors and Omissions Policy Form 54341 (12/92), inclusive of the following:

1. Administrative Hearings
2. Amend Exclusion 4 (Removes Sexual Harassment Exclusion)
3. Breach of Contract
4. Consultants and Independent Contractors
5. Defense in Addition
6. EPLI Violation Endorsement and Deductible
7. Errors and Omissions Millenium Endorsement (maybe deleted subject to the Underwriter's review and acceptance of the completed, signed and dated Year 2000 Questionnaire)
8. Exhaustion of Limits
9. Insured versus Insured
10. New York Amendatory
11. New York Amendatory (Deductible Not Applicable to Defense)
12. New York Amendatory (ERP)
13. New York Cancellation /Nonrenewal
14. New York Regulation 121 Declarations Page Disclosure Supplement
15. New York Regulation 121 Application Disclosure Supplement

FRANK CRYSTAL FINANCIAL SERVICES

A Division of Frank Crystal Co., Inc.
INSURANCE

Ms. Kristin Kearns Jordan
August 13, 1999
Page 2.

Further, the National Union policy also provides the following additional coverage features:

- Insures school entities, school boards, employees, student teachers and volunteers against claims alleged or actual breach of duty, neglect, errors, misleading statements or omissions.
- Pays defense costs and legal expenses associated with covered claims in addition to the limit of liability.
- Provides Insured vs. Insured coverage for lawsuits brought by employees against their employer.
- Includes defense coverage for claims alleging failure to maintain insurance.
- Provides defense coverage for breach of fiduciary duty in connection with an employee benefits or pension plan.
- Covers claims alleging discrimination.
- Provides defense against claims resulting from Asbestos Hazard Emergency Response Act Violations.

Based on the above, we trust that you will concur that National Union has provided a state-of-the-art insurance program at an aggressive and cost-efficient premium level.

In order to complete their file, the Underwriters at National Union will require their receipt, review and acceptance of the original completed, signed and dated National Union Fire Insurance Company of Pittsburgh, Pa. School Leaders Errors and Omissions Application (enclosed).

Kristin, for your review, we have enclosed herewith a copy of the specimen National Union Fire Insurance Company of Pittsburgh, Pa. School Leaders Errors and Omissions Policy and all of the applicable specimen endorsements outlined above.

We trust you will find all to be in order; however, should you have any questions or concerns, please feel free to contact me directly at 504-5908.

Sincerely,



Scott P. Brumberg
Associate Account Executive

cc: Craig S. deGruchy

Additional information on the policy is available from Kristin Kearns Jordan. 212-307-3177.

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TAB

X

PHYSICAL

Facilities

Attachment X-60-a*Description and History of Facility*

The school's middle academy will be housed in a building at 1512 Webster Avenue owned by Our Lady of Victory church. The building was constructed to house both the parish church and a school, though the spaces are completely separate, with walls and locked doors between, as well as separate entrances. The school's space is located on the second and third floors and in the basement. The school was used as a Catholic school until the mid-1970s. After the parish closed its school it rented the school space to outside educational organizations, first to Bronx Community College and then to Audrey Cohen College. The facility has been vacant since Audrey Cohen College left five years ago. The parish has offered to rent the space to Public School District 9, which has an overcrowding problem in some of its schools, but the District has declined. The parish is delighted to lease the space to Bronx Preparatory Charter School.

By 2003 the first students will have completed the 8th grade and will be ready for the senior academy. The senior academy will have its own space, and we are already exploring options for newly constructed or renovated space nearby for the facility. The South Bronx Churches organization, which constructed a new, affordable facility for a public school in the neighborhood, the Bronx Leadership Academy, is very involved in this process and will help ensure that the facility is close to the middle academy, affordable, and of very high quality.

Attachment X-61*Lease Arrangement*

The school has arranged to lease its premises for the middle academy from our Lady of Victory Church for \$75,000 per year. The eight classrooms plus common spaces provided at 1512 Webster Avenue under this arrangement will be adequate until the 2003-2004 school year, at which time the school would need to acquire additional space in a second building for the senior academy.

Attachment X-62*School Layout / Community Facilities*

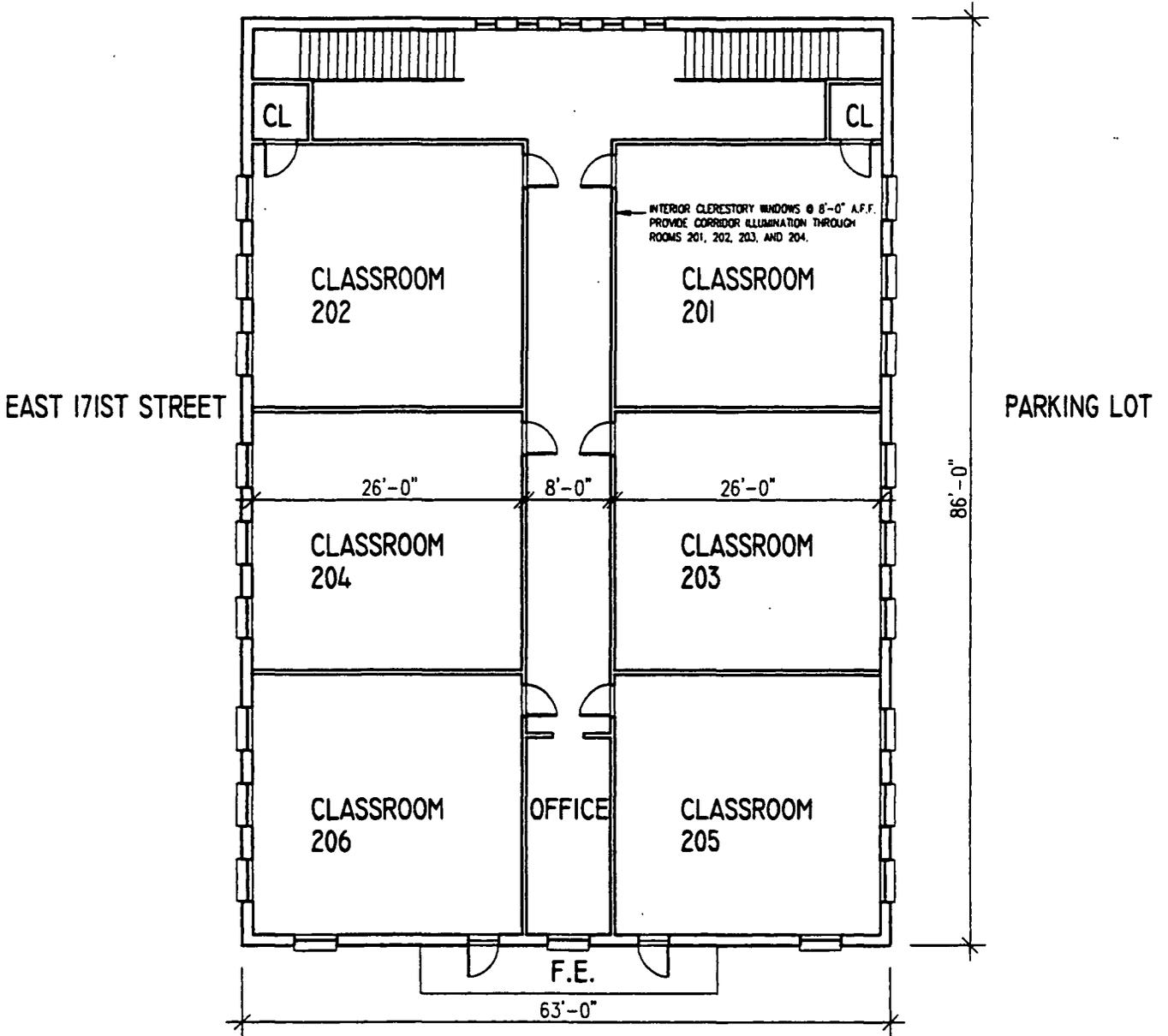
The school has eight large, well-lit classrooms on the 2nd and 3rd floors of the building, as well as a wide hallway on the second floor, an enclosed open-air space on the third floor that has historically been used for physical education, and a large cafeteria/common space in the basement. (See floor plan on next page.) The space is approximately 13,000 square feet.

The heart of the school will be on the second floor, with its large central corridor, six classrooms, and small office space. The eight classrooms are large and quite beautiful, with 13-foot ceilings and enormous arched windows that provide lots of light and an attractive architectural design. One of the classrooms will be used as a computer lab/library. The 7th and 8th classrooms are on the third floor, with the remaining third floor space best described as an enclosed roof/patio that is the size of the 4 classrooms below it. The structural, outside brick walls of the building surround the patio, but the roof above the third floor classrooms does not continue above this space, which makes it a site for a possible future greenhouse. The large basement space was designed to be both a cafeteria and a common gathering place for the school, and has a kitchen and serving space for meals. There is also a small, makeshift stage in this space for school performances. We plan to expand the stage to accommodate larger and more elaborate student performances.

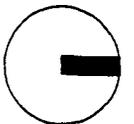
The school benefits from two public parks within four blocks, which enables a tremendous variety of athletic activities. Out the front door, directly across Webster Avenue is Claremont Park, which has a baseball diamond, handball courts, basketball hoops and wide open fields that could be used for soccer, and an outdoor pool. The larger Crotona Park is four blocks to the east and provides an even larger array of sports fields. (See Bronx maps following floor plan.)

As discussed in the budget attachments, the above-described site will be used for the middle academy, and will accommodate the school's needs through the 2001-2002 school year. The school will require a second facility for the senior academy, which will most likely be new construction on a piece of land close to the middle academy building. There are many such empty lots in the immediate vicinity, a lingering result of the fires that devastated the neighborhood in the 1970s.

WEBSTER AVENUE



BROOK AVENUE



DRAWING

SECOND FLOOR PLAN

DRAWING NO.

PROJECT

BRONX PREPARATORY CHARTER SCHOOL

A-102

DRAWING SCALE:

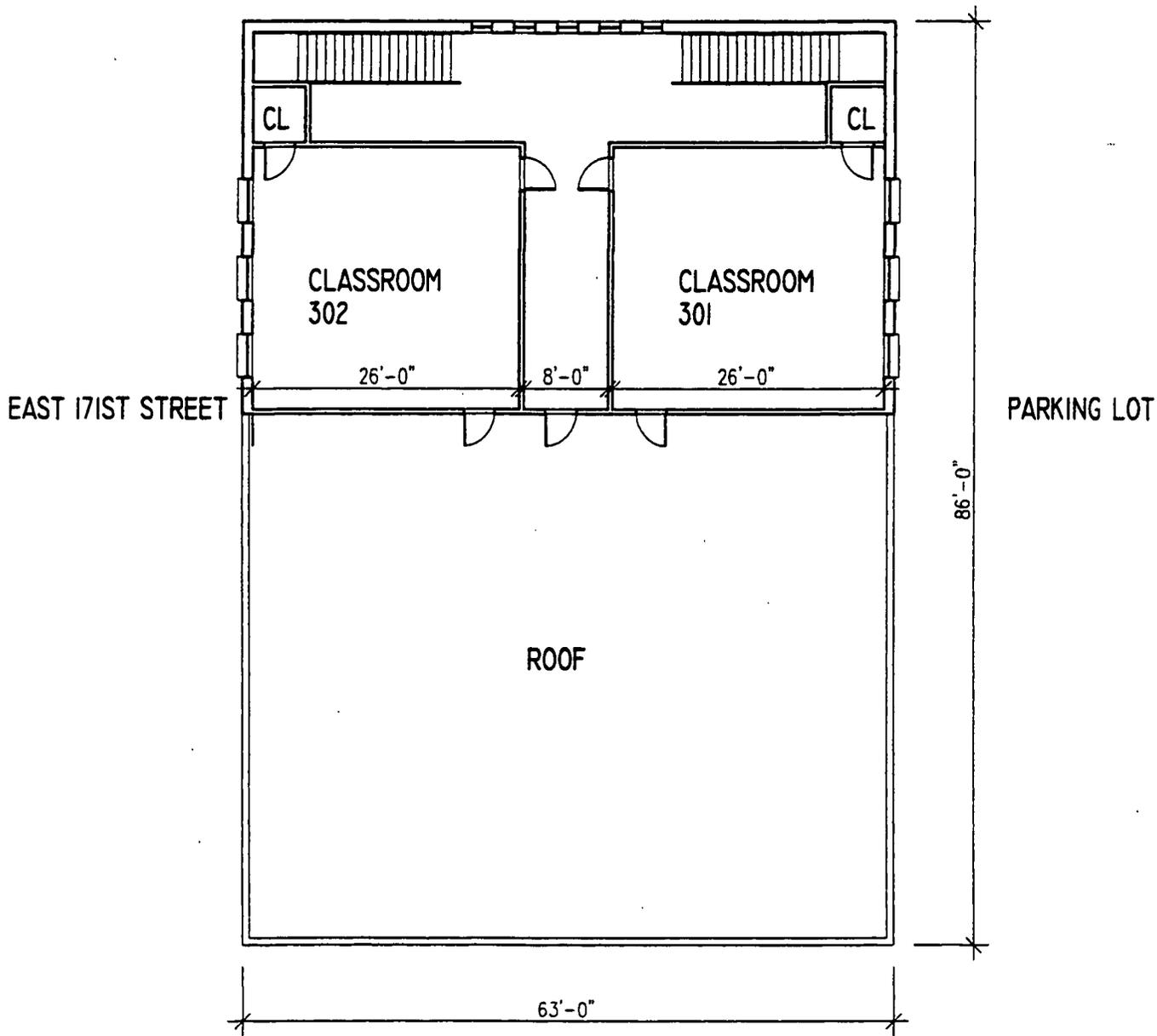
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DATE:

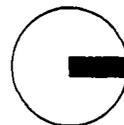
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232a

WEBSTER AVENUE



BROOK AVENUE



DRAWING

THIRD FLOOR PLAN

DRAWING NO.

PROJECT

BRONX PREPARATORY CHARTER SCHOOL

A-103

DRAWING SCALE:

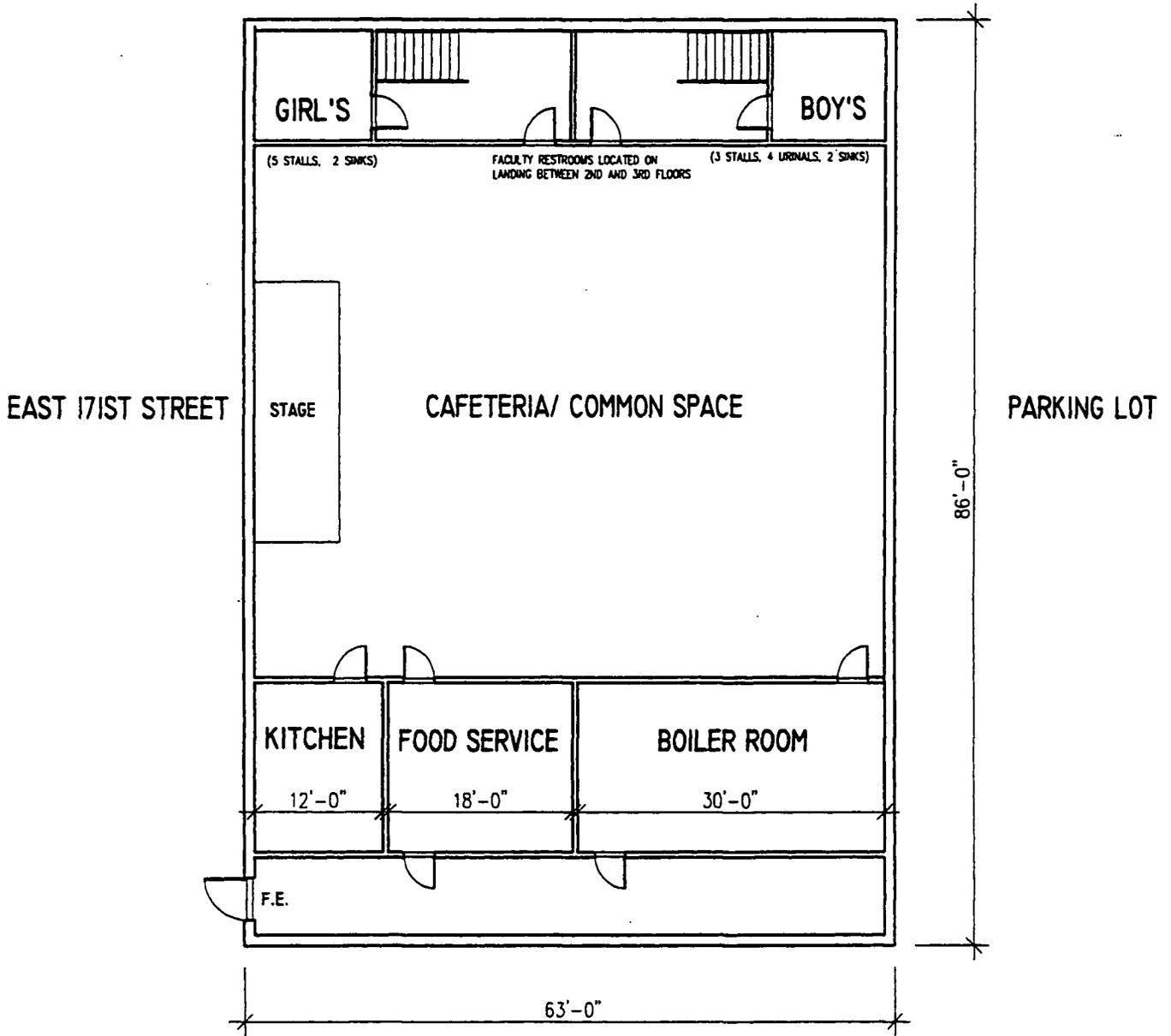
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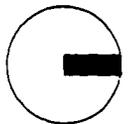
9/16/99

232b

WEBSTER AVENUE



BROOK AVENUE



DRAWING

BASEMENT PLAN

DRAWING NO.

PROJECT

BRONX PREPARATORY CHARTER SCHOOL

A-101

DRAWING SCALE:

1/16" = 1'-0"

DATE:

9/16/99

232c



Yahoo! Visa - intro APR of 3.9%, no annual fee, great rewards.

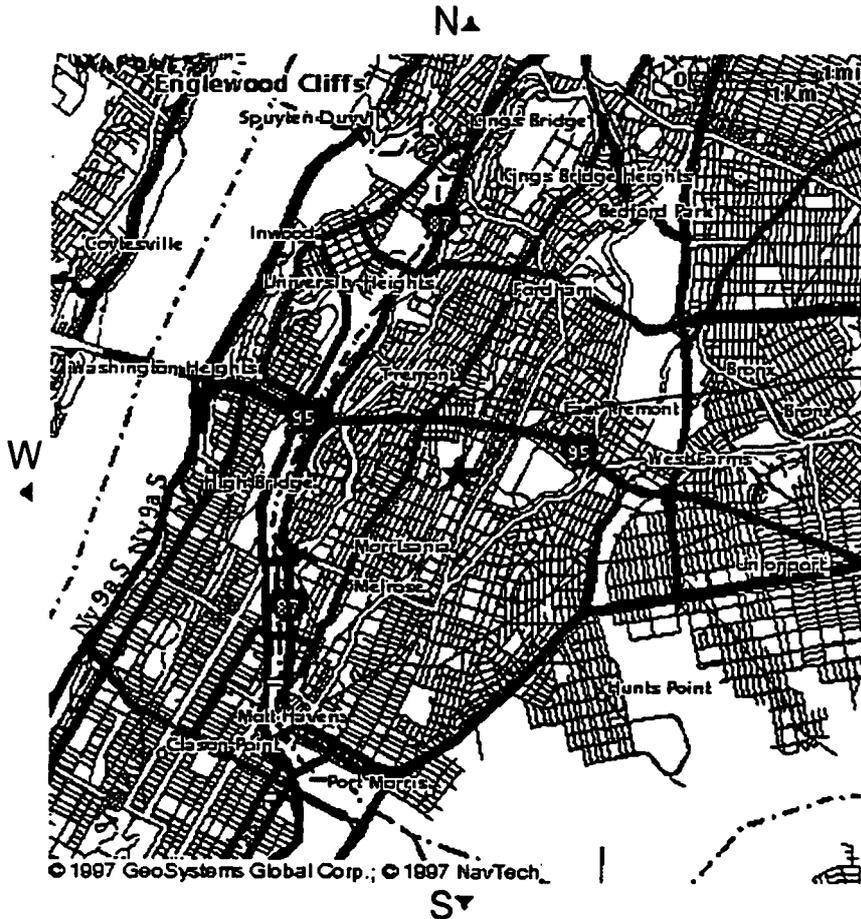
1512 Webster Avenue, Bronx, NY

[New Location](#)

1512 Webster Avenue, Bronx, NY 10457

Zoom Out ◀ ◀ ◀ ◀ ◀ ● ▶ ▶ ▶ Zoom In

[Printable Map](#)



[Driving Directions](#)

[Find Nearby Businesses](#)

[Map a New Address](#) [Driving Directions](#)

Street Address, Intersection or [Airport Code](#)

City, State Zip or a ZIP

232e

Attachment X-63
Residential Facilities

The school will have no residential facilities.

Attachment X-64
Transportation Arrangements

The D subway train and several New York City busses provide access to the school. As students will middle and high school students, it is expected that they will be able to use public transportation or walk to school, perhaps accompanied by their parents in the 5th and 6th grades. New York City provides public and private school students with a pass for free or half-fare bus and subway use (depending on the distance to be traveled). The school will facilitate these transportation passes for all students.

TAB

XI

Future

Planning

Attachment XI-65

School Expansion

As described in Attachment III-16, the school in its maturity would be a grades 5-12 school serving a total of 400 students – 50 per grade. The school would open in September of 2000 with 100 students, two classes of 25 fifth graders and two classes of 25 sixth graders. Each year after the first we would accept 50 new fifth graders and students in higher grades if necessary to ensure that each grade continues to have 50 students. By the school's seventh year, we would have 200 students in the middle academy (grades 5-8) and 200 students in the senior academy (grades 9-12). As we do not expect significant attrition, the number of new students admitted above grade 5 in a typical year would be small.

It is our intention is to make our initial space the long-term home of the middle academy, as it is affordable and very well suited to the needs of a middle school. We also believe it is an important rite of passage for students to move a new building for the senior academy.

We have begun conversations with builders in the South Bronx to determine the feasibility of new school construction in the vicinity of the middle school site. The numerous tracts of vacant land in close proximity provide ample opportunity. We are advised on facility questions by Lee Stuart at South Bronx Churches, who oversaw the private construction of a \$5 million building for the Bronx Leadership Academy, a public school operated as a partnership between the Board of Education and South Bronx Churches. Lee is currently managing a large-scale housing development project for low-income families called Nehemiah Houses. Through this work Lee has developed relationships with builders who construct quality, affordable facilities for schools and other not-for-profit organizations. Based on conversations with these builders, we are confident that our demand for a senior academy facility could be met, and that the school could negotiate an annual rent of less than \$10 per square foot. The 501(c)(3) organization now supporting the school's planning, *Friends of Bronx Preparatory Charter School*, would give support to the school in fundraising for the additional building, and in securing financing arrangements to cover costs should adequate up-front cash not prove available.

The following chart represents the *total enrollment* of the school in each of its growth years.

Enrollment at Bronx Preparatory Charter School

	2000 – 2001	2001 – 2002	2002 – 2003	2003 – 2004	2004 – 2005	2005 – 2006	2006 – 2007
Grade 5	50	50	50	50	50	50	50
Grade 6	50	50	50	50	50	50	50
Grade 7		50	50	50	50	50	50
Grade 8			50	50	50	50	50
Grade 9				50	50	50	50
Grade 10					50	50	50
Grade 11						50	50
Grade 12							50

Attachment XI-66*Plans in Case of Dissolution*

Should the Bronx Preparatory Charter School dissolve for any reason, all students will be referred to their appropriate home district at the Board of Education for transfer recommendations and enrollment in available programs. In most cases that would be Bronx District 9, although we expect that some of our students will live within the boundaries of neighboring districts in the Bronx and Upper Manhattan. Students and parents will also be provided with lists of other charter schools and private schools in the area, and staff of Bronx Prep will make themselves available to parents and students to discuss school options during the time of transition. We will ensure that these referrals and support activities take place as soon as possible after the decision to dissolve the charter school.

Bronx Prep will maintain a reserve fund to cover debts in the case of the school's dissolution. Remaining assets would be transferred to another charter school in the Bronx, or if there is not one, to a charter school in Manhattan or Brooklyn. Should other charter schools decline the assets, they will become the property of Bronx District 9.

TAB

XII

Composition
materials

SCOPE AND SEQUENCE CHART

AQUA (6)

RED (7)

YELLOW (8)

BLUE (9)

GREEN (10)

ORANGE (11/12)

461

	AQUA (6)	RED (7)	YELLOW (8)	BLUE (9)	GREEN (10)	ORANGE (11/12)
Writing Effective Sentences	Using Concrete Nouns and Vivid Verbs Using Precise Modifiers Using Connotation to Choose Words Avoiding Misuse of Commonly Confused Words Using Modifiers Correctly Comparing Correctly Writing Complete Sentences Avoiding Run-on Sentences Using Clear Pronoun Reference Using Correct Subject-Verb Agreement Using Correct Verb Forms Combining Sentences Avoiding Wordiness Using Sensory Words	Using Concrete Nouns and Vivid Verbs Using Precise Modifiers Using Modifiers Correctly Comparing Correctly Writing Complete Sentences Avoiding Run-on Sentences Using Clear Pronoun Reference Using Correct Subject-Verb Agreement Using Correct Verb Forms Combining Sentences Avoiding Wordiness Varying Sentence Structure Using Sensory Words	Using Concrete Nouns and Vivid Verbs Using Precise Modifiers Using Connotation to Choose Words Using Modifiers Correctly Using Correct Verb Forms Writing Complete Sentences Avoiding Run-on Sentences Using Clear Pronoun Reference Using Correct Pronouns Avoiding Misplaced and Dangling Modifiers Using Correct Subject-Verb Agreement Combining Sentences Avoiding Wordiness Using Sensory Words	Using Concrete Nouns and Vivid Verbs Using Connotation to Choose Words Using Sensory Words Avoiding Overused Words Using Modifiers Correctly Writing Complete Sentences Avoiding Run-on Sentences Using Clear Pronoun Reference Combining Sentences	Writing Complete Sentences Using Concrete Nouns and Vivid Verbs Avoiding Misplaced and Dangling Modifiers Using Clear Pronoun Reference Avoiding the Passive Voice Combining Sentences	Writing Complete Sentences Writing Concise and Effective Sentences Eliminating Redundancy Limiting the Use of Clitics Using Correct Pronoun Reference Avoiding Misplaced Modifiers Combining Sentences with Relative Pronouns Combining Sentences with Appositives
Building Paragraphs	Writing Topic Sentences Maintaining Paragraph Unity Providing Supporting Details Using Transition Words	Writing Topic Sentences Maintaining Paragraph Unity Providing Supporting Details Using Transition Words	Writing Topic Sentences Maintaining Paragraph Unity Providing Supporting Details Using Transition Words	Writing Topic Sentences Maintaining Paragraph Unity Providing Supporting Details Using Transition Words Writing Clincher Sentences	Writing Topic Sentences Providing Supporting Examples and Descriptions Maintaining Paragraph Unity Maintaining Coherence with Clear Transitions Writing Clincher Sentences	Writing Topic Sentences and Clincher Sentences Maintaining Unity and Coherence Building a Paragraph with Details Maintaining Coherence with Clear Transitions Sequencing Logically Using Clear Transition
Writing to Inform	Developing a Process Paragraph Developing the Parts of an Essay	Developing a Process Paragraph Developing a Paragraph Using Examples Developing a Compare/Contrast Paragraph Developing the Parts of an Essay	Developing a Process Paragraph Developing a Cause/Effect Paragraph Developing the Parts of an Essay	Shaping an Informational Paragraph Developing a Compare/Contrast Paragraph Developing a Process Paragraph Developing the Parts of an Essay Summarizing Information	Developing an Expository Paragraph Developing the Parts of an Essay Writing a Classification Essay Writing a Process Essay	Developing the Parts of an Essay Building an Essay Using Examples, Details, Anecdotes, Compare and Contrast, Facts, and Illustrations Writing an Informative Comparison/Contrast Essay Writing a Cause/Effect Essay Writing an Informative Essay Using Verbal Illustration Describing a Process
Narrative Writing	Writing an Anecdote	Writing a Personal Narrative	Writing a Personal Narrative	Writing a Personal Narrative	Writing a Personal Narrative Writing a Short Story	Writing a Personal Essay
Descriptive Writing	Developing a Descriptive Paragraph	Developing a Descriptive Paragraph	Developing a Descriptive Paragraph	Developing a Descriptive Paragraph	Describing Characters Using Descriptive Language	
Persuasive Writing	Writing an Opinion Essay	Writing a Persuasive Essay	Writing a Persuasive Essay	Writing a Persuasive Letter	Writing a Persuasive Letter Writing a Review	Writing a Persuasive Essay
Test Taking, Content Areas, Analysis	Taking a Short Answer Test Taking an Essay Test	Taking an Essay Test Writing for Social Studies Writing for Science	Taking an Essay Test Writing for Social Studies Writing for Science Writing for Math	Taking an Essay Test	Taking an Essay Test Answering Literature Essay Questions	Writing an Analysis That Solves a Problem, Judges, or Aids Understanding Writing a Literary Analysis
Writing for a Newspaper				Writing a Lead Paragraph Writing the Body of a News Article	Writing a Lead Paragraph Writing the Body of a News Article Writing a Feature Article Writing a Biographical Profile Interviewing	Writing a Biographical Profile Writing a Feature Story About a Fad
Writing Letters	Writing a Friendly Letter Writing a Business Letter	Writing a Friendly Letter Writing a Business Letter Writing E-mail	Writing a Friendly Letter Writing a Business Letter Writing E-mail	Writing a Business Letter	Writing a Business Letter	Writing a Business Letter Writing an Essay for an Application
Writing a Research Report	Using Reference Sources Using the Library Taking Notes Writing a Bibliography Summarizing Information	Using Reference Sources Taking Notes Writing a Bibliography Summarizing Information Developing a Research Report	Finding a Good Research Topic Using Reference and Library Sources Taking Notes Citing Sources Making an Outline Writing a Research Report	Finding a Good Research Topic Using Reference Sources Using the Library Summarizing Information Taking Notes and Citing Sources	Planning and Writing a Documented Research Report	Planning and Writing a Documented Research Report
Writing about Literature	Writing a Plot Summary	Writing a Plot Summary	Writing a Movie Plot Summary	Writing a Book Report	Writing a Review Answering Literature Essay Questions	Writing a Literary Analysis

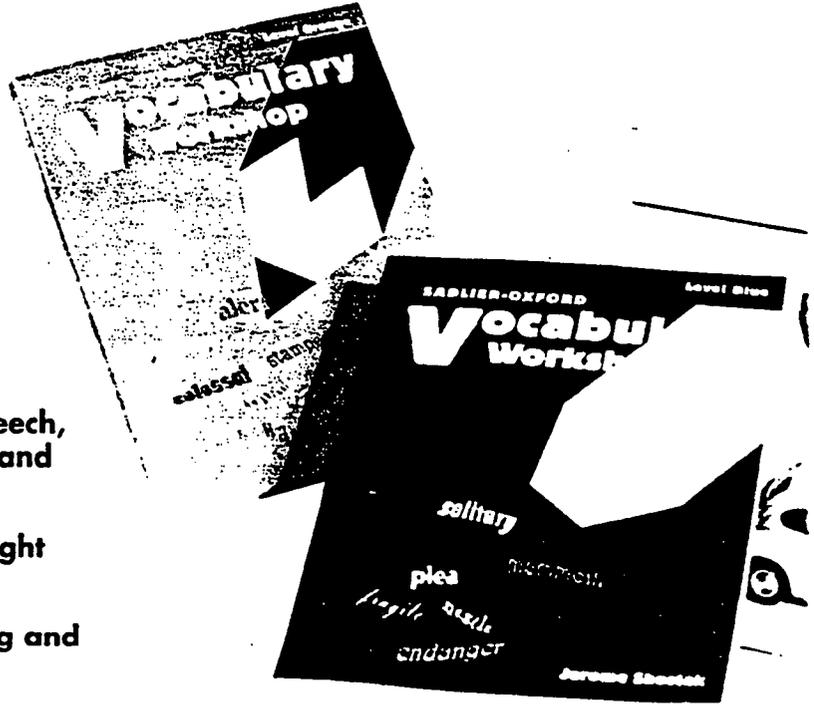
Vocabulary

Level Orange (Grade 4)

Vocabulary Workshop, Levels Orange (Grade 4) and Blue (Grade 5), new to the highly successful Vocabulary Workshop series, will help younger students increase their vocabulary, improve their vocabulary skills, and become better readers and writers.

The Five-Step Approach

- 1 Definitions.** Gives meanings, part(s) of speech, pronunciation, synonyms and antonyms, and example of usage in a sentence.
- 2 Match the Meaning.** Students match a taught word with a clue to its meaning.
- 3 Synonyms and Antonyms.** Clarify meaning and illustrate usage.
- 4 Completing the Sentence.** Context clues help students decide which unit word best completes a sentence within thematically linked groups of sentences.
- 5 Word Associations.** Tests students' ability to apply their understanding of word meaning.



1 Definitions

2 Match the Meaning

3 Synonyms and Antonyms

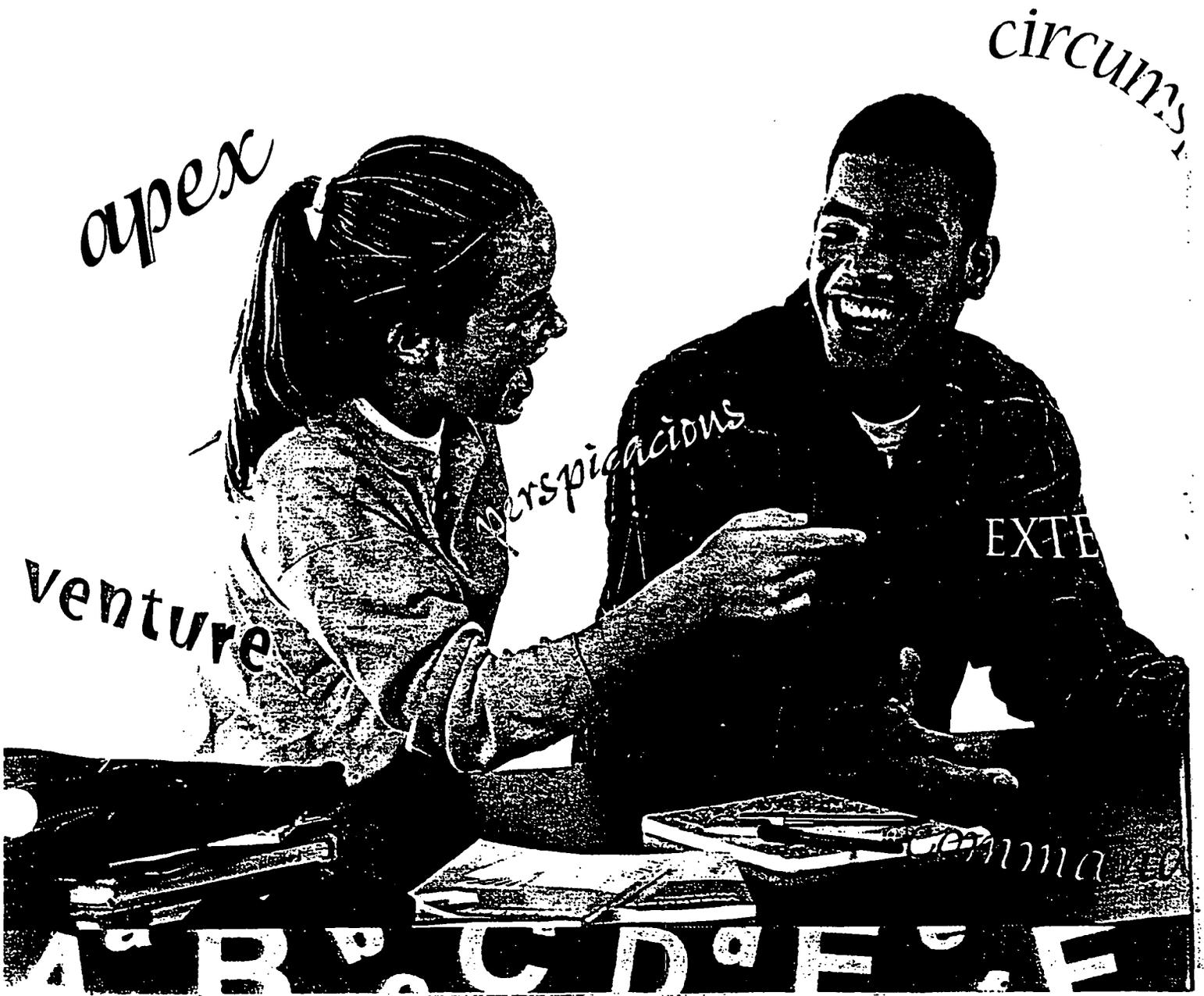
4 Completing the Sentence

5 Word Associations

Vocabulary Workshop

**Vocabulary Workshop,
Levels A-H (Grades 6-12+)**

Vocabulary Workshop, the leading level-specific vocabulary development program, is designed to increase students' vocabulary, improve their vocabulary skills, and prepare them for the vocabulary strand of standardized tests and college admission tests.



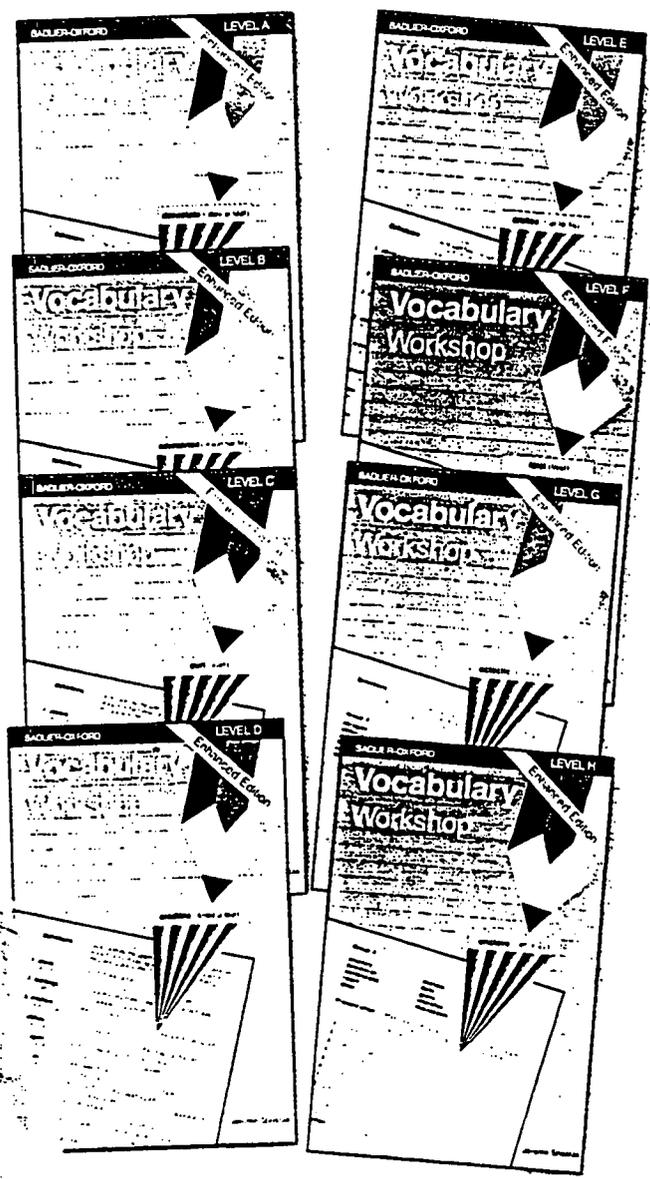
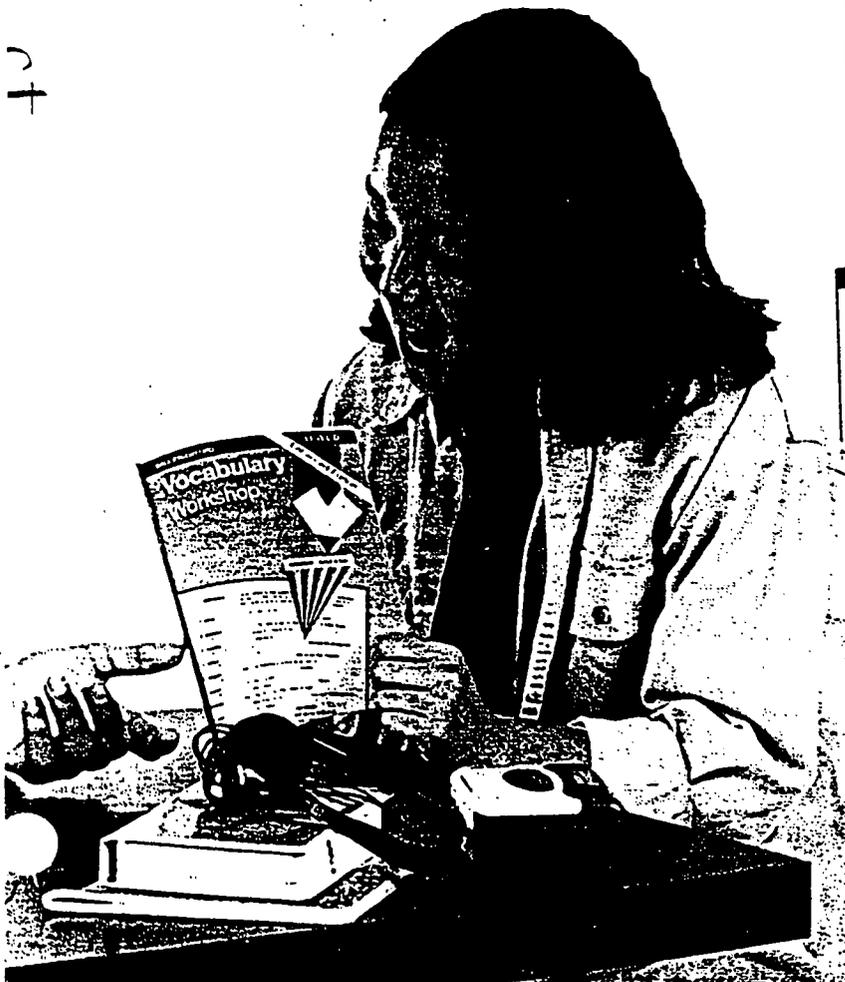
Student Materials

- Concise student text, affordable at \$4.95 per book.
- Word list of 300+ words in 15 manageable units at each level.
- A unique five-step instructional approach.
- Periodic review and assessment exercises specially designed to build vocabulary skills required for standardized tests and college admission tests.
- An Interactive Audio Pronunciation Program with recommended pronunciations and definitions for Levels A-F.

Teacher Support Materials

- A Supplementary Testing Program with two cycles of tests for each level.
- TEST PREP Blackline Masters with SAT-type exercises for each level.
- A Series Teacher's Guide with practical suggestions for classroom implementation.
- Answer keys for all components of each level.

VOCABULARY DEVELOPMENT



Vocabulary

466

Unique Five-Step Approach
The five-step organization of each unit ensures retention of new words by providing repeated exposure in a variety of formats.

1. Definitions
2. Completing the Sentence
3. Synonyms
4. Antonyms
5. Choosing the Right Word

Unit 10

77

Directions: Read carefully the spelling, pronunciation, and definition of each of the following words. Then write the word in the blank space in the illustrative phrase following.

1. **elaborate** (ad) a "look n" a "look" (v) to have elaborate hopes or plans; show toward a higher goal; drive earnestly; to ascertain to be an honors student
2. **bluish** (adj) I have bluish, dismal prospects
3. **dejected** (adj) I was dejected, dismal
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All sample pages above from Level D



Special Features

Two-Word Completions

Review Units 13-15

Analogies

1. *tooth is to jaw as*
 A. eye is to ear
 B. ear is to eye
 C. hand is to foot
 D. foot is to hand

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Shades of Meaning

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Two-Word Completions

1. Trough learning a foreign language never comes easy for me. I've found that I can _____ the process if I make the art in the old _____ as possible.
 A. delay clearly
 B. reach bravely
 C. hinder tentatively
 D. facilitate openly

2. I'm trying to help you not _____ you. I said "I want to _____ you." _____ you more.
 A. relieve suspicion
 B. hinder about
 C. reveal plain
 D. support aware

3. They could no longer sit idly by while a gross injustice went uncorrected. For the reason they joined a group of _____ reformers _____ the situation.
 A. masses ready
 B. insurgents challenge
 C. biased blunt
 D. moderate deny

4. His net surfaced so much like the turn that I was completely taken in by them. If they hadn't seemed so _____, I don't think I would have taken _____ to do so easily.
 A. insipid (inspired)
 B. artful (astounded)
 C. circumspect (hastened)
 D. glibly (glorified)

5. Amy _____ a supposed _____ _____ Commission of a crime. The burglar growled at his victim. (The latter had just got off the alarm system to the door the pair were holding.) "But if you can't seem to do _____ the burglar continued _____ is make the job more difficult."
 A. calumniated name
 B. accosted facilitate
 C. rebuked increment
 D. rebuffed reprehend

6. Shakespeare's *Timon of Athens* is a bitter masterpiece which speaks much of his time and stage. _____ the word and phrase in it with _____ and classic jest.
 A. reveling satirical
 B. representing posthumous
 C. receding blunt
 D. representing posthumous

7. Lewis's almost dead in atmosphere when _____.

Building with Word Roots

Building with Word Roots

Unit 1-3

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The Vocabulary of Vocabulary

Synonyms and Antonyms

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VOCABULARY DEVELOPMENT

All sample pages above from Level D

Assessment

Diagnostic Test, Midterm Cumulative Test, and Final Mastery Test provide a means of assessing student preparedness and progress. A supplementary testing program with two cycles of tests for each level and TEST PREP Blackline Masters with SAT-type exercises for each level provide additional assessment materials.

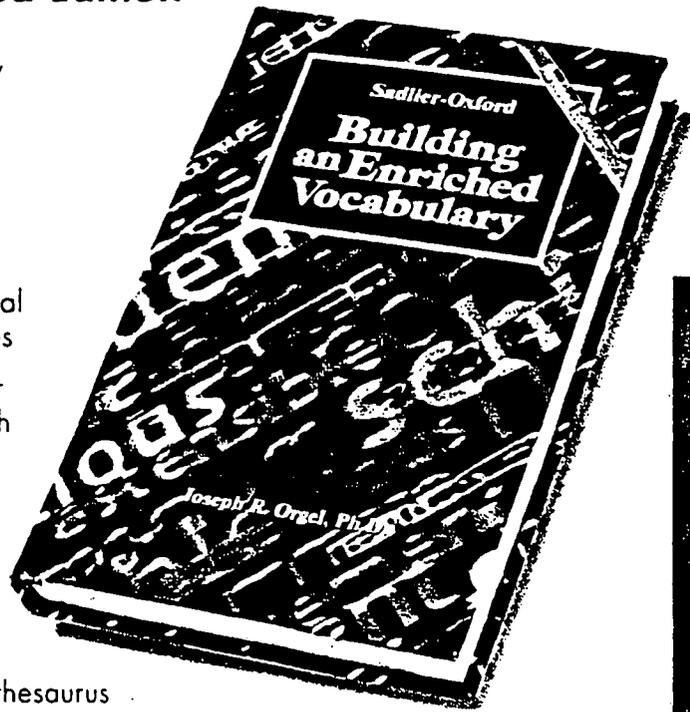
Building an Enriched Vocabulary, Revised Edition (Grades 9-12)

New!

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Building an Enriched Vocabulary, Revised Edition

provides college-bound high school students with a high-power, in-depth study of 400 key English words they will need to know to succeed on various standardized or college admissions tests and to succeed during college.



The Lesson

- **Word Entries**, in standard dictionary form
- **Using the Words**, a set of exercises providing practical reinforcement of the material presented in the word entries
- **Dissecting the Words**, a section on words origins, or **Completing Verbal Analogies**, a section dealing with the type of analogy questions usually found on standardized tests
- **Working with Context Clues**, a section introducing the student to the type of word-omission question commonly found on standardized vocabulary tests
- **Enriching the Lesson**, a set of advanced dictionary/thesaurus exercises that enrich the material presented in the word entries and round out the presentation

Completing Verbal Analogies

Complete each of the following analogies.

1. **momentous : trivial ::**
 a. opportune : negligible
 b. year : decade
 c. temporary : ephemeral
 d. most : remote
2. **ship : nautical ::**
 a. subterranean : tunnel
 b. hole : pierce
 c. automobile : territorial
 d. sign : matter
3. **philatelist : stamp ::**
 a. syndicator : profits
 b. musician : notes
 c. charity : philanthropic
 d. skater : rink
4. **behemoth : paucy ::**
 a. mountain : massive
 b. gargantuan : carnivore
 c. monstrous : huge
 d. levitation : minuscule
5. **cat : feline ::**
 a. equine : horse
 b. canine : canine
 c. bovine : bull
 d. ovine : sheep
6. **coward : experience ::**
 a. pretentious : intelligence
 b. nervous : afraid
 c. gregarious : imagination
 d. well-known : narcissist
7. **sea : straggled ::**
 a. chaotic : straight
 b. errant : night
 c. minimal : instructions
 d. provincial : sophistication
8. **sea : straggled ::**
 a. deranged : myth
 b. nebulous : haze
 c. offensive : blow
 d. defensive : fallacy

Working with Context Clues

Complete each of the following two-word sentences by selecting the pair of words that make the best sense in the passage as a whole. If necessary, consult a dictionary for the meaning of any word with which you are not familiar.

1. A _____ government will prove workable only so long as its members are able to transcend party differences. As soon as they become entangled in factional disputes, however, the partnership will begin to _____.
2. "We've got enough good here to _____ a dozen smugglers," the DA greedily remarked. "But the most incriminating piece of evidence is clearly the kilo of _____ drugs found in the suspect's suitcase."
 a. convict : contraband
 b. exonerate : bluff
 c. disavow : mutandae
 d. denigrate : ethical
3. Only the sound of my footsteps echoing through the empty hallway disturbed the seraphical _____ in which the deserted office building was enveloped. "It's as quiet as a _____ in here at night," I thought.
 a. atmosphere : parish
 b. shrill : subways
 c. silence : tomb
 d. glow : cemetery
4. For a minor infraction of the rules of a hockey game, the _____ player is relegated to the penalty box for "two minutes." For a more serious _____, he is put there for five.
 a. offending : violation
 b. defending : calumny
 c. offensive : blow
 d. defensive : fallacy

Using the Words

Write in the blank space the following words correctly, and place the number words mark (1) after the number that is enclosed when the word is presented.

1. **lavish**
2. **frugal**
3. **frugal**
4. **frugal**
5. **frugal**
6. **frugal**
7. **frugal**
8. **frugal**
9. **frugal**
10. **frugal**

In each of the following groups, select the item that best expresses the meaning of the numbered word at the left.

1. **lavish**
 a. respectful
 b. ostentatious
 c. modest
 d. aloof
2. **frugal**
 a. quiet
 b. prudent
 c. vain
 d. glib
3. **frugal**
 a. show off
 b. steal
 c. frustrate
 d. laugh at
4. **frugal**
 a. cover up
 b. lavish
 c. sneer at
 d. wave
5. **frugal**
 a. emphasize
 b. observe
 c. alarm
 d. prevent
6. **frugal**
 a. impressive
 b. wasteful
 c. accidental
 d. fruitless
7. **frugal**
 a. bathhouse
 b. generous
 c. simple
 d. unstable

Complete each of the following sentences by selecting the most appropriate word from the given group of words. Use each word only once in the sentences provided.

1. Because of the _____ of the economy, the young business owner had to _____ up and down the economy in accordance with the _____.
2. Through the young business owner's _____, his _____ opponent once he is in the ring.

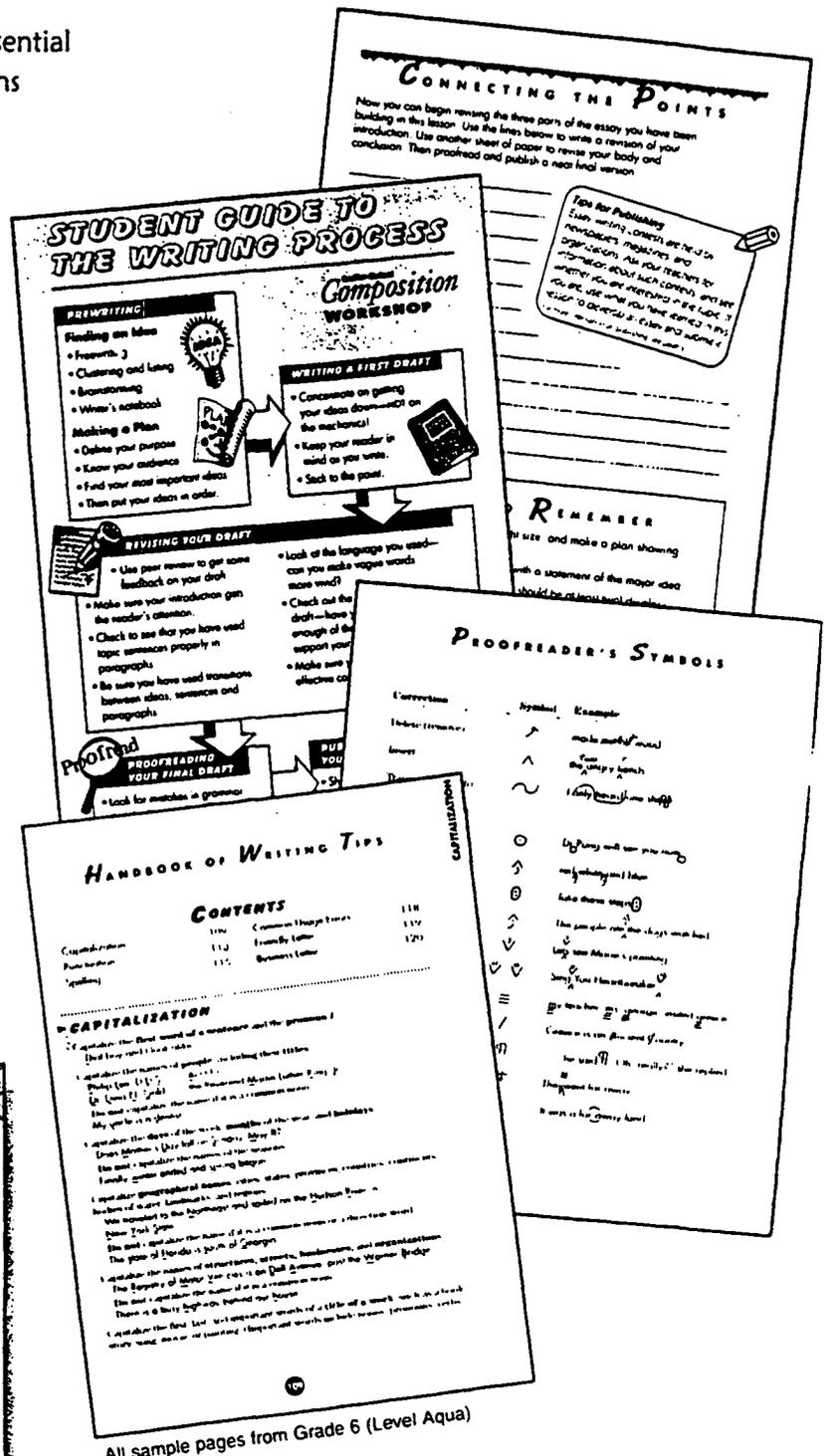
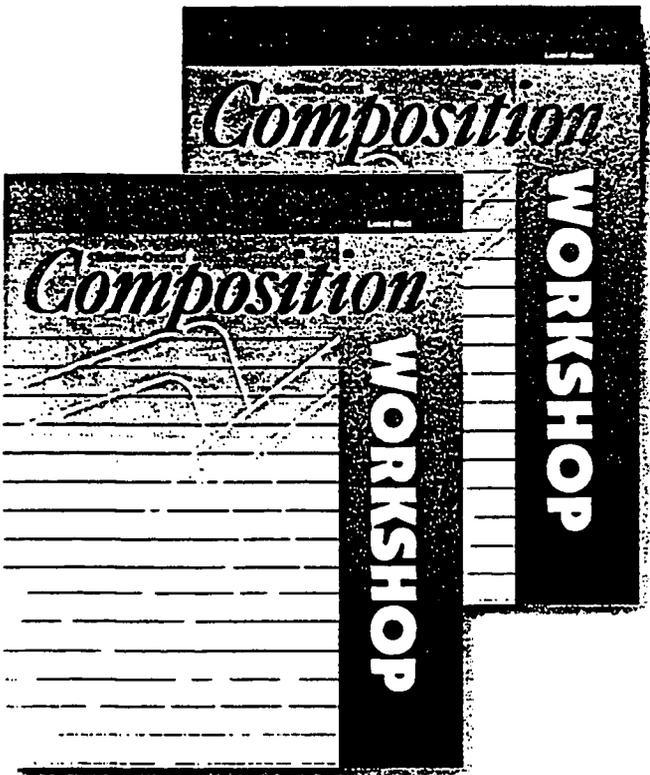
BUILDING AN ENRICHED VOCABULARY, Revised Edition

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SADLIER-OXFORD Composition WORKSHOP

469

Composition Workshop supports the teaching of essential writing skills through clear, direct, easy-to-follow lessons and related writing activities for students in Grades 6 through 11/12 (Levels Aqua-Orange).



Sadlier-Oxford COMPOSITION WORKSHOP (6-11/12)

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0720-6	Teacher's Guide	3.60
0711-7	Composition Workshop, Level Orange (11/12)	6.99
0721-4	Teacher's Guide	3.60

The Lessons and Activities

- Step-by-step lessons support instruction in a specific writing skill
- Lessons develop narrative, informative, and persuasive writing skills
- Precise examples, followed by related activities, help students master new skills



TAB

XIII

Great Books

materials

JUNIOR GREAT BOOKS LEARNING OBJECTIVES

Our learning objectives meet the most exacting state standards.

READING

Strategy:

- cite specific passages
- read closely and compare passages
- consider different interpretations

Comprehension:

- recall details
- understand cause and effect
- analyze author's tone and purpose

Vocabulary:

- comprehend through context
- understand multiple-meaning words
- understand metaphor and figures of speech

THINKING

Generate and support ideas:

- identify a problem
- present and clarify an argument
- support an argument with reasoning and evidence
- use inference

Evaluate and revise ideas:

- consider more than one side; weigh evidence
- question and test an argument
- draw conclusions
- revise and improve an argument

WRITING

- note responses to key issues in a text
- write questions and responses
- revise written responses to questions
- write persuasively
- relate personal experience to ideas
- use story themes in writing
- write creatively

SPEAKING

- state ideas clearly and fully
- explain and defend concepts
- agree and disagree constructively
- maintain purposeful discussion

LISTENING

- listen for different ideas
- ask for clarification
- synthesize and build on others' ideas

Call 1-800-222-5870 and ask for our program coordinator for your area to find out more about how Junior Great Books matches *your* state's educational goals!

Junior Great Books® and the New York Learning Standards for English Language Arts

Junior Great Books is a strong, inquiry-based language arts program that combines interpretive discussion and activities with outstanding literature to help all students learn to read for meaning and think critically. New York's four language arts standards and performance indicators align with most of the objectives of the Junior Great Books program: start with understanding the text; move to analysis, interpretation, and evaluation; weigh several avenues of meaning; revise thinking; and then convey this thinking in an organized, cogent fashion.

The Junior Great Books program integrates all four areas of discourse so that students are continuously engaged in speaking, listening, writing, and reading. Junior Great Books combines the elements you need to meet and surpass the goals of the New York Learning Standards for English Language Arts.

New York Language Arts Standards

Junior Great Books

Standard 1

Students will read, write, listen, and speak for information and understanding. As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language to acquire, interpret, apply, and transmit information.

Selected Performance Indicators (for all three levels)

- Gather and interpret information
- Ask specific questions to clarify and extend meaning
- Support inferences about information and ideas with reference to text . . .
- Include relevant information and exclude extraneous material
- Interpret and analyze information . . .
- Compare and synthesize information . . .
- Support interpretations and decisions about relative significance of information with explicit statements, evidence, and appropriate arguments

The Junior Great Books program incorporates reading, writing, and discussion activities that move beyond the factual level to focus on the central problems of meaning in a story.

- Interpretive activities provide a structure for thoughtful, active reading. Students test ideas for clarity, coherence, and support from the text.
- Discussion establishes a lively sense of audience and develops individual perspective.
- Postdiscussion writing activities help students learn how to organize their knowledge and support an argument with reasoning and evidence.

Junior Great Books offers more than lively topics and new concepts drawn from literature. Writing is integrated into the dynamic development of ideas in the interpretive activities. Strategies include:

- Writing notes, responses, and questions to spark original thinking
- Developing a personal response to literature through guided note taking
- Discussion in which students state, support, and modify their own theses
- Responding to divergent ideas to promote a genuine sense of audience

Standard 2

Students will read and listen to oral, written, and electronically produced texts and performances from American and world literature; relate texts and performances to their own lives; and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language . . . for self-expression and artistic creation.

Selected Performance Indicators (for all three levels)

- Use inference and deduction to understand the text
- Recognize different levels of meaning
- Present responses to and interpretations of literature
- Produce interpretations of literary works that identify different levels of meaning and comment on their significance and effect
- Understand how multiple levels of meaning are conveyed in the text
- Produce literary interpretations that explicate the multiple layers of meaning

Junior Great Books publishes the finest children's literature from around the world, carefully selected to challenge the reader and to spark rigorous discussion. The stories are complex and multifaceted, allowing children and adults to ask questions about the story that are genuine and thought-provoking.

Because the literature selected for Junior Great Books is especially challenging and rewarding, students become involved with the text; their attitudes toward reading become increasingly positive; and the exchange of ideas between students becomes more lively.

Using the Junior Great Books method of Shared Inquiry, students

- Look first to their own knowledge and ideas for insight into a story's meaning
- Work confidently in a group
- Develop, articulate, and support their own points of view based on a personal interpretation of the text
- State ideas clearly and fully
- Explain and defend concepts
- Agree and disagree constructively

Standard 3

Students will listen, speak, read, and write for critical analysis and evaluation. As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speakers and writers, they will use oral and written language . . . to present, from a variety of perspectives, their opinions and judgments on experiences, ideas, information, and issues.

Selected Performance Indicators (for all three levels)

- Produce oral and written reviews . . . or persuasive speeches . . . supporting their opinions with some evidence
- Present arguments for certain views or actions with reference to specific criteria that support the argument
- Analyze, interpret, and evaluate information, ideas, organization, and language from . . . text
- Present . . . clear analyses of issues, ideas, texts, and experiences supporting their positions with well-developed arguments
- Develop arguments with effective use of details and evidence . . .
- Present orally and in writing well-developed analyses of issues, ideas, and texts, explaining the rationale for their positions . . .
- Make effective use of details, evidence, and arguments . . . to influence an audience

Junior Great Books interpretive activities and literature build strong thinking skills that reach across all disciplines. Students learn to

- Identify a problem
- Generate and support ideas
- Support an argument with reasoning and evidence
- Use inference
- Evaluate and revise ideas
- Weigh evidence
- Draw conclusions
- Revise and improve an argument

Junior Great Books interpretive activities provide multiple strategies for thoughtful, active reading.

- *Before reading*—students discuss issues they will encounter in the text
- *During reading*—students take notes, raise questions, and build on personal reactions in order to analyze characters and incidents
- *After reading*—students analyze significant words and respond in a text-based interpretive discussion and in creative, personal, and persuasive writing

Junior Great Books students approach writing with a wealth of ideas. The creative, personal, and persuasive writing projects guide them in shaping well-organized, satisfying compositions. A Junior Great Books Shared Inquiry discussion gives students a model for writing. Since the writing process, from short notes to full essays, is integrated with reading activities, writing becomes a familiar thinking tool.

Standard 4

Students will listen, speak, read, and write for social interaction. Students will use oral and written language . . . for effective social communication with a wide variety of people. As readers and listeners, they will use the social communications of others to enrich their understanding of people and their views.

Selected Performance Indicators (for all three levels)

- Take turns speaking and responding to others' ideas
- Listen attentively to others and build on others' ideas . . .
- Express ideas and concerns clearly . . . in conversations and group discussions

The Junior Great Books Shared Inquiry method gives teachers practical strategies to help students

- Focus on interpreting what they read
- Challenge and contribute to each other's ideas
- Weigh the merits of opposing arguments
- Modify initial opinions as evidence demands
- Value and learn from their peers
- Ask for clarification
- Synthesize and build on others' ideas
- Become a cooperative community of learners and thinkers

Open-ended sharing and weighing of ideas is integral to all Junior Great Books activities.

For more information about the Junior Great Books program or how to implement Junior Great Books in your school or district, call the Great Books Foundation at 1-800-222-5870, extension 233, to speak with Mary Ann Pankiewicz, our program coordinator for New York. You can also reach her by e-mail at maryann@gbf.mhs.compuserve.com.

**The Great Books Foundation**

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ESL and Junior Great Books

Proficiency Beyond the Basics

As the number of students for whom English is a second language increases nationwide, educators are considering how best to guide these students through the stages of language acquisition and to empower them with the skills they need to succeed in the mainstream. Many educators are turning to Junior Great Books, the K–12 program of the nonprofit Great Books Foundation. The mission of the Foundation is to provide opportunities for people of all ages to read, discuss, and learn from outstanding works of literature. Teachers and others who are trained in the Foundation's Shared Inquiry™ method learn how to promote maximum involvement of all students, including ESL students.

Language acquisition and intellectual growth

Research shows, and educators in the field confirm, that students learn language more rapidly and with greater facility when language is taught in a real-life context. Language is mastered as language is used. The outstanding literature in Junior Great Books is specially selected to ignite student interest and the exchange of ideas. The program gives students a real reason to communicate by providing opportunities to connect the literature with their personal experiences throughout all activities.

The elements of language acquisition—reading, writing, listening, speaking, and thinking—are not separate, linear skills; they require simultaneous use to become real language. Working with Junior Great Books, students read, develop their own ideas, listen to the thoughts of others, and discuss and explore issues together. In this way students learn from each other and reach understandings they might not have attained independently. They are developing critical-thinking skills and communication skills at the same time.

Solving problems of real interest to students promotes learning. The significant issues presented in Junior Great Books selections encourage students to reflect, question, and explore. In developing satisfactory personal resolutions to issues through in-depth discussion and interactions with peers, all students, including ESL students, learn strategies for extending their communicative abilities into every area of their academic and social world. The supportive environment of Junior Great Books validates students' ideas and gives them confidence to progress in the core curriculum.

Goals for ESL students

National and state goals for ESL students cannot be considered in isolation. Even as ESL students acquire a new language and culture, they are held to the same high levels of achievement in content learning as English-proficient students are.

In order for ESL students to be successful in school and the world beyond, they must be able to read English, use spoken and written English to acquire content, and then be assessed in that content in English. Students must be able to use English in social, interpersonal areas as well as in academic settings.

ESL students need to develop many competencies, including the following:

- to interact in English within the classroom: asking and answering questions; participating in whole class and small group discussions; elaborating and building upon their own and others' ideas
- to obtain, build, reflect upon, and provide information in spoken and written form: persuading others and evaluating their opinions; using listening, speaking, reading, and writing skills to learn about a given topic; responding to peers' work; forming and asking questions; summarizing and synthesizing information
- to use appropriate learning strategies to acquire academic knowledge: practicing skimming, scanning, previewing, and reviewing; taking notes; connecting new knowledge with what one already knows

With its strong oral component and emphasis on thoughtful reading, note taking, and respect for one's own and others' perspectives, Junior Great Books leads ESL students toward English language proficiency skills.

Keys to success

Discussions with teachers, administrators, and other leaders in the field of education have pointed to the following factors as contributing to the success of Junior Great Books programs with ESL students:

Teacher confidence. With practice, Junior Great Books teachers gain confidence in themselves as leaders and in their students as learners. Leaders who go into the program with a positive attitude and a stance as co-learner with students tend to realize more success. While it is important that a teacher know and respect the backgrounds and personal experiences of all students, it is especially crucial to the learning of ESL students that their diversity be accepted and connected to the Junior Great Books adventure. Teachers who concentrate on what their students know, rather than on what they don't know, tend to make learning experiences meaningful.

Training and continual renewal. The required Basic Leader Training Course prepares teachers to involve students of all ability levels, to develop questioning strategies for discussion, and to conduct the daily interpretive activities. Many teachers leave the training course remarking that it is the most useful and substantial professional development they have ever had. However, it takes time to acquire new habits and learn to use a new program with confidence. Follow-up teacher observation days, along with intermediate and advanced training, keep teachers growing as leaders.

Sufficient materials appropriate for ESL students. The ideal of the Great Books Foundation has always been that the anthology the student uses is his or hers to keep, annotate, and refer to for years to come. Teachers consistently attest to the benefits of having students own and take notes in their own books. Short of this ideal, schools and districts should provide a student anthology for each student participating in the program, which they will keep in their possession during the course of study. Program effectiveness is diminished when students must share anthologies.

Teachers should always have their own Teacher's Edition and as many supplementary materials as possible. Use of the student activity books provides clarity and focus for ESL students. It is especially important that ESL students have access to the Junior Great Books audiotapes. Hearing multiple well-modeled readings of the selection is critical when English is being learned as a second language.

Thoughtful integration of Junior Great Books into the language arts curriculum. Successful Junior Great Books programs are well integrated into the school's language arts curriculum. The programs may be supplemental, but they are incorporated routinely and with serious purpose. Building regularly on essential skills is crucial for ESL students.

Use of strategies that foster maximum involvement of ESL students. Teachers who have achieved success with ESL students in Junior Great Books programs have learned a variety of strategies to help students build stronger foundations and participate as fully as possible in all Junior Great Books activities. Taking into consideration the background knowledge of students when preparing Junior Great Books Text Openers is one of these strategies. Many teachers personalize the introduction to a selection based upon what they know about their students. They find ways of helping students connect with the characters, ideas, and issues in the stories. It may be as simple as asking students, "Tell me what you know about cats," for a story in which a cat is a principal character. Other strategies include:

- *Multiple readings.* While the Foundation urges a minimum of two readings for all students, ESL teachers often find that three or more readings of a story are helpful. These readings may be done as a class, in a small group, at home with parents, with a tutor, or by listening to a tape.

As a selection is read aloud by a teacher or listened to on audiotape, students follow along in their books and use the cueing systems they have been taught, such as semantics, syntax, or graphophonics. Students see what the words being read aloud look like and the context in which these words appear. As they listen and follow along, students identify patterns in English grammar and demonstrate in context how these language structures work.

- *Sharing Questions.* Many teachers have students share questions orally to help them master the facts of the selection and become aware of interpretive issues. After the first reading, the teacher asks for questions and writes them on the board. Students are then asked to work through the list suggesting possible answers for each. The teacher keeps the questions on the board during the second reading to help students focus on ideas that interest them.
- *Focusing on key words.* Vocabulary development is a vital component of language, and the acquisition of key words is often preliminary to understanding passages or whole selections. ESL teachers talk about “playing with words” as a way to convey meaning. For example, in “the queen began to weep and wail so heart-rendingly,” the teacher might ask students to look at the context in which *heart-rendingly* appears. The teacher would then ask students, “Show me how you think the queen was crying.” Role playing can open up meaning for students. When dealing with rich, unedited literature, teachers must ask themselves which words are crucial to understanding the story, and which are peripheral. Not every word must be defined for the picture to be clear. Thinking adults do not need a dictionary definition of every word they read, nor do students.
- *Drawing and dramatization.* ESL students may benefit from the use of drawing and dramatization. Drawing a picture to accompany a written description of a character or creating an illustration to support an answer to an interpretive question may help students present their ideas. Through dramatization, students recall significant parts of the story and work with sequence and structure.

Most educators agree that full proficiency in English is necessary for the future success of all students in the United States. Planning for ESL students to meet this common goal means finding ways to enable these students to join the mainstream and meet the same high standards as proficient English-speaking students. Educators who consider ESL students’ social, educational, and personal backgrounds, as well as their existing skills and knowledge, will be better equipped to lead them to academic success. As one educator said, “We’re not just interested in teaching a child to speak English. We want well-educated, motivated students—who speak English well.” Junior Great Books provides the means to attain that goal.



The Great Books Foundation

A nonprofit educational organization

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www.greatbooks.org

Title I and Junior Great Books: Higher Achievement for ALL Children

Title I legislation requires

Junior Great Books

1

“... promoting schoolwide reform and ensuring access of children (from the earliest grades) to effective instructional strategies and challenging academic content that includes intensive complex thinking and problem-solving experiences.”

... combines interpretive discussion and activities with outstanding literature to challenge all students to learn to read for meaning and think critically.

Shared Inquiry™, a proven method of learning through the structured discussion of literature, teaches students effective strategies for developing reading and critical-thinking skills. Every component of the Junior Great Books program challenges students to reach higher and to achieve greater success. Junior Great Books' exemplary learning method, outstanding children's literature, and classroom activities extend the Shared Inquiry method of learning to every stage of the reading process.

2

“... improving accountability, as well as teaching and learning, by using State assessment systems to measure how well children served under this title are achieving challenging State student performance standards expected of all children.”

... is a proven, effective program.

Junior Great Books has been certified as an effective program by the National Diffusion Network, of the U.S. Department of Education and is recognized as an exemplary program by many professional organizations and state agencies. The Junior Great Books program matches many states' educational standards and assessment programs.

3

“... significantly upgrading the quality of instruction by providing staff in participating schools with substantial opportunities for professional development.”

... provides workshops that are widely regarded as being among the best professional development available for teachers.

The two-day Basic Leader Training Course is offered more than 400 times every year across the United States. The course offers concrete, step-by-step instruction in how to use the Shared Inquiry method with Junior Great Books readings and classroom activities. Teachers learn questioning strategies that keep discussions lively and focused and help all students develop their own ideas. Junior Great Books classroom materials extend teachers' professional development after the workshop is over by providing stories and activities that support student success.

4

“... affording parents meaningful opportunities to participate in the education of their children at home and at school.”

... has been a successful parent volunteer program for 35 years.

Every year, the Great Books Foundation trains thousands of volunteers along with professional educators. Junior Great Books discussion programs allow volunteers to make a real impact on education by helping students develop their reading, thinking, and listening skills. In a Junior Great Books program, volunteers can support teachers in the classroom by working with smaller groups of children, reading to children, or leading discussion and other activities.

To find out more about how Junior Great Books helps you meet the Title I standards, call us at 1-800-222-5870 and ask for the program coordinator for your area.

THE SHARED INQUIRY METHOD OF LEARNING

The goal of Great Books programs is to instill in adults and children the habits of mind that characterize a self-reliant thinker, reader, and learner. Great Books programs are predicated on the idea that everyone can read and understand excellent literature—literature that has the capacity to engage the whole person, the imagination as well as the intellect. As a leader of shared inquiry, you will develop your own mind as you help your participants think for themselves and learn from each other.

Shared inquiry is a distinctive method of learning in which participants search for answers to fundamental questions raised by a text. This search is inherently active; it involves taking what the author has given us and trying to grasp its full meaning, to *interpret* or reach an understanding of the text in light of our experience and using sound reasoning.

The success of shared inquiry depends on a special relationship between the leader and the group. As a shared inquiry leader, you do not impart information or present your own opinions, but guide participants in reaching their own interpretations. You do this by posing thought-provoking questions and by following up purposefully on what participants say. In doing so, you help them develop both the flexibility of mind to consider problems from many angles, and the discipline to analyze ideas critically.

In shared inquiry, participants learn to give full consideration to the ideas of others, to weigh the merits of opposing arguments, and to modify their initial opinions as the evidence demands. They gain experience in communicating complex ideas and in supporting, testing, and expanding their own thoughts. In this way, the shared inquiry method promotes thoughtful dialogue and open debate, preparing its participants to become able, responsible citizens, as well as enthusiastic, lifelong readers.

JUNIOR GREAT BOOKS SERIES 2-6

FIRST SEMESTER

- Thank You, M'am** Langston Hughes
The Water-Horse of Barra
Scottish folktale as told by Winifred Finlay
The Story of Wang Li Elizabeth Coatsworth
The Elephant's Child Rudyard Kipling
Vasilissa the Beautiful
Russian folktale as told by Post Wheeler
Cedric Tove Jansson
Fresh Philippa Pearce
The Enchanted Sticks Steven J. Myers
Wisdom's Wages and Folly's Pay
Howard Pyle
Mr. Singer's Nicknames James Krüss
Alice's Adventures in Wonderland
(selection) Lewis Carroll

SECOND SEMESTER

- Thunder, Elephant, and Dorobo**
African folktale as told by Humphrey Harman
The Man with the Wen
Japanese folktale as told by Idries Shah
Ali Baba and the Forty Thieves
(from The Arabian Nights)
The Goldfish Eleanor Farjeon
Beauty and the Beast
Madame de Villeneuve
Prot and Krot
Polish folktale as told by Agnes Szudek
The Hemulen Who Loved Silence
Tove Jansson
The Devoted Friend Oscar Wilde

The Dancing Princesses *Walter de la Mare*

Allah Will Provide

North African folktale as told by Robert Gilstrap and Irene Estabrook

Mr. Toad (from *The Wind in the Willows*)
Kenneth Grahame

The Further Adventures of Toad
(from The Wind in the Willows)
Kenneth Grahame



FIRST SEMESTER

- Charles** Shirley Jackson
Ghost Cat Donna Hill
Turquoise Horse Gerald Hausman
Maurice's Room Paula Fox
Barbie Gary Soto
Lenny's Red-Letter Day Bernard Ashley
The Prince and the Goose Girl
Elinor Mordaunt
Tramp Malcolm Carrick
Alberic the Wise Norton Juster
Podhu and Aruwa
African folktale as told by Humphrey Harman
The Invisible Child Tove Jansson
The Bat-Poet Randall Jarrell

SECOND SEMESTER

- A Game of Catch** Richard Wilbur
The Tale of the Three Storytellers
James Krüss
Spit Nolan Bill Naughton
The Queen's Care Elizabeth Jamison Hodges
Lucky Boy Philippa Pearce
The Secret of the Hattifatteners
Tove Jansson
The Happy Prince Oscar Wilde
Kaddo's Wall *West African folktale as told by Harold Courlander and George Herzog*
Dita's Story Mary Q. Steele
Oliver Hyde's Dishcloth Concert
Richard Kennedy
Mowgli's Brothers
(from The Jungle Books) Rudyard Kipling
"Tiger-Tiger!"
(from The Jungle Books) Rudyard Kipling

Series 6

FIRST SEMESTER

- Through the Tunnel** Doris Lessing
Raymond's Run Toni Cade Bambara
My Greatest Ambition Morris Lurie
A Likely Place Paula Fox
The Mysteries of the Cabala
Isaac Bashevis Singer
Bad Characters Jean Stafford
Chura and Marwe
African folktale as told by Humphrey Harman
Superstitions Mary La Chapelle
The Last Great Snake Mary Q. Steele
Gaston William Saroyan
Soumchi Amos Oz

SECOND SEMESTER

- The Veldt** Ray Bradbury
The White Umbrella Gish Jen
The Parsley Garden William Saroyan
The Secret of the Yellow House
Anatoly Aleksin
As the Night the Day Abioseh Nicol
The Summer Book Tove Jansson
The Alligators John Updike
Tweedledum and Tweedledee
(from Through the Looking-Glass)
Lewis Carroll
The Magic Jacket Walter de la Mare
Props for Faith Ursula Hegi
Letting in the Jungle
(from The Jungle Books) Rudyard Kipling
The Spring Running
(from The Jungle Books) Rudyard Kipling



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NEWS FROM THE GREAT BOOKS FOUNDATION

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Junior Great Books Boosts Chicago Test Scores

Chicago's W. E. B. DuBois Elementary School began using Junior Great Books on a wide scale in the fall of 1994. By the spring of 1996, the school had recorded two years of impressive jumps on the Iowa Test of Basic Skills (ITBS). "At the fourth-, fifth-, and sixth-grade levels the percentage of children who have met the reading standard has gone up steadily," says Joyce Johnson, DuBois' principal. "We attribute the improvements to Junior Great Books."

The number of fourth graders who met the ITBS reading standard increased 16%, the number of fifth graders went up 20%, and the number of sixth graders increased 24% over the two-year period from 1994 to 1996. Meeting the standard means students score at or above the 50th percentile on the test.

"We're excited about this trend," says Johnson. "Students look forward to Junior Great Books discussions and love to share their own ideas. And their enthusiasm about reading is translating into better test results."

Johnson also points out a dramatic rise in third graders' 1995 IGAP (Illinois Goals Assessment Program) scores after the first year of using Junior Great Books. "The percentage of third-grade students who met the reading standard more than doubled, from 26% to 54%," she reports.

In years past, DuBois used Junior Great Books strictly for the gifted, serving 30 to 40 students. But the school expanded its program to accommodate 300 K-6 students of all ability levels when it was accepted for inclusion in the Ameritech Junior Great Books Project in 1994. This project, supported by a major grant from

Percentage of students who met the ITBS reading standard

	Before JGB	After JGB		
	1994	1995	1996	Difference
4th Grade	15.2%	17.2%	31.0%	+15.8%
5th Grade	9.5%	19.2%	29.4%	+19.9%
6th Grade	5.6%	8.6%	29.17%	+23.57%

the Ameritech Foundation, has helped selected public schools enhance reading and language arts instruction and advance professional development by implementing the Junior Great Books program.

For Joyce Johnson, expanding the Junior Great Books program fit right into the school's plans. "We're trying to move toward a more student-centered curriculum," she notes. "We're trying to get the student more involved as a worker, and the teacher more involved as a coach or facilitator, so that the teachers are not the ones who hold the knowledge and deliver it to students." Given this vision of her school, Johnson says, "Junior Great Books is a natural kind of approach."

Teachers at DuBois agree. Patricia Hale, a third- and fourth-grade teacher, says that with Junior Great Books, "the children are able to exchange ideas and build on each other's ideas. I think that stimulates a lot of critical thinking." Hale is one of 16 teachers at the school trained to conduct Junior Great Books shared inquiry discussion and interpretive activities. In shared inquiry, the teacher-leader poses a question based on the text about which she or he has genuine doubt, and then guides the students as

they search for answers. "It really is the best way to get children involved in reading and increase their comprehension," observes Hale. "It draws kids out, and, after a while, after they've heard everybody talking, even the slower students will want to participate. So you pull them in, and help them to understand that they have something to say that's important."

According to Hale, children love Junior Great Books literature. "The stories are great," she says. "Many have a twist, or a plot within a plot." Hale suggests that this richness and complexity inspires students to participate in discussions. "I think the selection of stories really enhances the program," she says, "because they're not just the regular stories you find in other reading texts."

In addition to participating in discussions,

students complete interpretive activities that broaden their understanding of the literature selections. Hale comments that the Junior Great Books Interpreting Words activity allows children "to compare terms and increase their vocabulary, their scope in understanding language." In other Junior Great Books interpretive activities, DuBois students compare their own experiences to a story, tie together themes in a selection through taking directed notes, or elaborate their thoughts in creative or evaluative writing.

Hale says that Junior Great Books is a complete language arts program. "This is the best program I've seen since I've been teaching. It covers all the students' needs. It's just a great program and I tell everybody about it all the time."

CHURA AND MARWE

African folktale

as told by Humphrey Harman

SESSION 1

Text Opener: students think about how different situations in life can be described as *warm* or *cold*.

First Reading

Sharing Questions

SESSION 2

Second Reading with Directed Notes: students mark places where someone is being cruel, kind, or indifferent.

SESSION 3

Interpreting Words: students think about why Chura and Marwe might feel *despair* and how being *faithful* helps both of them achieve happiness.

SESSION 4

Shared Inquiry Discussion: students complete the Building Your Answer page; while half the class participates in discussion, the other half reads independently.

Optional Activities: students prepare a passage for textual analysis; students choose a question from the JGB bulletin board and write their answers.

SESSION 5

Creative Writing: students write a story about someone whose visit to another world makes his or her life better in the real world.

Personal Essay: students answer the question *Are you a Masai "of sorts"?*

Text Opener

OBJECTIVE

To prepare students to think about why Marwe's decision to choose the cold is the wise one. To prepare students to think about the good that comes out of the hardships suffered by Chura and Marwe.

Introduce the activity by telling students that they are going to read a story about a girl who is given a test in which she must choose between the warm and the cold. In the Text Opener, students will be thinking about how different situations in life can be described as *warm* or *cold*.

Go over the activity page with the class. Students can answer the first two questions in writing before sharing answers, or they can discuss them as a class. Then have the class discuss the final question, *Why do we need both warm and cold experiences in our lives?*

Text Opener

CHURA AND MARWE

Name: _____

People sometimes use the words **warm** and **cold** to describe how situations or experiences feel to them. For example, a cold situation could be one that is harsh or difficult to put up with. A warm experience could be happy or comforting.



What is an example of a situation that you would describe as **warm**?

.....

.....

What is an example of a situation that you would describe as **cold**?

.....

.....

Now discuss this question with your class:

Why do we need both warm and cold experiences in our lives?



Directed Notes

CHURA AND MARWE

Name: _____

During your second reading of the story, you marked places where someone is being **cruel**, **kind**, or **indifferent**.

Now look over your notes and write down your own interpretive question and an answer. If you can think of a second answer to your question, write that down, too.

Interpretive question: _____

Answer: _____

Marie Perle, *Women of Letters: The Lives of Ruth Franklin*

OBJECTIVE

To help students think about why Chura and Marwe feel they must risk their lives to escape slavery. To help students consider why Chura's life with the Masai and Marwe's experience in the Underworld prepare them for a new life. To help students think about how Chura and Marwe can be happy together even though no one understands why such a beautiful woman would choose an ugly husband.

Begin the session by writing on the board:

C = someone is being cruel

K = someone is being kind

I = someone is being indifferent

Introduce the Directed Notes activity by telling students that they will be thinking about how Chura's and Marwe's experiences enable them to grow up and be happy together.

Explain to students that *indifferent* means not caring one way or the other, or not being either cruel or kind.

Follow the usual routine for conducting Directed Notes. As students share their responses, encourage them to elaborate on their thinking by asking *Why is this person being cruel (or kind, or indifferent)?*

After the second reading, have students complete their activity pages by writing and answering an interpretive question of their own. This can be done in class or as homework.

SAMPLE RESPONSES

PAGE 117

The Chagga people buy Chura and Marwe as slave children to watch crops and herd goats.

- C Put their own needs above Chura and Marwe's right to be free; don't regard Chura and Marwe as children with feelings but as possessions

Chura and Marwe love each other dearly and are happy only when they are together.

- K Know they need to comfort and support one another in order to survive their hardships; feel a bond with each other; appreciate each other because they know no one else cares about them

PAGE 118

The Chagga whom Chura and Marwe work for treat them harshly and beat them, so that Chura and Marwe are frightened after the monkeys plunder the beans.

- C Expect their slaves to work all the time rather than act like ordinary children; don't think they need to take good care of Chura and Marwe, who were "got cheap," and so let them go hungry and thirsty; know they can replace Chura and Marwe with other slaves

Chura tries to comfort Marwe when they think they are going to be punished.

- K Cares about Marwe and hates to see her frightened; is scared and hopes to make himself feel better by comforting Marwe; feels responsible for Marwe

☐ The Chagga beat Chura after they see the ruined plants.

- C Become angry when anything damages their crops because their livelihood depends on them; blame Chura for being careless; feel no pity for Chura, who has lost his only friend, because Marwe was only a slave girl to them

PAGE 119

The old woman takes Marwe in and promises her food and a place by the fire in exchange for work; the old woman is kind, "and so life for Marwe went on without hardship."

- K Feels sorry for Marwe; likes Marwe's humility and her willingness to work for her living; is not afraid to take in a complete stranger; believes that Marwe will be of help to her; has children of her own and so takes a maternal interest in Marwe

PAGE 120

People won't take Chura in because of his ugliness, fearing that he will bring bad luck.

- C Are superstitious and insensitive—assume that Chura must be evil because of the way he looks; don't think of Chura as a human being; are prejudiced—judge people by appearance

Chura lives by killing small game and robbing fields.

- I Has to steal in order to survive; can't depend entirely on charity; isn't worried about stealing since no one has shown him any kindness

The Masai "greatly love three things: children, cattle, and war."

- C Enjoy battle even though it is a terrible thing in which people suffer and die; endanger their children by teaching them to love war
- K Care about their children and want to give them a good start in life

The Masai guard their cattle and look "with amused indifference upon the lives of other men."

- I Care only about themselves and their own possessions; believe they are superior to other people; are very self-reliant and feel they don't need other people

PAGE 121

The Masai carelessly decide not to kill Chura when they find him wandering and thirsty; they make him a servant and only laugh at his ugliness.

- I Don't care whether Chura lives or dies since he is not one of them; don't consider that Chura feels thirsty and lost; save Chura because he may be useful to them, not necessarily to help him

The Masai tell Chura that they don't care if he looks like a toad, since "all men other than Masai are animals anyway."

- C Are too egotistical to consider Chura's feelings; regard Chura as less than human because he is not a Masai
- I Don't think that Chura looks much worse than other people who are not Masai

Chura takes a spear and kills the lion that attacks the Masai's cattle.

- I Has nothing to live for and so is not afraid to risk his life

☐ The Masai give Chura the spear, as well as a shield and a headdress made from the lion's skin, and accept him as "a Masai of sorts."

- K Are impressed by Chura's bravery; are grateful to Chura for saving their cattle; are convinced that Chura is like them and so deserves the tokens that belong to a Masai warrior; feel Chura is worthy of respect
- I Don't care that Chura wasn't born a Masai as long as he has displayed the courage of a Masai warrior

SAMPLE RESPONSES (continued)

PAGES 121-122

The Masai think of a new name for Chura.

- K Feel that Chura's old name is insulting and no longer suits him; want to show their affection for Chura by teasing him and having a good time; regard Chura as one of them now

PAGE 122

The old woman notices Marwe's sadness and is not offended when Marwe says that she pines "to go back to her own world."

- K Wants Marwe to be happy; understands Marwe's point of view; accepts Marwe's need for something that the old woman cannot provide

Marwe hesitates before telling the old woman why she is sad because she doesn't want to seem ungrateful.

- K Doesn't want to hurt the old woman's feelings; knows that the old woman did her a favor by taking her in; has become fond of the old woman

PAGES 122-123

The old men say, "Hm, . . . We'll see," when Marwe tells them that she wishes to return to the world above; they insist that Marwe choose either "the warm or the cold," and refuse to explain their question.

- I Don't yet know what kind of person Marwe is and so cannot promise to help her; are judges and can't let feelings interfere with their decisions; don't want to influence how Marwe answers the question because it is a test; don't care how Marwe interprets the question; know that the answer must come from within Marwe—that they cannot affect the outcome

PAGE 123

The old men show no emotion when Marwe picks the cold, and they offer her two pots.

- I Are waiting for Marwe to prove by her actions that she believes in her answer; don't want to let Marwe know what they think until the test is completed

PAGE 124

The old men urge Marwe to take as much as she wants from the cold pot.

- K Feel that Marwe deserves to be richly rewarded for answering so wisely; know that the riches in the pot are endless

The old men load Marwe with treasures and gifts, advise her not to marry until she meets someone named Simba, and gently bid her farewell.

- K Want Marwe to be happy; don't want Marwe to make a serious mistake; see it as their duty to reward virtue; take a fatherly interest in Marwe

Marwe sits on the bank in her finery and waits "for the world to find her."

- I Doesn't know what else to do; has no particular desires; expects the old men's prediction to come true; is willing to trust in time and fate, which have helped her before

PAGE 125

Marwe turns down each of her suitors as soon as she hears that his name is not Simba.

- I Is obeying the old men's words; isn't excited by any of her admirers' charms or promises—doesn't care about "fame or wealth or power or glory or beauty"; believes that the old men know what is best for her; still loves only Chura

People all marvel that "so beautiful a woman should choose so ugly a husband."

- C Still can't see past Chura's looks; are envious of the true love that Chura and Marwe share; don't understand the attraction between Chura and Marwe; are jealous of Chura

PAGE 126

Chura and Marwe pay no attention to what people say about them.

- I Don't need other people's approval to be happy; are used to hearing unkind remarks about Chura's appearance; are so wrapped up in one another that they don't notice what people say

Marwe doesn't care whether or not Chura's looks have improved.

- I Loves Chura because he is brave and kind, not for his looks; sees nothing wrong with the way Chura looks

Interpreting Words

OBJECTIVE

To help students think about why Marwe must experience despair before she can change her life. To help students think about why being faithful to each other and to themselves enables Chura and Marwe to prosper.

Introduce the session by telling students that, in the Interpreting Words activity, they will be thinking about why Chura and Marwe might feel despair and how being faithful sees them through their hardships.

Go over the definitions of *despair* and *faithful* with the class. Make sure students understand that one can be faithful to oneself and to an idea or a belief, as well as to another person.

If students work independently when answering the first four questions, allow time for them to share their answers and to record any additional answers they hear and like. Then have students write their responses to the interpretive question *Why does Marwe stay firm in her decision to marry a man named Simba, even though she will always love Chura?*

You can also have students work on these questions in pairs or small groups.

SAMPLE RESPONSES

What are some things that happen to Marwe that could cause her to lose hope?

She is a slave to harsh owners; she and Chura are always beaten when they make a mistake; the old men say, "That's nothing to us," when she doesn't understand their question; she thinks her fate will prevent her from ever marrying Chura

What are some things that happen to Chura that could cause him to lose hope?

He looks like a toad; he loses his only friend when Marwe jumps in the pool; people send him away because they think he is evil and will bring bad luck; Marwe says she can't marry him

Interpreting Words

CHURA AND MARWE

Name: _____

Chura and Marwe have many reasons to feel despair, but they eventually find happiness because they are faithful.

despair

~ complete hopelessness

faithful

~ loyal; devoted

~ remaining firm in the face of difficulty

What are some things that happen to Marwe that could cause her to lose hope?

1. _____
2. _____

What are some things that happen to Chura that could cause him to lose hope?

1. _____
2. _____

Interpreting Words (continued)

CHURA AND MARWE

What does Marwe do to show that she is faithful?

1. _____
2. _____

What does Chura do to show that he is faithful?

1. _____
2. _____

Now answer this interpretive question:

Why does Marwe remain firm in her decision to marry a man named Simba, even though she will always love Chura?



SAMPLE RESPONSES (continued)

What does Marwe do to show that she is faithful?

She loves Chura despite his ugliness and longs for him even when she is in the Underworld; she works hard for the old woman; she trusts her own wisdom and doesn't hesitate to dip her hand into the cold pot; she follows the old men's advice and insists on marrying a man named Simba, even though she loves Chura

What does Chura do to show that he is faithful?

He believes that Marwe will return from the Underworld; he serves the Masai well and even risks his life to protect their cattle; he believes in himself so much that he bravely kills the lion and then makes sure that the Masai give him a worthy name

Shared Inquiry Discussion

Below are sample interpretive questions to help you prepare for discussion. Each cluster is followed by a suggested passage for textual analysis that relates to the basic question.

Why does Marwe have to live in the Underworld before she can find happiness with Chura?

1. Why, as children, are Chura and Marwe able to be happy together even though they have little else to be happy about? Why does the beautiful Marwe love the ugly Chura?
2. Why is Chura's love no longer enough to comfort Marwe after the monkeys rob the field of beans? Why can't Chura stop Marwe from throwing herself into the pool?
3. Does Marwe throw herself into the pool because she wants to die, or because she wants to change her life?
4. Why must Marwe spend time with the old woman before she is ready to go to the village? Why does Marwe accept the old woman's advice that "it's not yet time" to go to the village?
5. Why can't Marwe stop longing for Chura in the Underworld, even though the old woman is kind to her?
6. Why does Marwe become homesick for the upper world, even though she receives greater kindness in the Underworld?
7. Why is the old men's "piece of advice" the name of the man Marwe should marry, rather than advice on how to live? Why do they tell Marwe to wait for a man named Simba, rather than to marry Chura, the man she loves?
8. Why does Marwe wait "for the world to find her" when she returns to the upper world?

Suggested textual analysis

Pages 119-120: beginning, "When Marwe flung herself into the pool," and ending, "And always she longed for Chura."

If warmth is "life itself," why is cold the choice that enables Marwe to return to the upper world?

1. Why does Marwe find more kindness in the chill, gray Underworld than she ever found in the upper world?
2. Why is the first person Marwe meets in the Underworld an old woman preparing supper for little children?
3. Why is the village where Marwe is tested inhabited by old men? Why is it described as looking brand-new, "as if it had just been built"?
4. Why is Marwe able to trust her own wisdom and choose the cold, "no matter what others believe"?
5. Why must Marwe not only *say* she prefers the cold, but show faith in her belief by dipping her hand into a pot so cold that it sends a chill to the bone?
6. Why are treasures and ornaments Marwe's reward for choosing the cold?
7. Why must Marwe experience despair before she can find happiness?

Suggested textual analysis

Pages 122-123: beginning, "Then one who seemed the most important," and ending, "covered to the elbow with richly-made bracelets."

Why must Chura have a new name before he can marry Marwe?

1. Why is Chura loved by the beautiful Marwe, even though he has a face like a toad?
2. Why does it seem to men, "and even more to women," that Chura's ugliness must have been caused by great evil? Why do people suspect that Chura's ugliness will only bring worse luck?
3. Why are we told that the Masai "carelessly" decide not to kill Chura, and only laugh at his ugliness? Why does pride in themselves enable the Masai to accept Chura, as no other tribe does?
4. Why does Chura go out to kill the lion alone and without a shield?
5. Why do the Masai say that Chura couldn't have killed the lion alone, unless he were "a Masai of sorts"? Why do they accept him as one of their tribe, rather than feel threatened by him?
6. Why do the Masai continue to tease Chura as they think up new names for him? Why does it take them a long time to settle on the obvious name of Simba, or Lion?
7. Why does Chura know that the beautiful rich woman beside the pool will be Marwe?
8. Why does the author say that Chura's looks might have changed as soon as he married Marwe?

Suggested textual analysis

Pages 121-122: beginning, "They found Chura wandering," and ending, "more suitable than the one he had brought with him."

Creative Writing

CHURA AND MARWE

Name: _____

Make notes for a story about someone whose visit to another world makes his or her life better in the real world.

<p>What problems does your character have in the real world?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>What is the other world like? How does your character get there?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p style="text-align: center;">Your Story Idea</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
<p>How does your character change in the other world?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>How is life different for your character when he or she returns to the real world?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

OBJECTIVE

To help students think further about why Marwe has to live in the Underworld before she can find happiness with Chura.

Go over the activity page with the class. If students need help coming up with ideas, have a few volunteers suggest answers to the guiding questions. Students can develop their notes in class and write their stories as homework, or they can complete the entire assignment in class.

Personal Essay

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OBJECTIVE

To help students think further about what the Masai mean when they say that Chura is a Masai "of sorts," and why they accept him into their tribe.

See the explanation on the activity page. Students can develop their notes in class and write their essays as homework, or they can complete the entire assignment in class.

Personal Essay

CHURA AND MARWE

Name: _____

Make notes for an essay that answers this question:
Are you a Masai "of sorts"?

<p>What do you like about the Masai? What do you dislike?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>What do the Masai respect or love that you do, too?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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Your Opinion

<p>What do the Masai like to do that you also like to do?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>What do you think the Masai would like or respect about you?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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CHURA AND MARWE

African folktale

as told by Humphrey Harman

Far to the east there is a great mountain, whose top is lacquered with silver every month of the year. Upon the slopes of this once lived a boy and a girl. He was called Chura and she Marwe and they were slave children, got cheap and kept by a household of the Chagga people to watch crops and herd goats.

Now Chura had a face like a toad's and Marwe was so beautiful that when people saw them together they exclaimed, "Eh! How is it that God could make two so different?"

That, however, was not how Marwe saw it. Chura was her companion and the only one she had. They loved each other dearly, were happy together and only when they were together, for they had little else to be happy about.

One day they were sent to watch a field and keep the monkeys from eating the beans. The place was on the lower slopes of the mountain, a clearing in the forest, and there

all day the children sat beating a pot with a stick whenever they heard a monkey chatter thievishly behind the wall of leaves. Hemmed in with tall trees, the field was airless and hot, and by late afternoon they could stand their thirst no longer. They slipped off to where a stream, cold from the snows above, fell noisily down a cliff into a pool. The water there was deep and upon its dark surface one leaf floated in a circle all day.

Here they drank hastily, washed the tiredness from their faces, then ran back to the field. Alas, in the little time they had been away the monkeys had stripped it.

Marwe wept and Chura stared at the plundered bean plants with a bleak face. The folk they worked for were harsh and the children knew they would be beaten. Chura tried to comfort his friend, but there was little of that he could give her and at last, in despair, she ran into the forest. Chura followed, calling for her to stop, and was just in time to see her throw herself into the pool where, at once, she sank from sight.

Chura could not swim and he knew the pool to be deep. He ran round the edge calling, but it was no use. The dark water quietened, the leaf again circled placidly, and Marwe was gone.

Chura went back to the household and told those who owned him of the loss of Marwe and the crop. They followed him to the pool, where nothing was to be seen, and then to the field, where the sight of ruined plants made them angry. They beat Chura, and some days later, grieving for Marwe and tired of ill-treatment, he ran away and the Chagga never saw him again.



Why do the Chagga seem to care more about their crops than about Marwe?

Why aren't the Chagga sympathetic toward Chura, who has lost his only friend?

Why do the Chagga beat Chura, even though he is just a boy and has done his best?

Soon another pair of children watched the crops or herded goats, and whether they found life better than Chura and Marwe had is unknown.

When Marwe flung herself into the pool she sank slowly through water which changed from bright light of noon to the deep blue of late evening and finally to the darkness of a night with neither moon nor stars. And there she stepped out into the Underworld, shook water from her hair and wandered, chilled to the heart by the grayness of the place.

Presently she came to a hut on the slope of a hill, with an old woman outside preparing supper for the small children playing on the swept earth at her feet. Beyond the hut, just where the hill curved over and away, was a village that seemed as if it had just been built, for the logs of the stockade were white as if the bark had been stripped from them that day and the thatch of the houses was new-dried and trim.

The old woman asked Marwe where she was going, and Marwe replied timidly that she was a stranger and alone and wanted to go to the village she saw above, to ask for food and perhaps work so that she could live her life.

"It's not yet time to go there," said the woman. "Stay with me and work here. You'll not go hungry or lack a place by the fire if you do so."

So Marwe accepted this offer and lived with the old woman. She cared for the children, fetched water from the stream and weeded a garden. Her new mistress was kind and so life for Marwe went on without hardship.

Only sometimes she pined for the sunlight and bird-song of the world above, for here it was never anything but gray. And always she longed for Chura.

And now let us follow what happened to him.

He drifted from village to village of the Chagga, asking for food and work but, because of his ugliness, no one would take him in. Food they offered hastily and then they told him uneasily to go. It seemed to men and even more to women that such an ill-favored face must have been earned by great evil and could only bring with it worse luck. So, wandering from hamlet to village, gradually inching his way round the mountain, he was fed by unwilling charity or, more often, by what small game he could kill or field he could rob. As the years passed he grew strong and hard but no better looking.

One day he left the forest and the tall grass of the foothills and walked north into the sun-bitten plain. Here the trees were bleached and shrunken, standing wide apart, their thin leaves throwing little shade. Between them the ants built red towers and covered every dead leaf or stick with a crust of dry earth.

A juiceless land where grass was scarce and water more so, and here lived the Masai.

They are a people who greatly love three things: children, cattle, and war. Standing like storks upon one leg, holding spears with blades long as an arm, and shields blazing with color, they guarded their cattle and looked with amused indifference upon the lives of other men.

They found Chura wandering and thirsty, carelessly decided not to kill him, made him a servant. At his ugliness they only laughed.

"What's it to us if you look like a toad?" they shouted. "All men other than Masai are animals anyway. And usually look like them."

So Chura milked cows, mended cattle fences, and made himself useful until one night a lion attacked the calves. Then he took a spear from a hut and went out and killed it.

"Wah!" said the Masai when they came running and found Chura with the great beast dead at his feet. "Alone and without a shield! This is a new light you show yourself in. Well, you weren't born Masai, though plainly some mistake's been made by the gods over that. Somewhere within you there must be a Masai of sorts, otherwise you couldn't have done this. We'll accept you for one."

So they gave him the spear he had borrowed, and a shield whose weight made him stagger. When the lion's skin had been cured they made from it a headdress that framed Chura's face in a circle of long tawny hair and added two feet to his height.

"There, now you look almost human," they said. "Only something must be done about that name of yours. It means *toad* and no Masai could live with it."

"Well then, what am I to be called?" asked Chura.

"Hm. Punda Maltia (Donkey)?" suggested one.

"No, no, Kifaru (Rhino)," said another.

"What about Nguruwe (Pig)?" threw in another.



Are the Masai being kind when they tell Chura that he couldn't have killed the lion unless he was "a Masai of sorts"? Do they care about Chura's feelings?

Why do the Masai say they will "accept" Chura, rather than honor him? Is this indifference or kindness?

Why do the Masai give Chura a shield that is too heavy for him and a headdress that adds two feet to his height?

"If you can't be civil . . ." began Chura, taking a firm grip on his spear.

"Heh! Keep your temper, Brother. We mean no harm. Now, what can your name be . . . ?"

They called for a pot of beer and spent a happy evening making suggestions and falling about with laughter at their own wit. But finally they pulled themselves together and found for Chura a name which seemed to them far more suitable than the one he had brought with him.

When Marwe had lived for a number of years in the Underworld and grown to be as beautiful a woman as she had been a child, she became homesick. The old woman noticed her sadness and asked what caused it. Marwe hesitated, because she did not want to seem ungrateful for the kindness that had been given to her but, in the end, she said that she pined to go back to her own world. The old woman was not offended.

"Ah," she said, "then it's time you went to the village. In this matter I can't help, but they may."

Next day Marwe climbed the hill and waited at the village gate. When she had sat there for some time a number of old men came out. They were dressed in cotton robes that shone through the gloom about, and they greeted her and asked what she wanted. Marwe replied that she wished to return to the world above.

"I'm," they said. "We'll see, yes, we'll see."

Then one who seemed the most important among them asked, "Child, which would you sooner have, the warm or the cold?"

☐ *Why do the old men only say "we'll see" when Marwe says she wishes to return to the world above?*

Why do the old men's faces and voices grow fainter when Marwe says she doesn't understand their question? Why do the old men say, "That's nothing to us"?

Why will the old men do nothing unless Marwe answers their question?

The question bewildered Marwe. "I don't understand," she replied.

Shadows seemed to cross their faces and their voices grew fainter. "That's nothing to us," they said. "You've heard our question and we can do nothing unless you answer. Which would you prefer, the warm or the cold?"

Marwe understood that this was a test which it must be important for her to consider with care.

"Warmth . . . or cold?" she pondered. "Well, everyone would sooner have warmth than cold because cold is bitter and difficult to endure, while warmth is life itself. Yet surely their riddle can't be as easy as that."

When she had thought again, as deeply as she could, it seemed that if the choice was between what is usually thought to be good and bad, her life pointed the other way.

"For," said she, "Chura was ugly and unwanted, yet he was kind and I loved him. And the Underworld is feared by everyone, yet here I've met greater kindness than I ever knew in the sunlit world above."

And she made up her mind and said, "No matter what others believe, I'll trust my own wisdom and choose the cold."

The old men listened to her answer with faces from which she could read nothing, and they offered her two pots. From the mouth of one rose steam, while the other sent out a chill that struck to the bone of a hand brought near it.

"Choose as you've chosen," they urged her and so, faithful to her own belief, she dipped a hand into the cold pot and brought it out covered to the elbow with richly-made bracelets.

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"Don't hesitate to take more," they urged her. "Neither we nor the pots will be offended."

So she reached in her other arm and in turn both her feet, and came out heavy with bangles and anklets, heavy precious things made from copper and gold, ornaments worth more than the tribute of a whole tribe.

The old men smiled and told her that she had chosen well and been wise. And still they loaded her with treasures, necklaces of shell, rings, and eardrops. They brought her a fine kilt worked all over with gold wire and beads that glowed blue as the skies she remembered from the world above.

"Now," they said, "we've one more gift: a piece of advice. When you are back in your own world you'll wish in time to marry and there'll be no shortage of those who'll ask for you. Go softly, don't hasten. Wait for someone with the name of Simba to ask, and choose him."

Then, gathering their robes clear of their feet, the old ones led her to the pool. Gently they urged her in and she rose like a thought until she broke the sunlit surface, where the leaf still circled and birds sang in the trees about.

She left the water, sat upon the bank with the light dancing on her finery, and waited for the world to find her.

And very soon it did.

News spread that beside a pool in the forest sat a woman, rich and of amazing beauty, waiting for a husband. They flocked to her with offers, handsome young men, rich landowners, daring hunters, great warriors, even powerful chiefs. And all singing much the same tune, "Here's fame

or wealth or power or glory or beauty or . . . if only you'll marry me!"

She pointed at each one of them the same sharp little question, "What's your name?"

"Name! Why, it's Nyati or Mamba or Tembo or Ndovu or . . ." and so on. No end of names and at all she shook her head and replied, "I'm sorry, but that will not be the name of my husband."

Now the news flew even as far as the plain, down where the cattle trudge through the dust, the lion hunts, and the vulture sits upon the thorn. At last it reached Chura, and at once he took spear and shield and came tirelessly running and his heart singing, "Marwe's back from the Underworld and I'll see her!"

When he came to where she sat beside her pool and cried "Marwe!" she recognized his ugliness even framed as it was by a lion's mane. Part of her laughed and the rest wept.

"Oh, Chura," she cried. "Why is life so unkind? I shall never love anyone but you, yet my fate says that we can't marry."

"Then who can you marry?" he demanded.

"Only a man named Simba."

"But that's my name," he roared. "Simba! Lion! The Masai named me that when I killed a lion."

So, of course, they were married. What was there to stop them? It would have been striking fate across the face not to marry. But everyone marveled that so beautiful a woman should choose so ugly a husband.



Why does Marwe ask each suitor what his name is in a "sharp" tone of voice?

Why isn't Marwe tempted by fame, wealth, power, glory, or beauty?

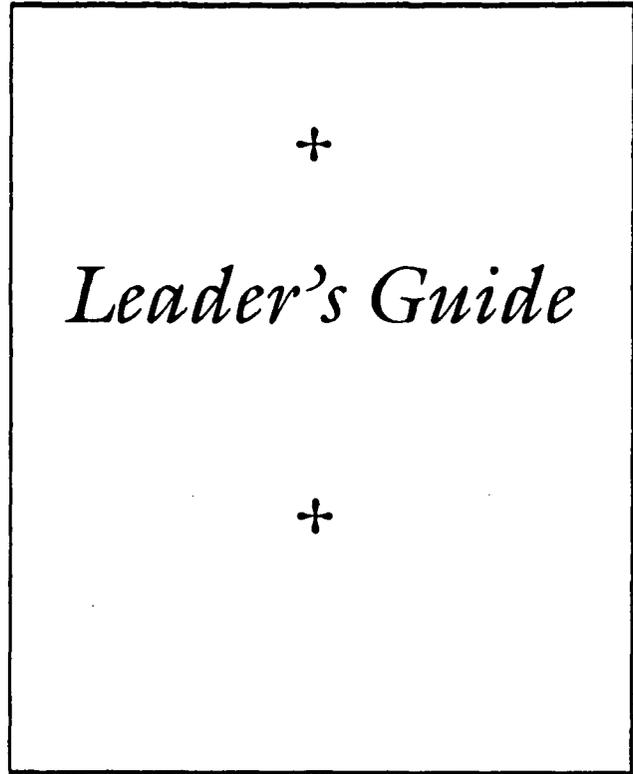
They paid no attention to them and—it's a strange thing and scarcely to be believed—but, do you know, the moment they were married something happened to his ugly toad's face and he became good to look at.

Well, passable.

So they say.

I don't imagine for one moment that Marwe cared either way.

After the first reading, ask students *What is an example of a cold experience that Chura or Marwe has? What is an example of a warm experience that Chura or Marwe has?*



INTRODUCTION TO GREAT BOOKS

FIRST SERIES



The Great Books Foundation
A nonprofit educational corporation

200

PREFACE

Welcome to Introduction to Great Books—a program that involves students in an active search for meaning in a text, and in creative, critical reflection on questions of enduring significance. Through the program, students encounter some of the finest classic and modern authors, as they learn the process of interpretive reading and discover the benefits of shared inquiry discussion. Because of the richness of the selections and the openness of the shared inquiry method, Introduction to Great Books can be used by a variety of age groups, including average and above-average readers in high school and students in the first two years of college. It can also be used by adults starting a Great Books group—to gain familiarity with the shared inquiry method before moving on to the adult series.

The aim of Introduction to Great Books is to encourage the reading and interpretation of literature, not to teach a particular set of ideas. Work in the program develops out of students' own thoughts about the selection, and stresses their active personal involvement in the process of interpretation. As they experience the rewards of reading and discussing great works of the intellect and the imagination, students lay the groundwork for a lifetime of independent and enthusiastic learning. This is a challenging goal, but one that is well within the grasp of most students with the guidance of the program.

Introduction to Great Books also provides a unique challenge for teachers. There is no one "correct" answer to the questions that are the focus of shared inquiry. Moreover, you will be reading selections from a variety of disciplines—some of which may be new to you or outside your field of expertise. However, in Introduction to Great Books, your role is not to explain an author's ideas to students. Instead, you will model

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the process of intelligent inquiry through your own attempts to understand a selection and think more deeply about an author's meaning. Your own curiosity will be a powerful motivating force for your students.

In the program, you will ask students to help you consider your own genuine questions about the text. For this reason, it is important that you examine your responses to the selection and formulate questions that you care about—the questions in this Leader's Guide are no substitute for your own careful preparation. Reading each selection twice and developing your own questions is the best way to prepare yourself to respond to students' comments and insights with spontaneous and purposeful follow-up questions.

The activities described in this Leader's Guide build on the principles and suggestions set forth in your Basic Leader Training Course manual, *An Introduction to Shared Inquiry*, which describes in detail how to prepare for and lead shared inquiry discussion. You will want to refer to this manual often, and reread it in its entirety once your program is under way.

THE INTRODUCTION TO GREAT BOOKS READING, WRITING, AND DISCUSSION ROUTINE

- Answering a prereading question
- Reading twice and taking notes
- Sharing students' questions and notes
- Textual analysis
- Shared inquiry discussion
- Post-discussion writing

The Introduction to Great Books routine helps students at every stage of the reading process. Students learn to engage with a text, to respond thoughtfully to the ideas of others, and to develop well-reasoned interpretations and points of view. Throughout the program, writing is stressed as an integral part of students' ongoing, personal interaction with the text, and is not reserved for formal essays. Through written work and discussion, students have many opportunities to ask questions and exchange ideas.

We recommend that the full complement of activities be conducted over the course of a week. At a minimum, however, each selection requires one class period for students to share their questions, notes, and ideas after the first or second reading, and a second class period for discussion. Writing activities can be done as homework, if necessary.

The Introduction to Great Books activities are described in the pages that follow, using examples from the Declaration of Independence (Introduction to Great Books, Second Series).

READING TWICE AND TAKING NOTES

A fundamental of good preparation is reading the selection twice and taking notes. The value of a second reading should quickly become apparent to students, as they find themselves rethinking earlier opinions, noticing details that escaped them at first, and thinking of additional questions about the selection. However, at the beginning of the course, you might need to explain to students why we read twice in shared inquiry. When we first read a story, for instance, we tend to pay attention to the plot or the action. A second reading allows us time to reflect not just on what happens, but on why things happen the way they do—and to form further questions about the text. When reading nonfiction, a second reading enables us to set the author's words more firmly in our minds, to think through his or her viewpoint as a whole, and to begin to think interpretively about the selection.

If possible, you should allow class time for students' first reading. Many of the nonfiction selections are fairly brief (three to ten pages) and may be read in class in their entirety. You might read, or consider having the class read, at least part of a selection aloud to help students over difficult vocabulary and to foster a spirit of shared inquiry at the very beginning of students' work with a text.

SHARING STUDENTS' QUESTIONS AND NOTES

Students' questions

Beginning with the first reading, you will want to encourage students to ask their own questions about a selection. Students will find that writing questions helps them read actively. Sharing their questions about a selection, and reflecting on those asked by others, encourages students to value their own responses to a work and shows them how to use these responses as the starting point for interpretive thinking.

A good time for students to begin formulating their questions is during a session of "free questions," conducted after the first reading. To begin a session of free questions, ask students to articulate anything they didn't understand or wondered about in the selection. If the first reading is done at home, you might ask students to bring in several questions to share with the class. If students are having difficulty thinking of questions, you might conduct a textual analysis using the opening paragraph of the selection.

Record students' questions on the board. Once you have collected ten or so questions, go through the list and for each one ask if any student can offer an answer. The class will probably be able to answer some questions to their satisfaction. Other questions will probably be interpretive—and the focus of continued student thinking throughout the rest of the week.

The free questions activity is intended only to help students locate some important interpretive issues and develop a few initial ideas about the text. The class will explore their ideas in greater depth during discussion. As a possible closure to the free questions activity, you could ask students to write an answer to a question they select from the class list.

Students may add to their list of questions throughout the week as they continue to read and think about the selection. As students grow accustomed to the kinds of questions you ask in discussion, they will naturally come to ask more interpretive questions.

Students' note taking

Reading with a pencil in hand and taking note of our reactions is a first step toward thinking interpretively about a selection. Students should always be encouraged to mark freely whatever puzzles or surprises them, seems important, or makes them think. For nonfiction, also encourage students to paraphrase

important ideas in the author's argument and to circle any words, even familiar ones, that seem to have a special meaning in the context of the selection.

This Leader's Guide also suggests *interpretive note sources*, which provide specific, central issues on which students can focus. In cases where two interpretive note sources are given, you may choose to do either or both of them. When assigning a note source, you will want to encourage students to write a word or two in the margin explaining why they marked as they did. The following example from the Declaration of Independence illustrates thoughtful note taking.

Interpretive Note Sources (first or second reading)

Mark places where you think the authors of the Declaration of Independence give an especially strong reason why they should revolt.

(or)

Mark places where you are reminded of an idea from Aristotle, Hobbes, or Locke.

When in the course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

We hold these truths to be self-evident that all men are created equal, that they are endowed by their Creator with certain unalienable rights that among these are life, liberty and the pursuit of happiness. That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed. That whenever any form of government becomes destructive of these ends, it is the right of the people to alter or to abolish it, and to institute new government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their safety and happiness. Prudence, indeed, will dictate that governments long established should not be changed for light and transient causes; and accordingly all experience hath shown, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same object evinces a design to reduce them under absolute despotism, it is their right, it is their duty to throw off such government, and to provide new guards for their future security. Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former systems of government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute tyranny over these States. To prove this, let facts be submitted to a candid world.

He has refused his assent to laws, the most wholesome and necessary for the public good.

He has forbidden his Governors to pass laws of immediate and pressing importance, unless suspended in their operation till his assent should be obtained; and when so suspended, he has utterly neglected to attend to them.

He has refused to pass other laws for the accommodation of large districts of people, unless those people would relinquish the right of representation in the Legislature, a right inestimable to them and formidable to tyrants only.

why?

* Aristotle's "happiness"

Locke

Hobbes

Yes! must overthrow despot

colonists' main argument

for good of colonies

would Hobbes think this OK?

Can't take away people's right to representation!!

Sharing students' notes. An important part of the note-taking routine is having students share their notes. Much of the interpretive value of the activity comes from students articulating their reasons for marking as they did. Sharing notes increases students' awareness of a selection's interpretive issues and improves their ability to recall and use supporting evidence for their opinions in discussion. As they share their notes aloud, ask students to explain why they have marked a particular place in the text. Often students will also have good interpretive reasons why they have *not* marked a particular passage.

Note taking for fiction and nonfiction. Because fiction and nonfiction present different kinds of reading challenges, the note-taking routines differ slightly. When students read nonfiction, they will encounter unfamiliar terms and dense, abstract arguments, and they may feel that what should be an easy first step—reading the selection—is a stumbling block. For this reason, an interpretive note source is meant to be used during the *first reading* of a nonfiction selection, to help students organize their thoughts and follow the author's argument. You might also explain that philosophical writing often seems difficult at first because the author is trying to develop a new perspective on an old problem, or is developing an original concept that involves complex and subtle ideas. Remind students that they are not being asked to accept the author's ideas as facts, but rather to understand them thoroughly and think about how they relate to the problem with which the author is concerned.

During the second reading of a nonfiction selection, you can use another interpretive note source if one is provided. Or, you may have students keep in mind several of their free questions while reading. Tell them to mark anything the author says that addresses these questions, even if students disagree with the author's opinion. After the second reading, students can write answers to the free questions they have considered.

Another good way to help students with nonfiction is to have them answer the following: *What is the main question the author is trying to answer? Why is he or she worried about this question?* Imagining the author as writing in response to a question that he or she has posed is a helpful way of thinking about the essay, and about why the author thought the ideas discussed were important.

With fiction selections, the suggested note source is intended for the second reading, to develop students' thinking once they have grasped the basic plot of the story. On their first reading of a fiction selection, students can note whatever interests or puzzles them, or seems important. Another possibility is to ask students to mark anything that reminds them of, or gives them a new perspective on, their prereading question.

Suggested routines for nonfiction and fiction selections appear on pages 20 and 21.

TEXTUAL ANALYSIS

Textual analysis is a methodical way of looking closely at especially rich or challenging passages in a selection. In a session of textual analysis, you guide participants through a passage line by line—even word by word—pausing after each sentence to raise questions, and allowing students time to share their answers and ask questions of their own. Ask questions about how a character is described, or what he or she is doing or hopes to accomplish; about the significance of details and the implications of unusual terms or phrases; about how the passage influences and deepens our perspective on the work as a whole. In short, ask about anything that will help students investigate the passage more completely, or think more deeply about the motivations and thoughts of characters.

Textual analysis is a versatile activity. You can conduct a session of textual analysis during discussion or as a separate activity prior to discussion. Or small groups of students can work together, raising and considering their own questions as a means of furthering their understanding of the passage. You might also have students prepare questions for a session of textual analysis as a homework assignment. Assign the passage, and ask students to bring in several questions that they have about it.

Textual analysis adds depth to discussion and ensures that students give full consideration to a selection's major interpretive issues. Close attention to the text communicates respect for the author's words and engenders sensitivity to their precise meanings. Answering questions about the fine points of a passage helps students address larger questions about the meaning of the selection as a whole.

This Leader's Guide suggests several passages in each selection that you may want to examine in textual analysis.

SHARED INQUIRY DISCUSSION

Shared inquiry discussion is the culmination of work on a selection. Discussion gives students an opportunity to express their ideas, listen to the perspectives presented by their classmates, and synthesize different viewpoints to reach a deeper, more informed understanding of the text. All the preceding activities help students do their best in discussion—commenting specifically about the content and language of the selection, arranging details in logical order, supporting their ideas with evidence, listening thoughtfully, and respecting the opinions of others.

To give students a sense of how their ideas develop during discussion, consider using a form such as the one on the following pages. Begin discussion by having students write down your basic question and their initial answers. After discussion, students write their final answers, citing their reasons and supporting them with evidence from the selection. They might recall comments they found interesting, or expand or change their own ideas. The form itself can serve as a record of discussion.

Building Your Answer to an Interpretive Question

Your leader's interpretive question: _____

Your answer before discussion: _____

Your answer after discussion: _____

What evidence in the selection supports your final answer?

1. _____

_____ (page _____)

2. _____

_____ (page _____)

3. _____

_____ (page _____)

POST-DISCUSSION WRITING

Having students write essays based on interpretive or evaluative questions related to the selection they have discussed enables them to assimilate new ideas and measure them against their own experience and opinions. Such writing can be an opportunity to return to questions not fully resolved in discussion, or to investigate unexplored avenues of inquiry. It is also a satisfying closure for students to articulate their own points of view carefully and thoroughly in written form.

In the Introduction to Great Books program, writing is a natural extension of interpretive work on a selection. During the week's work with a text, students experience an important part of the writing process as they continually formulate, revise, and refine their ideas, draw inferences and reasoned conclusions, and order their thoughts. Having done so, they will be better prepared to present a thesis clearly and forcefully—and to develop a significant context for their ideas—when they write. In their final essays, students should explain the importance of the ideas they are developing, support their points with convincing arguments and evidence from the text, and consider other possible points of view—all important elements of effective writing, and of shared inquiry as well.

Helping students structure and develop their writing. An effective way to help students generate ideas for their essays is to have them write down any questions they might have about the issues raised in the post-discussion writing question. Following is an example of the kinds of questions students should be encouraged to write. (The post-discussion writing question is from the Leader's Guide unit on the Declaration of Independence.)

Post-discussion writing question: *Why is there power in ideas? Do ideas have as much influence on history as military power?*

Students' questions: *What makes an idea have power? What is a powerful idea? Where do powerful ideas come from? Are all powerful ideas good ideas? Are bad ideas as influential as good ones? When has an idea changed history? Are ideas as important in winning a war as having a strong army? Which has more lasting influence on a nation, an idea or a war? Can one nation dominate others just through its ideas? How would the authors of the Declaration answer this question?*

Ideally, allow class time for students to work in pairs to produce a series of questions. Encourage students to write down the first questions that come to mind; they can then choose the questions that seem most interesting and promising, and arrange them in logical order. Time permitting, they can briefly discuss possible answers to some of their questions. You will probably want to demonstrate this process by generating questions as a class. Thinking about how the selection they have read and discussed bears on the writing question is a good way to start students' brainstorming.

You might want to look over students' questions before they write their essays, and suggest any other questions that might occur to you. When you comment on students' papers, jot down questions a reader might have in response to their essays. This is a good way to encourage further development of the topic on revision. Students' writing should tie their thoughts and ideas back to the text to show some of what they have learned from discussion.

A SUGGESTED ROUTINE FOR NONFICTION

1. Prereading question (students write their answers)
2. First reading (with interpretive note source)

After the first reading, students write down any additional thoughts about the prereading question, or share their new ideas aloud. They should also share their notes.
3. Free questions (list ten or so on the board)

Students can choose several of these to focus on during the second reading.
4. Second reading (with interpretive note source if provided, or students mark places in the text that pertain to the free questions they have chosen)
5. Students write answers to the free questions they chose to focus on during the second reading

For each question, students should point to at least one thing the author says that helped them think about the issue—even if they disagree with the author's opinion. Share students' answers in class.
6. Students write answers to: *What is a main question the author is trying to address? Why is he or she worried about this question?*
7. Shared inquiry discussion (may include or be preceded by textual analysis)
8. Post-discussion writing

A SUGGESTED ROUTINE FOR FICTION

1. Prereading question (students write their answers)
2. First reading (students should note anything that interests or puzzles them, and/or ideas that pertain to the prereading question)

After the first reading, students write down any additional thoughts about the prereading question, or share their new ideas aloud. If the first reading is done at home, ask students to bring in several questions in writing for the free questions session.
3. Free questions (list ten or so on the board)

To conclude this activity, you may want to ask students to answer one of the free questions briefly in writing.
4. Second reading (with interpretive note source)

Share notes from the second reading in class.
5. Prepare a passage for textual analysis (students write questions at home or in class)
6. Textual analysis (conducted as a whole class by the teacher or in small groups by the students)
7. Shared inquiry discussion
8. Post-discussion writing

WORKING WITH YOUR PARTICIPANTS IN SHARED INQUIRY

INTRODUCING STUDENTS TO SHARED INQUIRY

Students will learn a great deal about shared inquiry simply by participating in the program. Before you begin, however, you should introduce them to the rules of discussion, perhaps by assigning "Shared Inquiry," which is the first essay on the program method in their books. Before your first discussion, you will also want to say something about the role each of you will play in discussion: as equal partners in a genuine intellectual collaboration. It may be difficult for students to put aside the notion that teachers already know the answers to their own questions. Stress that you are only going to ask questions that you care about and want help resolving. Encourage students to raise questions of their own, and to address them to each other rather than to you. Once the program is under way, you can help students achieve a more in-depth knowledge of the shared inquiry method by assigning the other essays in their books as you progress in the series.

Learning more about shared inquiry will not only allow students to participate more fully in the program, it will also help them recognize how the skills they develop in Introduction to Great Books—especially the ability to support their opinions with evidence and to revise them in light of new ideas—can be applied to other subjects.

HOW TO PREPARE TO LEAD THE ACTIVITIES

Leading Introduction to Great Books calls for a balance of planning and spontaneity. You will want to try out the inter-

pretive note source yourself, prepare passages for textual analysis, and write your own interpretive questions. With such preparation, you should be familiar enough with the selection to respond thoughtfully to students' comments.

Ideally, you should prepare with a colleague, particularly when writing interpretive questions. But if you must work alone, write your own interpretive questions and then compare your list with ours. Prior to discussion, you will want to choose a basic question and develop a cluster of related questions. To develop a cluster:

1. Write many interpretive questions. Looking over the reading, reviewing your notes, and thinking about the parts of the story or essay that "stay with you," jot down all the questions that occur to you. As you write, your questions will improve. And although you will probably not use all of the questions you write, you will actually save time if you concentrate on thinking up questions first, and then weed them out later.
2. Group your questions, placing together those that seem to deal with the same topic. Think about each question carefully, considering how you would begin to answer it, in order to see if it indeed belongs in a particular cluster. Some questions will not seem to fit with any of the others; put these questions aside.
3. Look through each cluster to see if one question poses most comprehensively the interpretive problem they all address. This question is the basic question. If you cannot identify a basic question, arrange the questions in an order that makes sense to you, and then try to write a question that covers the central issue of the cluster. This question should express your main intellectual concern.

4. Develop the clusters. Work back and forth from the basic question to the cluster questions to check and improve the questions, trying them out by beginning to answer them. Determine if answering each cluster question contributes to answering the basic question, and whether additional questions are needed.

Open discussion with your basic question and keep your prepared cluster questions as back-up in case the discussion seems to need a change of direction. But use your cluster questions only if they fit naturally into your spontaneous follow-up questioning. They have already served their purpose by helping you write an effective basic question and explore the selection in a questioning frame of mind.

Here is an example of a basic question and cluster that one leader developed for a discussion of the Declaration of Independence, using the Leader's Guide and her own questions.

Basic Question: Why do the authors of the Declaration think they have to explain their actions to the world? (Leader's Guide question #1)

Why does writing the Declaration show "decent respect" for the opinions of mankind? Why are the opinions of mankind important? (page 89)

Why do the authors need to spell out their "self-evident" rights? (page 89)

Why do the authors claim it is their "duty" to reject the government that infringes on their rights? (page 90)

Why do the authors list the "facts" of King George's "absolute tyranny" of the colonies? (page 90)

Are the authors worried that their revolt will set a bad example for the world? (Leader's Guide question #6)

Why do the authors mention that they have advised the British citizenry of their injuries? Why do they imply that their British "brethren" are also guilty of injustice? (page 93)

GUIDELINES FOR LEADING DISCUSSION

Your challenge as a leader is to encourage each participant to speak freely and thoughtfully while you keep discussion focused on a problem of meaning. Following are some guidelines that will help you maintain the balance between freedom and structure that makes for a successful discussion.

Lead slowly. Your work with a text should be spontaneous, but not hurried. Sometimes students do not seem to have a response to a question because they have not been given enough time to think about it. Make sure everyone has heard each comment that is made. Allow students to restate their responses more clearly, if need be, and to relate their comments back to the text.

Ask follow-up questions often. Use follow-up questions to clarify responses, substantiate opinions with textual evidence, obtain additional opinions, and keep discussion both focused and lively. Come back to a particular response in light of new evidence or a different point of view. Stay with each question until you are satisfied it has been answered as fully as possible, and allow students to return to a previous question if they think they have a new perspective on it.

Next to your own preparation of the text, the students' remarks are your best source of interpretive follow-up questions. Do not be so concerned about what to ask next that you miss what they are saying. Be aware of how their responses present a particular angle on the discussion question and how

different responses relate to each other. Listen for avenues of inquiry of which the students might be unaware. Pay attention to what they find interesting or thought-provoking: they will find it encouraging to have their ideas taken seriously in discussion, and will participate with greater interest.

Make sure everyone has an opportunity to contribute. Be careful not to let a few articulate students dominate the discussion. Asking quiet members of the group to respond to another student's comments or to choose between two conflicting points of view is a good way of drawing them out in a nonthreatening way and showing them that their ideas are valued. Once students realize that you are looking for good answers rather than "right" answers, they will participate more readily.

HAVING STUDENTS LEAD DISCUSSION

A unique way to involve students in shared inquiry is to have them take turns leading discussion, if you feel confident they can do so. Students scheduled to be discussion leaders for the week can work in pairs to prepare their basic questions and clusters. You will want to review students' clusters prior to discussion, and explain how to use a seating chart and the importance of their spontaneous follow-up questions.

GRADING AND EVALUATION

Satisfying yourself that students are benefiting from the program should be fairly easy. In general, you will want to look at students' overall performance, effort, and progress. It may be helpful to consider how the student does in three areas: preparation, discussion, and writing. You might consider having students put together a folder of their written work, to see how their ideas have progressed on a particular unit.

Students should display an increasing ability to ask good questions, think interpretively and critically about a text, develop and support their ideas with textual evidence, build on the ideas of others, participate purposefully in discussion, write clearly and effectively, and assimilate other perspectives through revision. The list below describes some things to look for when evaluating students' reading comprehension, critical thinking, discussion, and writing. It is not meant to be a checklist for grading, but only to help guide your own pedagogical judgment.

As students' reading comprehension skills develop, they will:

- comment about specific passages in the text
- connect, compare, and contrast passages
- note patterns and contradictions
- synthesize definitions of unfamiliar terms
- draw conclusions about the whole selection

As students' critical-thinking abilities increase, they will:

- point to evidence from the text
- compare, relate, and revise ideas
- analyze evidence, critically weighing new material
- relate relevant personal experience to the text
- assimilate new information with their original ideas to form a more satisfying whole

Rothschild's Fiddle

Anton Chekhov

Prereading Questions

1. Does the fact of death make life fairly meaningless?
2. Why do some people care more about money than love?
3. Why do we often take for granted the people we live with?
4. Why do we sometimes get along with people better after we have had a fight with them?
5. Why do we sometimes enjoy listening to sad songs?

Interpretive Note Sources (second reading)

Mark places where Jacob deals with reality, and places where he avoids dealing with reality.

Mark places that help you understand why Jacob lives a "wasted, profitless life."

Interpretive Questions for Discussion

1. Why does Jacob leave his fiddle to Rothschild?
2. Why does Jacob at first not remember sitting by the river with Martha and their baby?
3. Why doesn't Jacob get much satisfaction out of life?

4. Why does Jacob become obsessed by hatred and contempt for the Jews, especially Rothschild? (51)
5. Why does Jacob keep an account of his daily losses? (52)
Why does Jacob count as losses money he has never made?
6. Why, at the end of the story, does Jacob speak kindly to Rothschild and call him "son"? (60)
7. Why is the willow tree more successful at reviving the past in Jacob's mind than the words of his wife? (58)
8. Why is Rothschild's expression one of "anguished delight" as he listens to Jacob play for the last time? (60)
9. Why does Jacob's sad tune as played by Rothschild become so popular in the town? (61)
10. Why does touching the strings of his fiddle comfort Jacob when he worries at night about money? (52)
11. Why doesn't Jacob show his wife any affection, even after he knows she is dying? (55-56)
12. Why does Jacob feel "great sorrow" about his wife's death only as he returns home from the cemetery? (56)
13. At Martha's funeral, why is Jacob more interested in the workmanship of the coffin and in the fact that the ceremony didn't hurt anyone's feelings, than he is in the wife he is burying? (56)
14. Why is Jacob only able to express his sadness through his fiddle? (60)

15. Why doesn't Jacob express any regret when he realizes that he has never shown his wife any affection? (53)
16. Why, when he meditates on the river and his lost opportunities, does Jacob think mainly about all the money he missed making and not about his wife and child? (58-59)

Passages for Textual Analysis

Pages 51-53: beginning, "Jacob was always in a bad mood," and ending, "and a chill went through him."

Pages 56-59: beginning, "But on his way back from the cemetery," and ending, "a lot of profit out of each other."

Pages 59-61: beginning, "He didn't mind dying," and ending, "play it a dozen times."

Post-Discussion Writing

1. How could Jacob have made his life more meaningful?
2. What do you think it would be like to work as a coffin-maker? How would this occupation affect your attitude toward life and death?
3. Imagine that you are with the priest who hears Jacob's confession on his deathbed. What would Jacob say? Would you forgive him?
4. Why is there pleasure in sadness, such as in hearing the mournful tune Rothschild plays?
5. If you were to write a will, to whom would you give your possessions, and why?

Concerning the Division of Labor Adam Smith

Prereading Questions

1. How do you think money was invented?
2. How does living in society increase our dependence on others?
3. Why do people have such different interests and abilities?
4. Is being concerned about your own self-interest a good thing?
5. List the occupations of all the people whose work went into making and selling some item of clothing you are wearing today (small group or class activity).

Interpretive Note Source (first reading)

Mark places where Smith mentions ways in which human beings are different from animals.

Interpretive Questions for Discussion

1. Why, according to Smith, is self-love more likely to perpetuate a civilized society than benevolence is?
2. Why does Smith emphasize that differences in talent are more the effect than the cause of the division of labor?
3. Why does Smith say that the division of labor is not originally the effect of human wisdom?

4. Why does Smith suggest that self-sufficiency is not a good thing?
5. Why does Smith say that lack of time, rather than a sense of dignity, prevents us from obtaining the good will of others through "servile and fawning" methods? (70)
6. Does Smith assume that all people can recognize and pursue their own self-interest?
7. Why does Smith want to establish that the propensity to truck, barter, and exchange is natural, while differences in talent are not? (72)
8. Why does Smith call the division of labor the *necessary* consequence of the propensity to truck, barter, and exchange one thing for another? (73)
9. Does an economic system that encourages people to pursue their own self-interest lead to a diminution of the human spirit?
10. Why does Smith think that the division of labor is primarily responsible for civilization?

Passage for Textual Analysis

Pages 72-73: beginning, "The difference of natural talents in different men," and ending, "give occasion to any great difference of talents."

Post-Discussion Writing

1. Do you agree with Smith that habit, custom, and education account for almost all the differences in people's talents?
2. Is it irrational to act in a manner that does not promote self-interest?
3. How could the division of labor promote or discourage creativity and individuality?
4. What problems does the division of labor cause in our society?
5. Should a basketball player and a construction worker be paid the same amount if they work equally hard?
6. How does the division of labor operate in your school or family? How could you improve the efficiency of your school or family by increasing (or decreasing) the division of labor?

Chelkash Maxim Gorky

Prereading Questions

1. Can you love and hate the same person? Yourself?
2. Would you stake all you have on a chance to have your dreams come true?
3. Why might people choose a way of life that was completely different from the way they grew up?

TAB

XIV

Sample
Math Materials

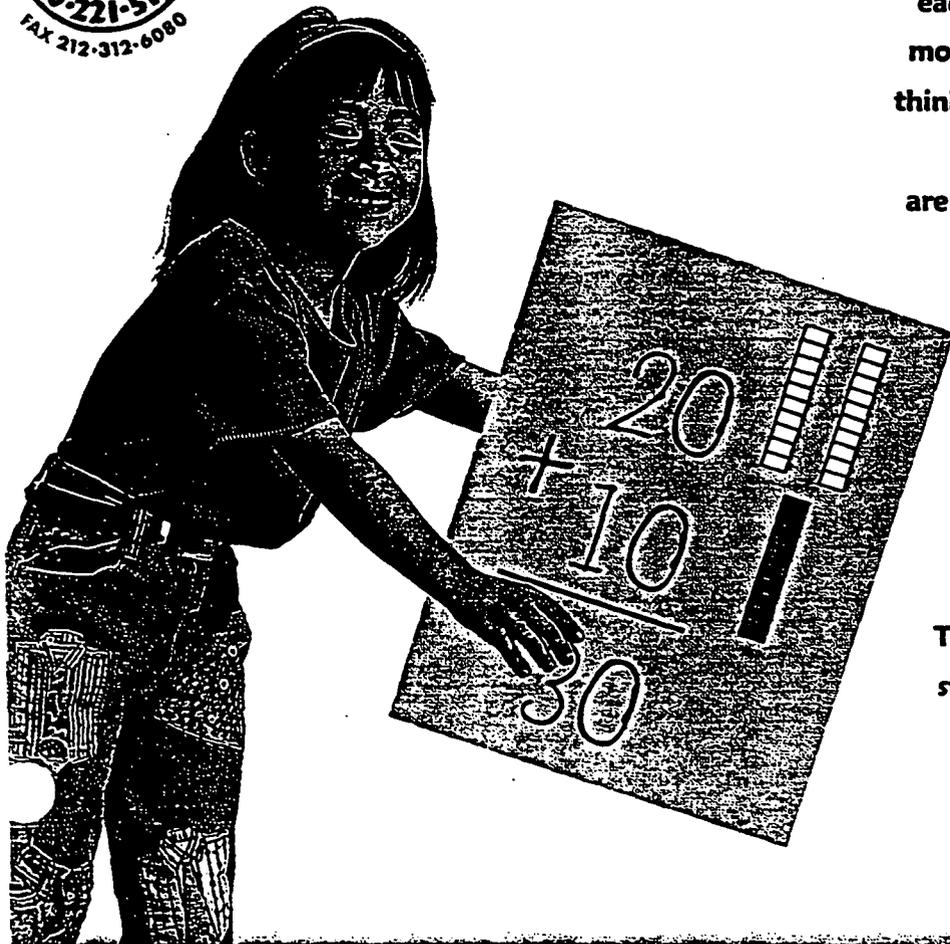
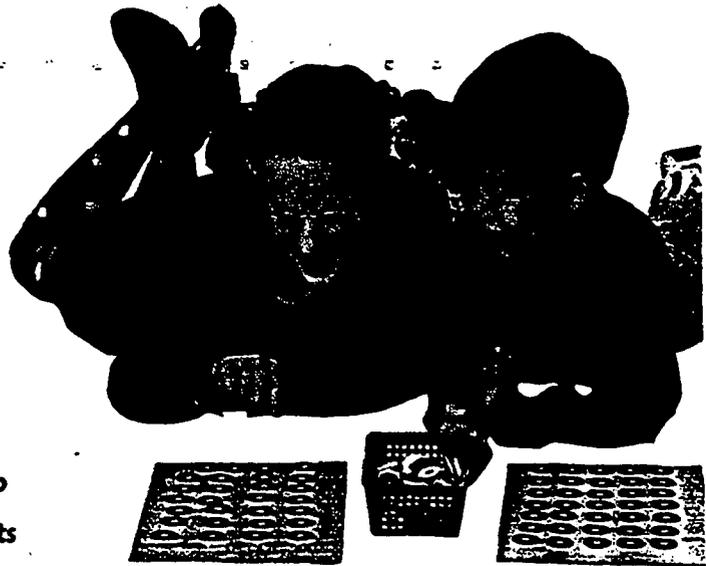
Progress in Mathematics

balances a traditional teaching approach with the NCTM Standards.

Basic Skills

Progress in Mathematics offers 3 types of skills lessons: **Manipulative, Discover, and Symbolic.**

Clear Teaching Displays provide step-by-step developmental instruction that helps students move from a concrete to an abstract understanding of mathematical concepts.



Problem Solving

Problem Solving is integrated throughout each chapter. A proven problem-solving model leads students through the critical-thinking process behind each problem-solving strategy. Students are then challenged to apply these strategies to solve problems as well as to formulate their own.

Cooperative Learning

Throughout *Progress in Mathematics* students are encouraged to work in small groups, to share ideas, and to make connections.

Literature Connections

Each chapter begins with quality literature by well-known authors to introduce the mathematical concepts and skills for each chapter.

Algebra

An informal approach to algebra at the primary grades establishes the foundation for algebraic thinking and a more formalized study of algebraic concepts in the upper grades.

Practice and Maintenance

Every lesson provides graduated and varied exercises for different levels of mastery. Each chapter includes a maintenance feature that reviews previously learned skills.

Manipulatives

Manipulatives are used to introduce mathematical concepts, enabling students to move from the concrete through the pictorial to a symbolic understanding.

Assessment

Progress in Mathematics provides teachers with a variety of assessment tools in a number of formats. Traditional and alternative assessment opportunities are provided throughout the Student and Teacher's Editions.

Like the use of manipulatives to introduce the lessons. The manipulatives motivate students' mathematical thinking — more so than just reading or using paper and pencil.

Maria Bono
Whitestone, New York

Technology

Computer and calculator lessons and activities help reinforce mathematical objectives and stimulate learning. Teachers, students, and families are encouraged to visit Sadlier-Oxford on the Internet to share ideas and obtain additional educational resources.



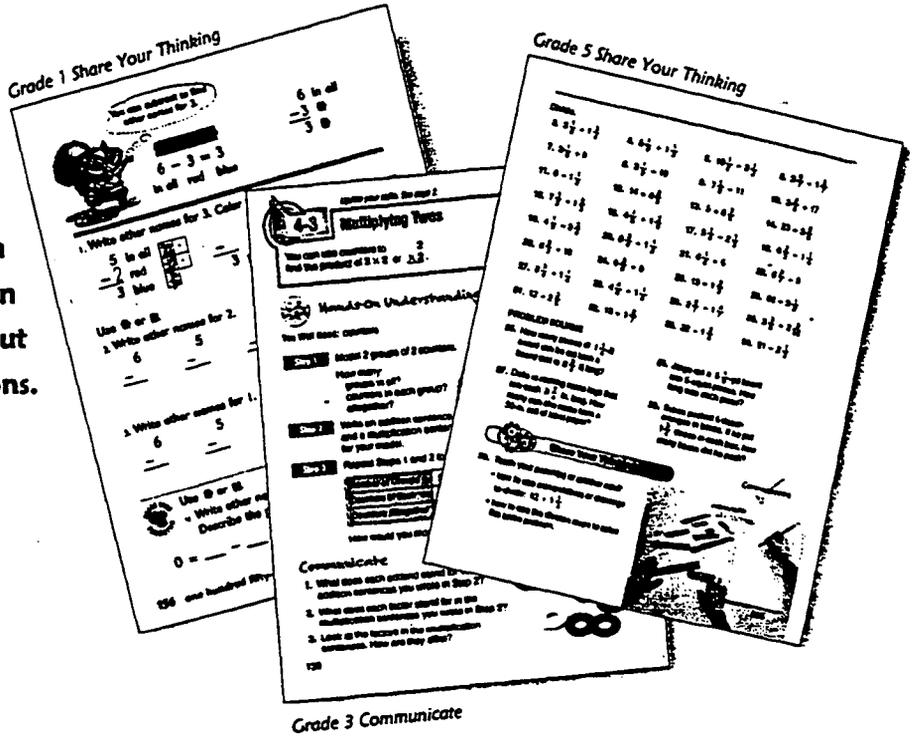
Progress in Mathematics

520

develops students' mathematical thinking and understanding through...

Communicating

Students are encouraged to use math vocabulary to explain, orally and in writing, their thinking processes about mathematical concepts and connections.



Reviewing and Extending Skills

Skills Update, a multistrand review section, reinforces previously taught skills.

Moving On, an optional chapter of enrichment topics, is provided for additional challenge.

Still More Practice, *Mental Math*, and *Brain Builders* sections in each student textbook reinforce, maintain, and extend mathematical skills and concepts.



Problem Solving
Through an abundance of problem-solving opportunities within each chapter, students continually develop and apply their problem-solving skills and strategies.

Connecting each chapter students focus on recognizing the relationships between mathematical concepts and on learning to make cross-curricular connections.

Grade 3

17-24 Problem-Solving Applications

Solve each problem and explain the method you used.

- Max likes his bicycle around the park a green area each week. Which area of the park should he use to enjoy his ride?
- Ms. Wells measured the length of the floor in the family room. Which of the following lengths, 12 feet, 12 meters, or 12 yards?
- Robert's car takes 3 1/2 hr. to travel 300 miles. How fast is it?
- Joy's pet guinea pig averages 3 oz each week. In 8 weeks about how many pounds did her pet gain?
- John used 7 oz of hot water and 3 oz of hot water for an oatmeal. Did he use more hot water or more hot water?

Use the steps for problems 6-8.

- How many containers do you have from the party seen in the picture?
- How much water is in the can to the right than to the left?
- Are you taller than the child in the picture? Then a water to the head and water to the feet. How many are each more or less than 1 container?

Grade 1

Problem-Solving Strategies Draw to Compare

1. Pedro has 8. Mario has 6. Who has more?

How many more?

2. Pedro has 8. Mario has 6. Who has more?

8 - 6 = 2

3. Pedro has 2 more.

4. Jan used 9. Bill used 5. Who has used fewer?

How many fewer?

5. Who used fewer?

9 - 5 = 4

6. Who used fewer?

9 - 5 = 4

Grade 3

Addition 2

School Bus

This wide-mouth, freshly-painted yellow school bus is ready for hot curves or all-

Screen boys—
Fourteen girls—
Thirty pairs of sleepy eyes and
hundreds upon
hundreds of
school supplies.

See School Photos

Grade 3

2-18 Adding: Regrouping Tens

Let's see how many books you can find for recycling.

Put together the tens.

60 + 70 = 130

Then find the number of tens.

130 ÷ 10 = 13

Use base ten blocks to help you add 60 and 70.

1. Add the tens.

60 + 70 = 130

2. Add the ones.

130 + 0 = 130

3. Write the sum.

130

Grade 3

3-19 Adding: Regrouping Ones

How many books for recycling?

20 + 40 = 60

60 + 20 = 80

80 + 10 = 90

90 + 10 = 100

100 + 10 = 110

110 + 10 = 120

120 + 10 = 130

130 + 10 = 140

140 + 10 = 150

150 + 10 = 160

160 + 10 = 170

170 + 10 = 180

180 + 10 = 190

190 + 10 = 200

200 + 10 = 210

210 + 10 = 220

220 + 10 = 230

230 + 10 = 240

240 + 10 = 250

250 + 10 = 260

260 + 10 = 270

270 + 10 = 280

280 + 10 = 290

290 + 10 = 300

Grade 3

7. How many groups of 10 dots do you have?

8. How many dots do you have altogether?

9. How many more groups of 10 dots do you need to make 1000 dots?

10. How many more groups of 10 dots do you need to make 1000 dots?

11. How many groups of 100 dots do you have altogether?

12. How many hundreds in 1000 equal 1?

13. How many hundreds in 1000 equal 1?

14. Count with your classmates. Cut apart the 10 grids into strips of 10 grids each. Tape the strips in the middle to make a banner. Practice writing in the spaces the number of 1000 dots you have. Challenge the banner to the left and right of the banner. Do you have the banner on the right? Explain. Then test your prediction.

Grade 5

Communicate

1. How many groups of 10 dots do you have?

2. How many dots do you have altogether?

3. How many more groups of 10 dots do you need to make 1000 dots?

4. How many more groups of 10 dots do you need to make 1000 dots?

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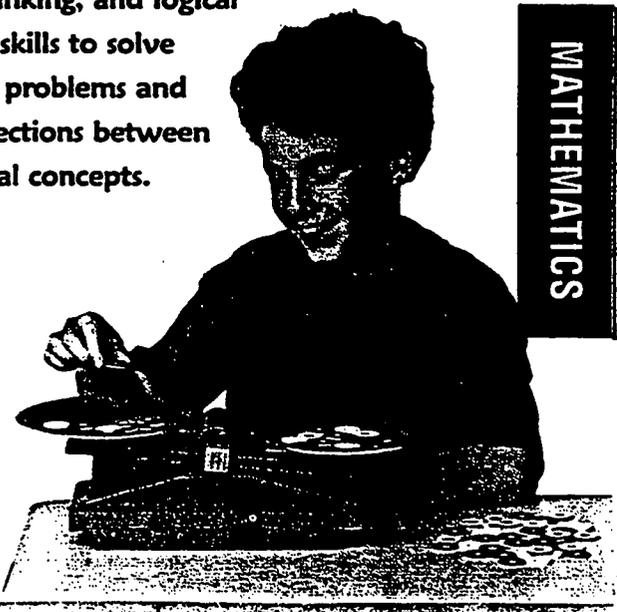
97. How many hundreds in 1000 equal 1?

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99. How many groups of 10 dots do you have?

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Reasoning
Students use mental math, critical thinking, and logical reasoning skills to solve real-world problems and make connections between mathematical concepts.



MATHEMATICS

Grade 3

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Grade 7

Progress in Mathematics

provides clear, concise, and easy-to-follow lesson development.

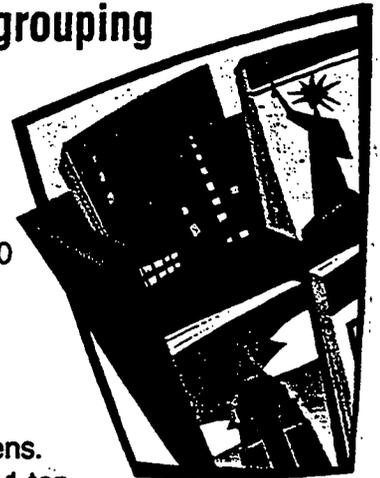


Concise lesson titles.

10-4

Multiplying with Regrouping

Jamal buys 6 packs of postcards. Each pack has 12 postcards. How many postcards does he buy?



- ▶ First estimate the product: $6 \times 10 = 60$
- ▶ Then to find the number of postcards, multiply: $6 \times 12 = ?$

Teaching Display provides step-by-step instruction.

Clear presentation of mathematical algorithms.

Color is used to highlight and reinforce algorithmic steps.

Multiply the ones. Regroup.

$$\begin{array}{r} 12 \\ \times 6 \\ \hline \end{array}$$

6×2 ones = 12 ones
12 ones = 1 ten 2 ones

Multiply the tens. Then add the 1 ten.

$$\begin{array}{r} 12 \\ \times 6 \\ \hline 72 \end{array}$$

6×1 ten = 6 tens
6 tens plus 1 ten = 7 tens

Think: 72 is close to 60. The answer is reasonable.

Jamal buys 72 postcards.

Study these examples.

$$\begin{array}{r} 29\text{¢} \\ \times 3 \\ \hline 87\text{¢} \end{array}$$

Remember: Write the cent sign.

$$\begin{array}{r} \$19 \\ \times 4 \\ \hline \$76 \end{array}$$

Remember: Write the dollar sign.

Multiply.

1. $\begin{array}{r} 16\text{¢} \\ \times 4 \\ \hline \end{array}$

2. $\begin{array}{r} 27\text{¢} \\ \times 2 \\ \hline \end{array}$

3. $\begin{array}{r} \$14 \\ \times 6 \\ \hline \end{array}$

4. $\begin{array}{r} \$13 \\ \times 7 \\ \hline \end{array}$

5. $\begin{array}{r} \$25 \\ \times 3 \\ \hline \end{array}$

6. 7×14

7. 4×19

8. 3×24

9. 2×28



Progress in Mathematics is a complete and balanced mathematics program that integrates problem solving and critical thinking in each chapter. It implements the NCTM Standards because students apply mathematical concepts to daily living.

Sr. Anne Kelly
Long Beach, California

Grade 3

Directions are concise and easy to follow.

Estimate. Then multiply.

- | | | | | |
|---|---|---|---|---|
| 1. $\begin{array}{r} 15 \\ \times 5 \\ \hline \end{array}$ | 11. $\begin{array}{r} 18 \\ \times 4 \\ \hline \end{array}$ | 12. $\begin{array}{r} 35 \\ \times 2 \\ \hline \end{array}$ | 13. $\begin{array}{r} 29 \\ \times 2 \\ \hline \end{array}$ | 14. $\begin{array}{r} 13 \\ \times 6 \\ \hline \end{array}$ |
| 5. $\begin{array}{r} 19 \\ \times 3 \\ \hline \end{array}$ | 16. $\begin{array}{r} 38 \\ \times 2 \\ \hline \end{array}$ | 17. $\begin{array}{r} 47 \\ \times 2 \\ \hline \end{array}$ | 18. $\begin{array}{r} 17 \\ \times 5 \\ \hline \end{array}$ | 19. $\begin{array}{r} 12 \\ \times 7 \\ \hline \end{array}$ |
| 20. $\begin{array}{r} 17\text{¢} \\ \times 4 \\ \hline \end{array}$ | 21. $\begin{array}{r} 26\text{¢} \\ \times 3 \\ \hline \end{array}$ | 22. $\begin{array}{r} \$13 \\ \times 5 \\ \hline \end{array}$ | 23. $\begin{array}{r} \$37 \\ \times 2 \\ \hline \end{array}$ | 24. $\begin{array}{r} \$15 \\ \times 4 \\ \hline \end{array}$ |

Find the product.

- | | | | |
|--------------------------|---------------------------|---------------------------|---------------------------|
| 5. 3×18 | 26. 2×45 | 27. 4×23 | 28. 4×14 |
| 6. $4 \times 13\text{¢}$ | 30. $4 \times 16\text{¢}$ | 31. $2 \times 39\text{¢}$ | 32. $3 \times 28\text{¢}$ |
| 13. $4 \times \$21$ | 34. $3 \times \$27$ | 35. $5 \times \$18$ | 36. $2 \times \$49$ |

Extensive and varied exercises.

PROBLEM SOLVING Use the chart.

37. Chad buys 5 small packs. How many postcards does he buy?
38. Leah buys 2 large packs. How many postcards does she buy?
39. Sara buys 4 medium packs. About how much money does she spend?

Postcard Packs

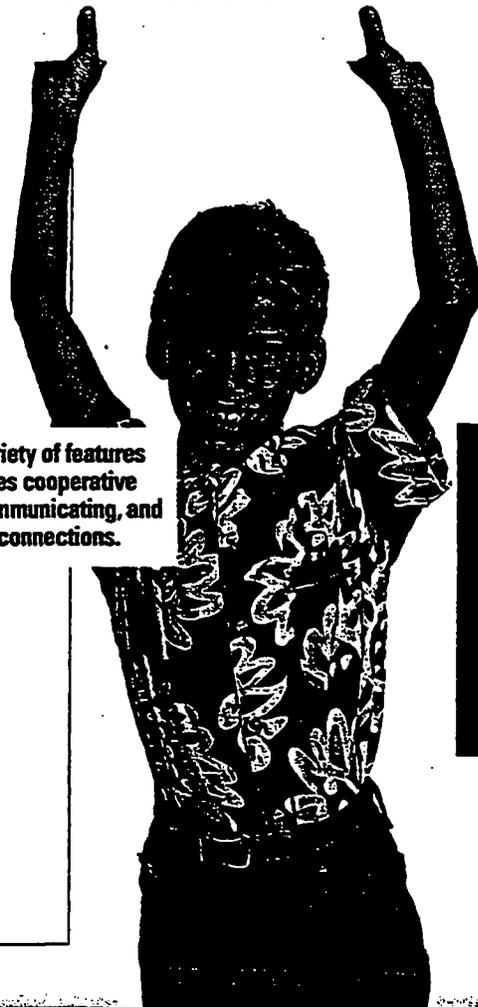
Size of Pack	Number in Pack	Price of Pack
Small	12	\$1.29
Medium	24	\$1.99
Large	36	\$2.59

A wide variety of features encourages cooperative learning, communicating, and making connections.

Finding Together

Hint: Make a List
Use a Table

40. How many ways are there to buy 48 postcards? Write a multiplication or an addition sentence for each way. Share your ways with classmates.
41. Which is the cheapest way to buy 48 postcards? Use a calculator to find your answer.

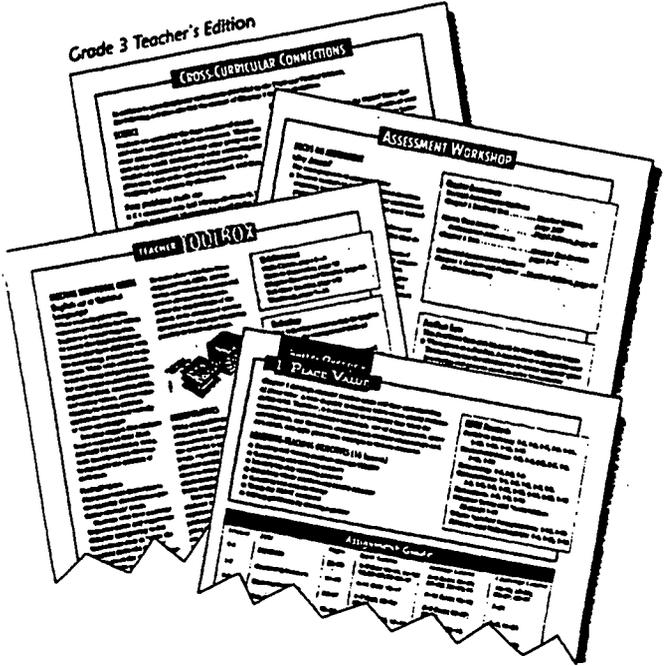


Progress in Mathematics Teacher's Edition

provide a complete teacher-support system and support materials that reinforce and assess mathematical skills as well as promote family involvement.

Chapter Overviews feature:

- an Assignment Guide with a correlation to the NCTM Standards
- strategies for teaching students with special needs
- an explanation of the role of manipulatives used in introducing concepts
- an Assessment Workshop that provides alternative methods for evaluating students
- Cross-Curricular Connections
- Problem of the Day for each lesson
- additional teacher resources including professional literature and software references.



Come visit us at www.sadlier-oxford.com

Grade 5 Student Textbook

Visit us on the Internet at www.sadlier-oxford.com

Use the key to multiply each number by itself. Make a conjecture about the products of each.

11. 11; 111; 1111 12. 34; 334; 3334 13. 67; 667; 6667

Grade 3 Teacher's Edition

4-5 Multiplying Fours

Objective

To multiply fours.

Background

This lesson focuses on multiplying four by multiples from 0 through 9. Students should continue to work with arrays and place value to develop a deeper understanding of multiplication, which should provide examples of multiplication of four with 4.

Materials

100 pennies

Lesson Readiness

Students should be able to multiply by 4 and 2.

Teaching the Lesson

Use 25 pennies to model 4 groups of 5 pennies each.

4-5 Multiplying Fours

Each box contains 4 golf balls. How many golf balls does she get?

2 boxes = 8 3 boxes = 12

4 boxes = 16 5 boxes = 20

6 boxes = 24 7 boxes = 28

8 boxes = 32 9 boxes = 36

10 boxes = 40

11 boxes = 44

12 boxes = 48

13 boxes = 52

14 boxes = 56

15 boxes = 60

16 boxes = 64

17 boxes = 68

18 boxes = 72

19 boxes = 76

20 boxes = 80

21 boxes = 84

22 boxes = 88

23 boxes = 92

24 boxes = 96

25 boxes = 100

Problem Solving

Write a multiplication equation for each addition expression.

7 + 4 = 11 6 + 4 = 10 3 + 4 = 7

2 + 4 = 6 8 + 4 = 12 5 + 4 = 9

Write a multiplication equation for each number.

16 20 24 28 32 36 40

48 52 56 60 64 68 72

76 80 84 88 92 96 100

Find the product. Use any one equation or draw dots.

13 × 4 = 52 15 × 4 = 60 16 × 4 = 64 17 × 4 = 68 18 × 4 = 72

19 × 4 = 76 20 × 4 = 80 21 × 4 = 84 22 × 4 = 88 23 × 4 = 92

24 × 4 = 96 25 × 4 = 100

Copy and complete the table. Describe any patterns you see.

25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
4	8	12	16	20	24	28	32	36	40	44	48	52	56	60	64

Problem Solving

Maria gets 4 boxes of golf balls. There are 4 golf balls in each box. How many golf balls does Maria get in all? 4 × 4 = 16

24 golf balls were given away in 3 boxes. Each box had 4 boxes of balls. How many boxes were given away? 24 ÷ 4 = 6

12 boxes were given away.

Challenge

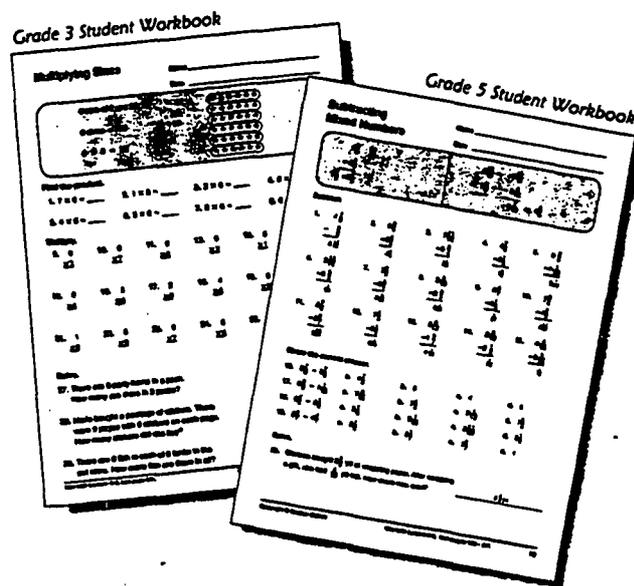
1. I am between 8 × 4 and 9 × 4. I am an even number. I am 12.

2. I am greater than 8 × 4. I am less than 9 × 4. I am an odd number. I am 17.

and Supplementary Materials

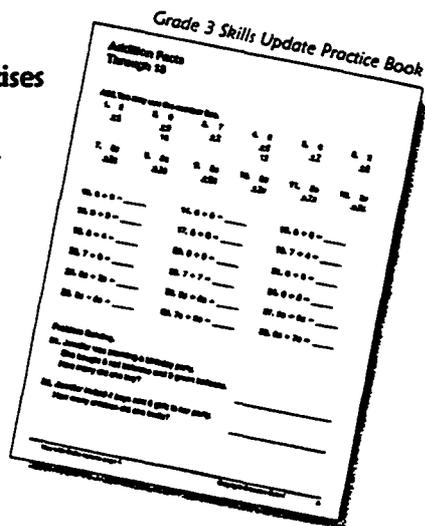
Workbooks

Workbooks for Grades K–6 provide students with supplemental practice that reinforces textbook objectives. Each practice page begins with a completed example, followed by abundant exercises.



Skills Update Practice Books

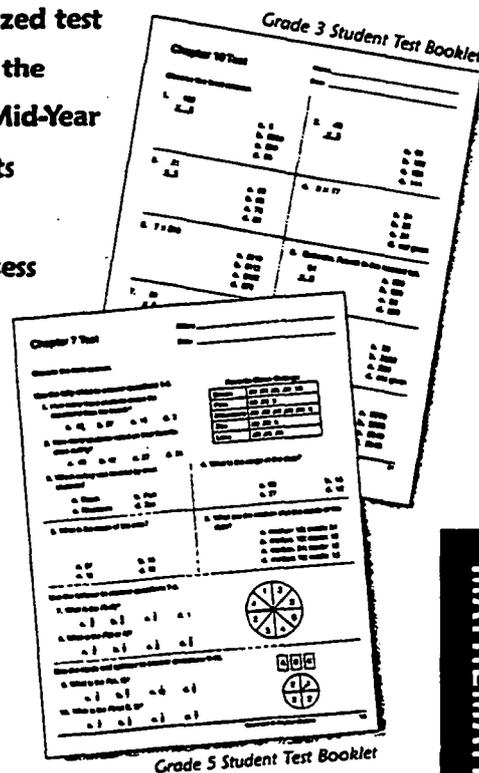
A 32-page book for each grade (Grades 1–6) provides practice exercises for each lesson in the Skills Update section of a student textbook.



Student Test Booklets

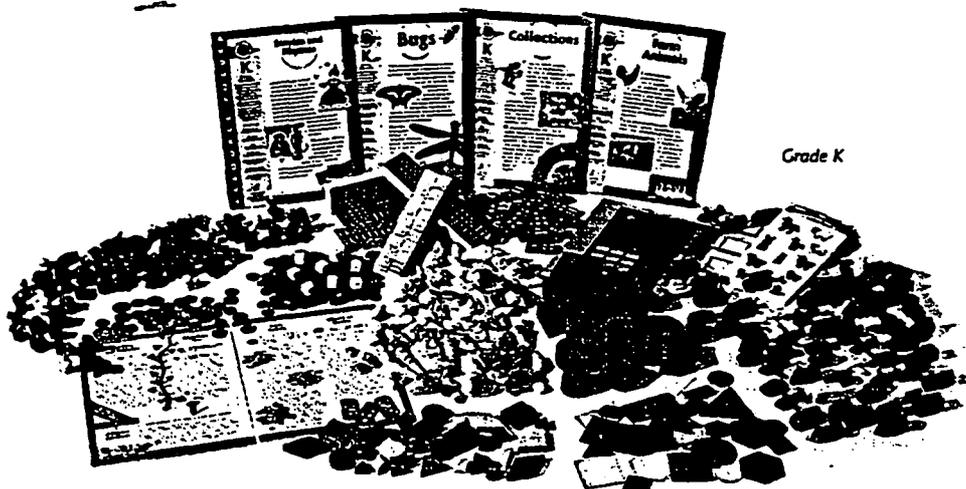
Student Test Booklets for Grades 1–6

provide a standardized test for each chapter in the student textbook. Mid-Year and End-of-Year tests provide additional opportunities to assess student growth.



Teacher Manipulative Resources

Theme-based, cross-curricular activity series for Grades K–3



Grade K

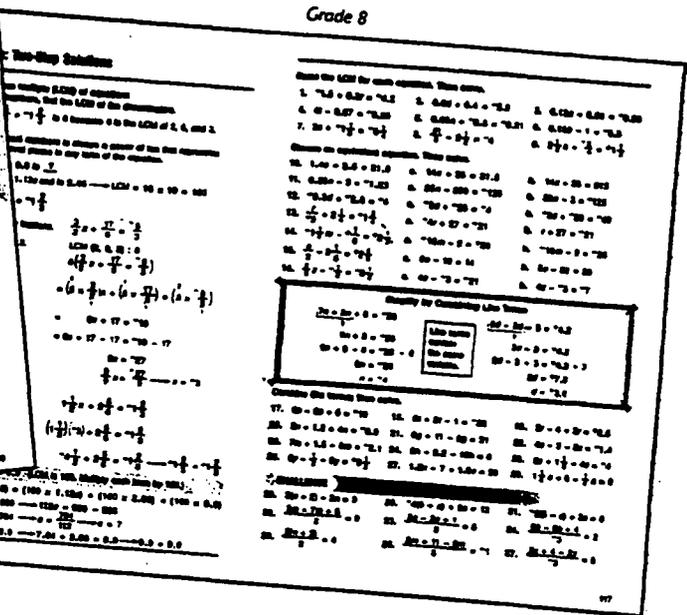
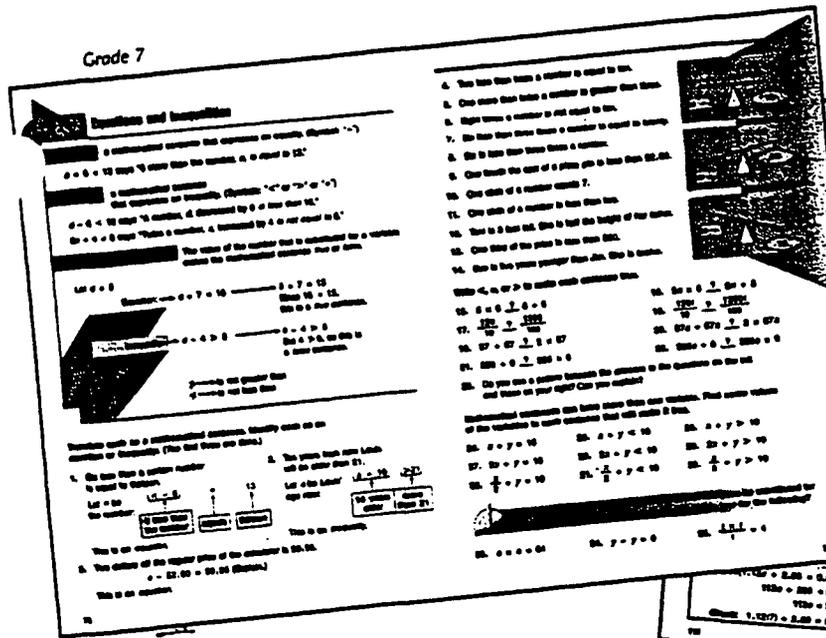
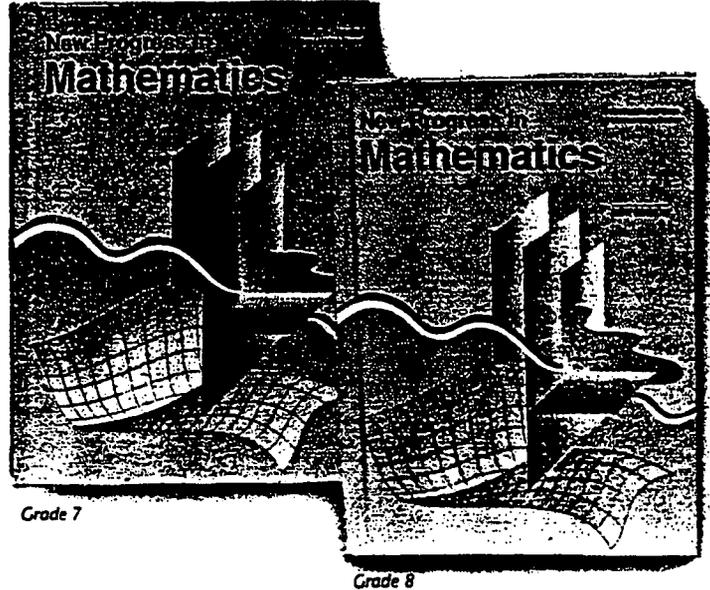
MATHEMATICS



Mathematics, Grades 7 and 8



- Strong algebraic focus beginning with variable expressions and extending through polynomial equations
- Multiple strategies that develop sound problem-solving skills
- Clear, concise lesson development, demonstrating the step-by-step approach to solving algorithms
- Numerous opportunities to reteach, practice, and enrich
- Strong development of logical reasoning that promotes higher-level thinking skills



Test Booklets

- Standardized-format tests
- Free-response format tests
- Assess each chapter's objectives
- Include comprehensive Mid-Year and End-of-Year tests

Workbooks

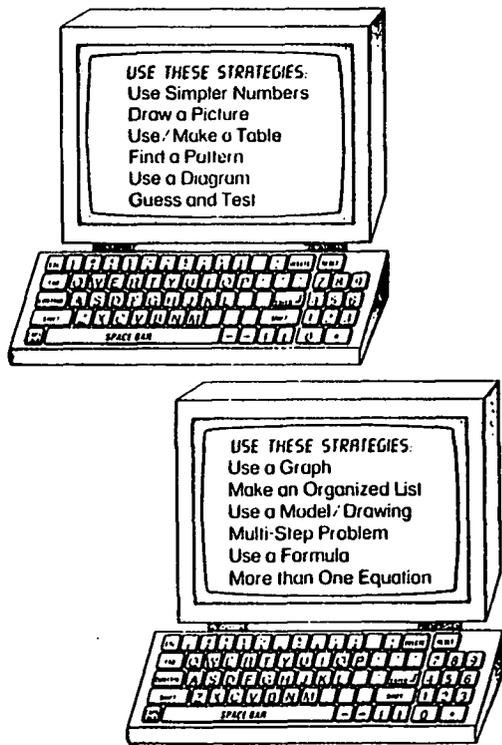
- Reinforce textbook lessons
- Emphasize algebraic thinking and problem solving
- Provide varied practice
- Include comprehensive cumulative Progress Tests

Dear Student,

Mastery in problem solving is dependent on critical thinking. To think critically, it is essential for you to organize your thoughts. Here are a set of steps that will help you do just that.



When working to solve a problem, these steps help you to form a plan that will lead you to choose one or more of these problem-solving strategies:



1 IMAGINE

As you read a problem, create a picture in your mind. Make believe you are there in the problem. This will help you think about:

Create a mental picture.

- what facts you will need;
- what the problem is asking;
- how you will solve the problem.

After reading the problem, draw and label a picture of what you imagine the problem is all about.

2 NAME

Name or list all the facts given in the problem. Be aware of *extra* information not needed to solve the problem. Look for *hidden* information to help solve the problem. Name the question or questions the problem is asking.

List the facts and the questions.

3 THINK

Think about how to solve the problem by:

Choose and outline a plan.

- looking at the picture you drew;
- thinking about what you did when you solved similar problems;
- choosing a strategy or strategies for solving the problem.

4 COMPUTE

Work with the listed facts and the strategy to find the solution. Sometimes a problem will require you to add, subtract, multiply, or divide. Two-step problems require more than one choice of operation or strategy. It is good to *estimate* the answer before you compute.

Work the plan.

5 CHECK

Ask yourself:

- "Have you answered the question?"
- "Is the answer reasonable?"

Test that the solution is reasonable.

Check the answer by comparing it to the estimate. If the answer is not reasonable, check your computation. You may use a calculator.

Problem Solving: Organized List

528

Problem:

Elliot Pet Shop houses a pair of puppies in each dog cage. If there are 6 different puppies: a shepherd, a collie, a poodle, a retriever, a terrier, and a dalmatian, how many possible pairs can be formed?



1 IMAGINE

Put yourself in the problem.

2 NAME

Facts: a pair of puppies in each cage
6 different puppies: a shepherd, a collie, a poodle, a retriever, a terrier, and a dalmatian

Question: How many possible pairs can be formed?

3 THINK

Make a list of the possible pairs. Let the first letters of the puppies' names stand for each pair.

4 COMPUTE

A shepherd can be housed with any of the 5 other puppies.

- S and C
- S and P
- S and R
- S and T
- S and D

A collie can be housed with any of the 4 other puppies.

- C and P
- C and R
- C and T
- C and D

A poodle can be housed with any of the 3 other puppies.

- P and R
- P and T
- P and D

A retriever can be housed with any of the 2 other puppies.

- R and T
- R and D

A terrier can be housed with the other puppy that is left.

- T and D

Count the number of pairs.
5 + 4 + 3 + 2 + 1 = 15

So 15 pairs can be formed from the 6 different puppies.

5 CHECK

Make a second list that begins with a different choice of puppy. Both lists should have the same number of pairs.

Make an organized list to solve each problem.

1. Tamisha has 3 shirts: one white, one green, and one purple; 2 pairs of shorts: one white and one black; and 2 vests: one plaid and one flowered. How many different three-piece outfits can she make?

IMAGINE

Picture Tamisha arranging the clothes to make different outfits.

NAME

Facts: 3 shirts—1 white, 1 green, 1 purple
2 pairs of shorts—1 white, 1 black
2 vests—1 plaid, 1 flowered

Question: How many three-piece outfits can she make?

THINK

To find how many outfits Tamisha can make, make an organized list showing the possible combinations she can use.

Shirts	Shorts	Vests
white	white	plaid
white	white	flowered
white	black	plaid
white	black	flowered

COMPUTE **CHECK**

2. How many different 3-digit numbers can be made using the digits 6, 7, and 8 if no digit is repeated? if one digit is repeated?
3. The juice in a machine costs 60¢ a bottle. The machine will accept only exact change, it cannot give change, and it will not accept pennies or half dollars. How many different combinations of coins can you use to buy a bottle of juice?



Make Up Your Own

Communicat...

4. Write a problem using the Organized List strategy. Have someone solve it.

STRATEGY

12-14 Problem Solving: Draw a Picture

Problem: Marlene cut a mat for a picture from a sheet 24 inches by 15 inches. If the mat was 2 inches wide, what was the area of the mat she used?

1 IMAGINE

Create a mental picture of the matting.

2 NAME

Facts: paper—24 in. by 15 in.
width of mat—2 in.

Question: What is the area of the mat?

3 THINK

Draw the picture you imagined.

First find the length and width of the inside rectangle. Subtract 2×2 in., or 4 inches, from each side.

Next use the area formula to find the area of each rectangle.

Then subtract the smaller area from the larger to find the area of the mat.

4 COMPUTE

Smaller Rectangle

$$l = 24 \text{ in.} - 4 \text{ in.} = 20 \text{ in.}$$
$$w = 15 \text{ in.} - 4 \text{ in.} = 11 \text{ in.}$$

$$A = l \times w$$
$$= 20 \text{ in.} \times 11 \text{ in.}$$
$$= 220 \text{ sq in.}$$

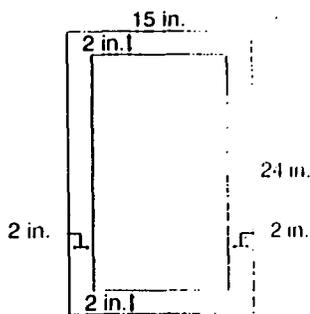
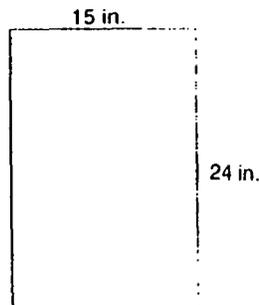
$$\text{Difference} \rightarrow 360 \text{ sq in.} - 220 \text{ sq in.} = 140 \text{ sq in.}$$

The area of the mat is 140 sq in.

5 CHECK

You can draw the picture on grid paper and count the number of square units of mat.

Use a calculator to check your computations.



Larger Rectangle

$$A = l \times w$$
$$24 \text{ in.} \times 15 \text{ in.}$$
$$360 \text{ sq in.}$$

Draw a picture to solve each problem.

1. Daryl drew a right triangle on grid paper. The length of its base was double the length of its height. Its area was 16 square units. If both dimensions were whole numbers, find its height and base.

IMAGINE

Picture the right triangle.

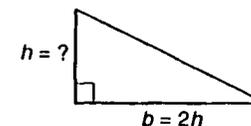
NAME

Facts: base of right triangle—double its height
Area—16 square units

Question: What were the base and height?

THINK

Draw the picture you imagined. Find the combination of dimensions that satisfies both conditions.
($A = 16$ sq units; $b = 2 \times h$)



COMPUTE

CHECK

2. Kate made a cube that has a volume of 27 cubic units. She painted each of the 3 sets of parallel faces the same color: red, blue, or yellow. What part of the cubic units has all 3 colors?
3. What is the least perimeter Jason can make by joining 5 regular hexagons side to side if each side is 2.5 cm? What is the greatest perimeter?
4. A right triangle has an area of 9 cm². The base and height are whole numbers. What are two possible lengths?
5. Kelly made a design by pasting an isosceles right triangle in the center of a square 10 cm on each side. If the length of each perpendicular side of the triangle is 5.2 cm, what is the area of the square that is still showing?



Make Up Your Own

Discuss

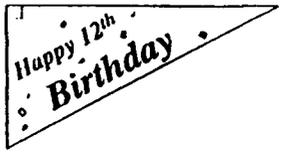
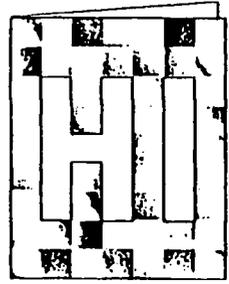
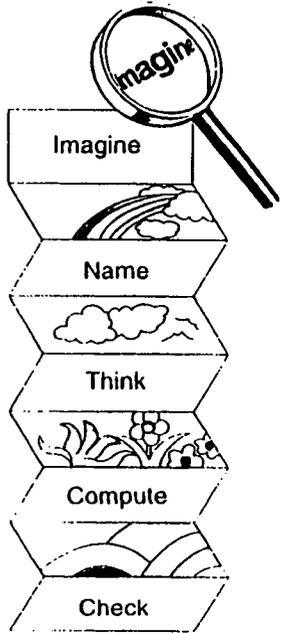
6. Draw 3 different polygons that have an area of 9 sq cm. Which polygon has the greatest perimeter? the least? Share your work with a classmate.



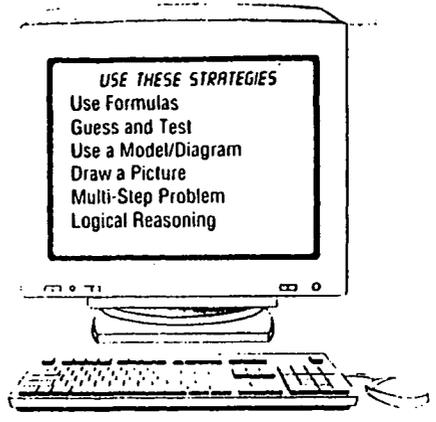
12-15 Problem-Solving Applications

530 Solve each problem and explain the method you used.

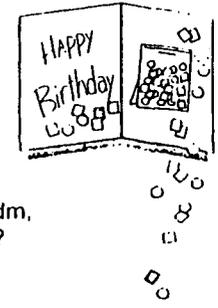
1. A giant fold-out greeting card is 48.5 cm long. How much shorter than a meter is the card?
2. A musical card is 1.65 dm long and 1.1 dm wide. Its envelope is 0.2 cm longer on each side. What are the length and width of the envelope?
3. A special pop-up birthday card has a mass of 12.5 g. The card store sells these cards in a pack that weighs about 1 kg. About how many pop-up cards are in each pack?
4. Each holder on the postcard rack can take up to 10 centimeters of cards. Postcards are printed on 2-mm thick paper. How many postcards can fit in one holder?
5. Each perfumed card uses 0.5 mL of perfume. How many cards can be made with a liter of perfume?
6. Each colored square of this greeting card represents 1 cm^2 . What is the area of the front of the card? of the word?
7. Whimsical Greeting Cards come in odd shapes. One greeting card is a 12-cm square. What is the area of this card in square centimeters?
8. A box contains cards with a hologram on the front. Each hologram is 53.2 mm wide and 81.5 mm tall. What is the area of each hologram?
9. A right-triangular birthday pennant has a base of 7.2 dm and a height of 2.6 dm. What is its area?



Choose a strategy from the list or use another strategy you know to solve each problem.

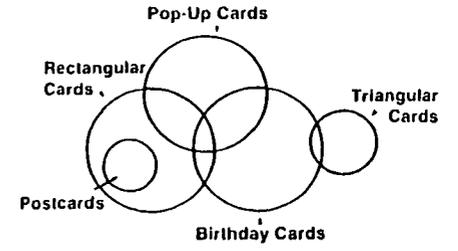


10. A card shaped like a regular pentagon has a perimeter of 35 decimeters. How many centimeters long is each side?
11. A rectangular greeting card has an area of 176 cm^2 . One side is 16 cm. How long is the other side?
12. One birthday card comes with 2 g of confetti inside. Can 195 cards be made with 385 g of confetti?
13. Ron, Yvonne, and Fran tried to guess the age of their grandmother. Their guesses were 68, 75, and 70. One guess was incorrect by 4 years, one by 3 years, and one by 2 years. How old is their grandmother?
14. A giant right-triangular card has an area of 210 cm^2 . The height of the triangle is 28 cm. How long is the base of this card?
15. A clerk is arranging 192 cubic units that are 1 decimeter on each edge in a display. If the display's height cannot exceed 8 dm, what might the clerk use as the length and width of the display?
16. What is the circumference of the largest circle you can cut from a piece of paper 2.15 dm by 2.8 dm?



Use the diagram for problems 17–20. Tell whether each statement is *True* or *False*.

17. No birthday cards are pop-up cards.
18. All postcards are rectangular.
19. All triangular cards are birthday cards.
20. Some pop-up cards are rectangular birthday cards.



Make Up Your Own

21. Write a problem that uses the information in the diagram. Have someone solve it.

Communicate

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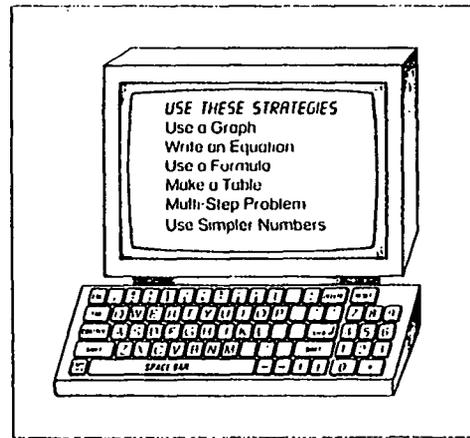
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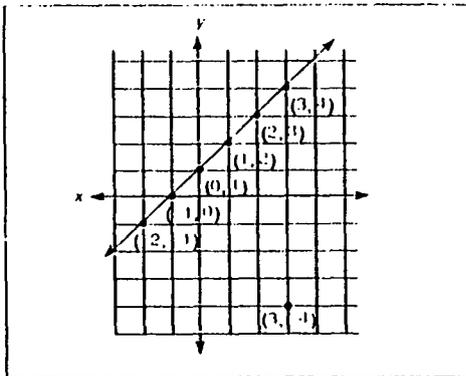
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INVESTIGATING MATHEMATICS

— THE —

TOUCHSTONES APPROACH



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APPENDIX

Some classes will probably not work through the entire volume sequentially, either because of time constraints or because they wish to focus on particular topics. This section will help a teacher make those choices. Each unit is briefly summarized, and its relation to possible shorter sequences indicated. At the end of the Appendix, units are listed under specific topic headings: Geometry, Algebra, Mathematics and Science, Mathematical Thinking, Mathematics and Logic, and Proof. Each list contains the units most relevant to those topics.

Unit I. - IS IT JUST A MATTER OF DEFINITION? The role of definitions is a key topic in mathematics and in other activities. Whether everything is definable, and what a definition should look like, are issues all students should consider. This unit would be a good introduction to any sequence.

Unit II. - DO WE CREATE NUMBERS? This unit presents a view of mathematics as a creative activity. It allows exploration of underlying reasons for negative numbers, and can be extended into a justification for rational, real, and imaginary numbers. It is also a useful vehicle for considering the different forms that creativity takes in various fields.

Unit III. - METAPHORS IN MATHEMATICS. Using the subject of the infinite, the unit focuses on the formation of concepts in mathematics. It first considers how metaphors are employed in the extension of a concept, and then how a new literal use might be established. The unit can be done at any point in the use of the book, but it should come before Unit VII on Cantor's Proof.

Unit IV. - ARE ONLY SOME PEOPLE GOOD AT MATH? Raises the question of what constitutes mathematical ability, and why some people are afraid of mathematics. At some stage in the use of the volume, this unit should be discussed by students. If the units are not done in sequence, this unit should be done after the class has had at least two or three sessions on other issues.

Unit V. - STARTING TO THINK MATHEMATICALLY. This lesson introduces readers to the importance of postulates and axioms in mathematics, and starts the consideration of what a proof is. This can be done at any stage in the year, but could usefully come after the unit on definitions. It is a good introduction to the further discussion of axioms in Hilbert and Russell.

Unit VI - DEMONSTRATING THE UNPROVABLE. The status of logic — especially the law of Non-Contradiction — is examined. It raises such questions as, How we discover logic?, and How confident we should be about logical truth? This should not be the first reading, and could usefully precede Unit X on mathematical truth, and Unit XVI on the logical law of Identity.

Unit VII. - TALKING ABOUT THE INFINITE. This unit explores a disagreement about the mathematical concept of the infinite and about the method of proof employed in regard to it. The questions deal both with mathematics and with language. Since the students will probably take opposite sides on these issues, this unit should wait until your group has developed some skill at discussion.

Unit VIII. - HOW DO YOU SAY "I LOVE YOU" IN ARITHMETIC? The utility of mathematics as a model for other subjects is investigated. The unit concentrates on a specific proposal for the creation of a perfect language based on arithmetic. Wider issues of the applicability of mathematics to daily activities can easily come up for discussion.

Unit IX. - LOGICAL EQUIVALENCE IN MATHEMATICS. The concept of logical equivalence is examined using Euclid's Fifth, or Parallel, Postulate. By considering the criteria for choice among mathematically equivalent statements, this unit also raises questions of the diverse ways mathematics is used. It should be done after an introduction to postulates and axioms using Unit V.

Unit X. - HOW ARE MATHEMATICAL TRUTHS TRUE? Mathematical truths are compared with truths in science and in logic to determine whether they are a unique type. Three major characteristics of mathematics are proposed for examination, and these set the context for discussion of the nature of mathematics. The unit can be extended to the issue of the role of experience and pure thought in mathematics. Students should have read and discussed Unit VI on non-contradiction before this unit.

Unit XI. - BEYOND THE IMAGINATION. The status of alternative systems of mathematics is investigated using the creation of non-Euclidian geometry. The role in mathematics of intuition, imagination, and experience is examined. In addition, how to determine logical and mathematical possibility, and whether a system of mathematics is true or false, is considered. Students should have read Unit IX before doing this unit.

Unit XII. - IT'S AXIOMATIC. This unit deals with the centrality of axioms in mathematics. It examines whether everything required in mathematics should be stated explicitly, and whether this is possible. The importance and problems caused by diagrams and definitions are treated. This unit could follow work with Unit I on definitions, and Unit VI on geometrical postulates.

Unit XIII. - PHYSICAL MATHEMATICS AND MATHEMATICAL PHYSICS. This unit specifically compares the difference between mathematics and physics by investigating Newton's fusion of the two subject matters. This issue is then extended into the wider question of when it is fruitful to obscure the boundaries that appear to separate two subjects. Examples from the school curriculum are raised in order to explore this issue in familiar and concrete circumstances. The general question is quite accessible, but Newton's treatment is complex and should be done after the students have had experience with the Touchstones approach.

Unit XIV. - LEAPING TO THE UNIVERSAL. Mathematics, science, and ordinary judgment move from particular cases to general claims by means of an inference called "induction." This movement of thought is considered by using a painting by Mondrian. The focus of this unit is then the differences between scientific and mathematical induction. These differences are made explicit and then compared. Mathematical induction is examined as a form of mathematical proof, equal in status to logical demonstrations and proofs previously examined. Students should have already discussed Unit V and Unit XII.

Unit XV. - KNOWING THAT $1+1=2$. This unit investigates why we attempt to prove what we already know. It does this by exploring Peano's five axioms for arithmetic. The search for postulates to ground arithmetic truth is compared with the search for fundamental principles in science and in the law. In addition, students create variant arithmetics by modifying the Peano postulates.

Unit XVI. - MATHEMATICAL MAPS AND MODELS. The strategy of using models in mathematics and science is explored. This investigation uses the first effort at modeling, which is Boole's use of an arithmetic of only two numbers as a model for logic. The general question of how we learn from models and the extent of their use can be addressed. In addition, questions of the details of modeling come up, specifically concerning how to interpret objects in one subject matter, or area of study, as objects in a model.

TAB

XV

Grades 7-8

Social Studies

Grades 7-8 Social Studies: Two-year Sequence of Study

Social studies content in grades 7 and 8 focuses on a chronologically organized study of United States and New York State history. Course content is divided into 12 units, tracing the human experience in the United States from pre-Columbian times to the present, and tying political, economic, and social trends in United States history to parallel trends and time frames in New York State history.

Teachers are encouraged to develop and explore the 12 units of study within a two-year time frame. Knowledge of the needs of students and availability of instructional material and resources will assist in determining which units to study in which grades. The grade 7-8 course builds on, and seeks to reinforce, skills, concepts, and content understandings introduced in the K-6 program. It is, therefore, a vital link in the overall goals of the K-12 social studies program, and provides a solid content base in American history, allowing the grade 11 course to do greater justice to the study of the United States as a developing and fully developed industrial nation. By including hemispheric links to Canada and Mexico where appropriate, teachers will provide students a model for the global connections they will discover in the grades 9 and 10 social studies program.

Unit 1

**The Global Heritage of the
American People Prior to 1500**

Unit 2

**European Exploration and
Colonization of the Americas**

Unit 3

A Nation is Created

Unit 4

Experiments in Government

Unit 5

Life in the New Nation

Unit 6

Division and Reunion

Unit 7

An Industrial Society

Unit 8

**The United States as an
Independent Nation in an
Increasingly Interdependent World**

Unit 9

The United States Between the Wars

Unit 10

**The United States Assumes
Worldwide Responsibilities**

Unit 11

**The Changing Nature of the
American People from World War II
to the Present**

Unit 12

Citizenship in Today's World

Source: *7 & 8 Social Studies: United States and New York State History*. The New York State Education Department, Albany, NY.

UNIT 1

The Global Heritage of the American People Prior to 1500

I HISTORY AND THE SOCIAL SCIENCES: THE STUDY OF PEOPLE

Objectives:

1. To understand the social scientific method and techniques used by social scientists to study human cultures
2. To understand how the social scientific method and techniques can be applied to a variety of situations and problems
3. To formulate social science questions and define social science issues and problems

Content Outline

- A. History and the Other Social Sciences Provide a Framework and Methodology for a Systematic Study of Human Cultures
 1. The role of history and the historian
 2. The other social sciences including anthropology, economics, geography, political science, psychology, and sociology
- B. The Social Scientific Method as a Technique for Problem Solving and Decision Making

II GEOGRAPHIC FACTORS INFLUENCE CULTURE

Objectives:

1. To describe the relationships between people and environments and the connections between people and places
2. To describe the reasons for periodizing history in different ways
3. To map information about people, places, and environments
4. To identify and compare the physical, human, and cultural characteristics of different regions and people
5. To understand the geography of settlement patterns and the development of cultural patterns

Content Outline

- A. Theories Attempt to Explain Human Settlement in the Americas
 1. Anthropologists theorize that Asians migrated across a land bridge between Asia and the Americas
 2. Native American Indians believe in indigenous

development with migration patterns in both directions

- B. Geographic Factors Affected the Settlement Patterns and Living Conditions of the Earliest Americans.
- C. Major Native American Indian Civilizations in Central and South America
 1. The Aztecs
 2. The Mayas
 3. The Incas
 4. The Pueblo Indians

III IROQUOIAN AND ALGONQUIAN CIVILIZATIONS ON THE ATLANTIC COAST OF NORTH AMERICA

Objectives:

1. To know the social and economic characteristics such as customs, traditions, child rearing practices, gender roles, foods, and religious and spiritual beliefs that distinguish different cultures and civilizations
2. To map information about people, places, and environments
3. To understand the worldview held by native peoples of the Americas and how it developed
4. To understand the ways different people view the same event or issues from a variety of perspectives

Content Outline:

- A. Iroquois (Haudenosaunee—People of the Longhouse) and Algonquian People Adapted to the Environment in Which They Settled.
 1. Geographic regions of New York
 2. Diversity of flora and fauna
 3. Seasons and weather patterns
 4. Kinds of settlements and settlement patterns
- B. The Iroquois (Haudenosaunee) Developed Cultural Patterns Which Reflected Their Needs and Values
 1. Creation and religious beliefs
 2. Importance of the laws of nature and the wise use of natural resources
 3. Patterns of time and space
 4. Family and kinship
 5. Education
 6. Government; Iroquois Confederacy
 7. Conceptions of land ownership and its use
 8. Language
- C. Algonquian Culture Compared to that of the

Iroquois

1. Spiritual beliefs
2. Spatial patterns

IV EUROPEAN CONCEPTIONS OF THE WORLD IN 1500

Objectives:

1. To understand the worldview held by Europeans prior to 1500
2. To understand the ways different people view the same event or issues from a variety of perspectives

UNIT 2

European Exploration and Colonization of the Americas

I EUROPEAN EXPLORATION AND SETTLEMENT

Objectives:

1. To understand major turning points such as the European exploration of and settlement in the Americas by investigating the causes and other factors that brought about change and the results of these changes
2. To understand the impacts of European settlement on Native American Indians and Europeans
3. To investigate why people and places are located where they are located and what patterns can be perceived in these locations
4. To understand the ways different people view the same event or issues from a variety of perspectives

Content Outline

- A. Motivating Factors
 1. Technological improvements in navigation
 2. Consolidation of political power within certain countries in Europe
 3. Desire to break into the Eastern trade markets
 4. Missionary zeal
- B. Geographic Factors Influenced European Exploration and Settlement in North and South America
 1. Effects of weather and natural hazards on the Atlantic crossings
 2. Characteristics of different physical environments in the Americas and where different Europeans settled
 3. The development of "New England," "New France" and "New Spain"
- C. Effects of Exploration and Settlement in America

Content Outline:

- A. European Knowledge Was Based on a Variety of Sources
 1. Accounts of early travelers and explorers
 2. A variety of different maps
 3. Writing of ancient scholars
 4. Guesswork
 5. Oral traditions and histories
- B. Varying Degrees of Accuracy Often Resulted in Many Misconceptions

and Europe—human-induced changes in the physical environment in the Americas caused changes in other places

1. Devastating introduction of new diseases to the Americas
 2. The continued growth of population in the colonies resulted in the unjust acquisition of Native American Indian lands
 3. New types of foods improved both European and Native American Indian health and life spans
 4. Economic and political changes in the balance of power in Europe and the Americas
 5. Introduction of African slaves into the Americas
- D. Exploration and Settlement of the New York State Area by the Dutch and English
1. Relationships between the colonists and the Native American Indians
 2. Similarities between the Europeans and Native American Indians
 - a. The role of tradition
 - b. The importance of families and kinship ties
 - c. The hierarchical nature of the community and family
 - d. The need to be self-sufficient
 3. Differences
 - a. Ideas about land ownership
 - b. Roles of men and women
 - c. Beliefs about how people from different cultures should be addressed
 4. Rivalry between the Dutch and English eventually resulted in English supremacy

II

COLONIAL SETTLEMENT: GEOGRAPHIC, POLITICAL AND ECONOMIC FACTORS

Objectives:

1. To investigate the roles and contributions of individuals and groups in relation to key social, political, cultural, and religious practices throughout the colonial period
2. To investigate why people and places are located where they are located and what patterns can be perceived in these locations
3. To explain how societies and nations attempt to satisfy their basic needs and wants by utilizing scarce capital, natural and human resources
4. To analyze how the values of colonial powers affected the guarantee of civil rights and made provisions for human needs

Content Outline:

- A. English Colonies: New England, Middle Atlantic, Southern
 1. Reviewed as a geographic region—criteria to define regions, types of regions
 2. Settlement patterns: who?, when?, why?
 3. Economic patterns emerge to meet diverse needs: agricultural and urban settlements
 4. Political systems
 5. Social order
- B. French Colonies
 1. Reviewed as a geographic region—types, connections between regions
 2. Settlement patterns: who?, when?, why?
 3. Economic patterns emerge to meet diverse needs
 4. Political systems
 5. Social order
- C. Spanish Colonies
 1. Reviewed as a geographic region—types, characteristics, connections
 2. Settlement patterns: who?, when?, why?
 3. Economic patterns emerge to meet diverse needs
 4. Political systems
 5. Social order

III

LIFE IN COLONIAL COMMUNITIES

Objectives:

1. To understand how European and other settlers adapted to life in the American colonies
2. To classify major developments into categories such as social, political, geographic, technological,

scientific, cultural, or religious

3. To investigate the roles and contributions of individuals and groups in relation to key social, political, cultural, and religious practices throughout the American colonies
4. To present geographical information in a variety of formats, including maps, tables, graphs, charts, diagrams, and computer generated models
5. To investigate how people in colonial communities answered the three fundamental economic questions (What goods and services shall be produced and in what quantities? How shall goods and services be produced? For whom shall goods and services be produced?) and solve their economic problems
6. To analyze how values of a people affect the guarantee of civil rights and make provision for human needs

Content Outline:

- A. Colonial Communities Were the Center of Social, Economic and Political Life and Tended to Develop Along European Patterns
 1. Variations were found
 - a. Religious based
 - b. Slave and free black communities
 - c. Place of national origin
 2. The social structure promoted interdependence
 3. Social goals promoted community consciousness over individual rights
 4. Role of religions
 - a. Puritans
 - b. Quakers
 - c. Catholics
 - d. Others
 5. Survival demanded cooperation and a strong work ethic
 6. Importance of waterways
 7. Ahierarchical social order created social inequity
- B. Structure and Roles of Colonial Families
 1. Nuclear families made up the basic social and economic unit
 2. Authority and obligation followed kinship lines
 3. Roles of family members
- C. Life in Colonial Communities Was a Reflection of Geographic and Social Conditions
 1. Impact of physical environments on
 - a. Travel
 - b. Communication
 - c. Settlements
 - d. Resource use
 2. Social conditions led to
 - a. Different forms of government
 - b. Varying roles of religion

- c. Inequalities of economic conditions
- d. Unequal treatment of blacks
- 3. The impact of geographic and social conditions could be seen in the divergent landholding systems which developed in:
 - a. New England
 - b. New Netherlands: patroonship system
 - c. Southern colonies: plantation system
- 4. Life in French and Spanish colonies was both similar to and different from life in other colonies

UNIT 3

A Nation is Created

I BACKGROUND CAUSES OF THE AMERICAN REVOLUTION

Objectives:

1. To understand the economic, political, and social causes of the American Revolution
2. To compare and contrast different interpretations of key events and issues in New York State and United States history and explain reasons for these different accounts
3. To investigate how people in the United States and throughout the world answer the three fundamental economic questions and solve basic economic problems
4. To consider the nature and evolution of a constitutional democracy

Content Outline:

- A. Economic Factors
 1. Growth of mercantilism
 2. Rise of an influential business community in the colonies
 3. Cost of colonial wars against the French
- B. Political Factors
 1. The role of the British Civil War
 2. Periods of political freedom in the colonies
 3. Impact of the French and Indian War: Albany Plan of Union
 4. Political thought of the Enlightenment influenced prominent colonial leaders
- C. New Social Relationships between European Powers and the American Colonies: Development of a New Colonial Identity

II

THE SHIFT FROM PROTEST TO SEPARATION

Objectives:

1. To understand how colonists' concerns regarding political and economic issues resulted in the move-

ment for independence

2. To compare and contrast different interpretations of key events and issues in New York State and United States history and explain reasons for these different accounts
3. To consider the nature and evolution of constitutional democracies

Content Outline:

- A. New British Attitude toward Colonies Following Victory over France
 1. Colonies could not protect themselves
 2. Colonies were not paying a fair amount toward their support
- B. New British Policies Antagonized Many Americans
 1. Various acts of Parliament such as the Quebec Act
 2. New tax policies and taxes: Stamp Act and others
 3. Other acts of repression: Zenger case and others
- C. Public Opinion Was Shaped in Different Forums
 1. Political bodies
 2. Public display and demonstration
 3. Print media
- D. Wide Variety of Viewpoints Evolved
 1. Complete separation
 2. More autonomy for the colonies
 3. No change in status quo: the Loyalist position

III

EARLY ATTEMPTS TO GOVERN THE NEWLY INDEPENDENT STATES

Objectives:

1. To understand how the colonists attempted to establish new forms of self-government
2. To investigate key turning points in New York State and United States history and explain why these events or developments are significant
3. To compare and contrast different interpretations of key events and issues in New York State and

- United States history and explain reasons for these different accounts
4. To describe how ordinary people and famous historic figures in the local community, State, and the United States have advanced the fundamental democratic values, beliefs, and traditions expressed in the Declaration of Independence, the New York State and United States Constitutions, the Bill of Rights, and other important historic documents

Content Outline:

- A. The Revolution Begins
 1. Early confrontations
 2. Important leaders
 3. First Continental Congress
- B. The Second Continental Congress Represented the First Attempt to Govern the Colonies
 1. "Republican" government
 2. Request for state constitutions and political systems
 3. Asserting independence
- C. A Movement for Independence Evolved from the Political Debate of the Day
- D. Declaration of Independence
 1. Origins
 2. Content
 3. Impact
 4. Ideals embodied
- E. Independence Creates Problems for New Yorkers
 1. Organizing a new state government
 2. Economic problems
 3. Political factions
 4. Slavery
 5. Recruitment of soldiers for the war

IV

MILITARY AND POLITICAL ASPECTS OF THE REVOLUTION

Objectives:

1. To understand how the colonists were able to unite against British power to win a major military and political victory
2. To understand how events on the national level influenced and affected New Yorkers
3. To complete well-documented and historically accurate case studies about individuals and groups who represent different ethnic, national, and religious groups
4. To explain how societies and nations attempt to satisfy their basic needs and wants by utilizing capital, natural, and human resources

Content Outline:

- A. Strategies of the Principal Military Engagements

1. Washington's leadership
2. New York as the object of strategic planning
3. Evolution of the War from the North to the South: Lexington and Concord to Saratoga to Yorktown
- B. Role of the Loyalists
 1. In New York City
 2. Colonists of Nova Scotia, Quebec and Prince Edward Island did not join the Revolution
 - a. Refuge for Loyalists
 - b. Staging ground for attacks on New York's patriots
- C. The Outcome of the War Was Influenced by Many Factors
 1. Personalities and leadership
 2. Geography: importance of various physical features
 3. Allocation of resources
 4. Foreign aid: funds and volunteers
 5. Role of women, Blacks and Native American Indians
 6. Haphazard occurrences of events: the human factor
 7. Clash between colonial authority and Second Continental Congress

V

ECONOMIC, POLITICAL AND SOCIAL CHANGES BROUGHT ABOUT BY THE AMERICAN REVOLUTION

Objectives:

1. To understand how a revolution can have a profound effect on the economic, political, and social fabric of a nation
2. To analyze how the values of a nation affect the guarantee of human rights and make provisions for human needs
3. To present information by using media and other appropriate visuals such as tables, charts, and graphs to communicate ideas and conclusions
4. To understand how different experiences, beliefs, values, traditions, and motives cause individuals and groups to interpret historic events and issues from different perspectives
5. To explain how societies and nations attempt to satisfy their basic needs and wants by utilizing capital, natural, and human resources

Content Outline:

- A. On the National Level
 1. Britain gave up claims to govern
 2. Slavery began to emerge as a divisive sectional issue because slaves did not receive their independence

3. American economy was plagued by inflation and hurt by isolation from world markets
- B. In New York State
 1. The effects of the American Revolution on the Iroquois Confederacy
 2. Disposition of Loyalist property
 3. Arepublican ideology developed which emphasized shared power and citizenship participation
- C. In the Western Hemisphere
 1. Britain did not accept the notion of American dominance of the hemisphere
 2. The remaining British colonies in Canada strengthened their ties to Great Britain
 3. Many leaders in South America drew inspiration from American ideas and actions in their struggle against Spanish rule

UNIT 4

Experiments in Government

I THE ARTICLES OF CONFEDERATION AND THE CRITICAL PERIOD

Objectives:

1. To understand the earliest formal structure of the United States government as expressed in the Articles of Confederation
2. To consider the nature and evolution of constitutional democracies

Content Outline

- A. Need for a Formal Plan of Union
 1. Historical precedents: the Iroquois Confederacy, the Albany Plan of Union
 2. Development of state constitutions
 3. Inadequacy of Continental Congress as a national government
- B. Development of a Formal Plan of Government
 1. Draft and debate in Congress, 1776-1777
 2. Ratification by the states, 1778-1781 Period of operation, 1781-1789
- C. The Structure of Government under the Articles of Confederation
 1. Congress was the only branch of government
 2. Each state had equal representation
 3. Congress's power under the Articles included:
 - a. Making war and peace
 - b. Conducting foreign and Native American Indian affairs
 - c. The settlement of disputes between and among states
 - d. Issuance of currency and borrowing
- D. The Articles Suffered from Many Weaknesses
 1. Indirect representation
 2. No coercive power; decisions more advisory than binding: e.g., Shay's Rebellion
 3. Lack of national executive and judicial functions
 4. Lack of taxing power

5. Difficulty in passing legislation
- E. The Articles Did Have Several Achievements and Contributions
 1. The Land Ordinance of 1785 and the Northwest Ordinance, 1787
 2. Developed the privileges and immunities of citizenship
 3. Developed the concept of limited government

II THE NEW YORK STATE CONSTITUTION OF 1777

Objectives:

1. To understand the earliest formal structure of the New York State government, as expressed in the first New York State Constitution
2. To compare and contrast the development and evolution of the Constitutions of the United States and New York State
3. To understand how the United States and New York State Constitutions support majority rule but also protect the rights of the minority

Content Outline:

- A. Adopted by Convention without Submission to Popular Vote
 1. Included Declaration of Independence
 2. Influence of leaders such as John Jay
- B. Chronology of the Document
 1. Draft and debate in convention, 1776-77
 2. Period of operation, 1777-1822
- C. Form of Early State Government
 1. Similar to colonial government
 2. Governor with limited authority and 3-year term
 3. Inclusion of rights and liberties
 4. First system of State courts
 5. Limited franchise
 6. Bicameral legislature: Senate—4-year term; Assembly—1-year term

D. Effectiveness

1. Smoother functioning than national government under the Articles of Confederation
2. Cumbersome administrative procedures
3. Excessive use of veto procedures
4. A model for the United States Constitution of 1787

III
**THE WRITING, STRUCTURE AND ADOPTION OF
THE UNITED STATES CONSTITUTION**

Objectives:

1. To understand the importance of the events that took place during the writing and adoption of the United States Constitution and to recognize their significance beyond their time and place
2. To explain what citizenship means in a democratic society, how citizenship is defined in the Constitution and other laws of the land, and how the definition of citizenship has changed in the United States and New York State over time
3. To understand that the New York State Constitution, along with other documents served as a model for the development of the United States Constitution
4. Compare and contrast the development and evolution of the constitutions of the United States and New York State
5. To define federalism and describe the powers granted to the national and state governments by the United States Constitution

Content Outline:

- A. Annapolis Convention, 1786
 1. Impracticality of correcting weaknesses in Articles of Confederation
 2. Need for an improved form of government without losing key elements of a new philosophy of government
 3. The decision to write a Constitution
- B. Constitutional Convention: Setting and Composition
- C. Major Issues
 1. Limits of power: national versus state
 2. Representation: slaves and apportionment
 3. Electoral procedures: direct versus indirect election
 4. Rights of individuals
- D. The Need for Compromise
 1. The issue of a "Federal" or a "national" government
 2. The Great Compromise over representation
 3. The three-fifths compromise on slavery
 4. The commerce compromises

E. The Underlying Legal and Political Principles of the Constitution

1. Federalism
2. Separation of powers
3. Provisions for change
4. Protection of individual rights

F. The Constitution and the Functioning of the Federal Government

1. The preamble states the purpose of the document
2. The structure and function of the legislative, executive and judicial branches (Articles I, II, III)
3. The relation of states to the Federal union (Article IV)
4. Assuming the responsibility for a Federal system (Article VI)

G. The Constitution as a Living Document

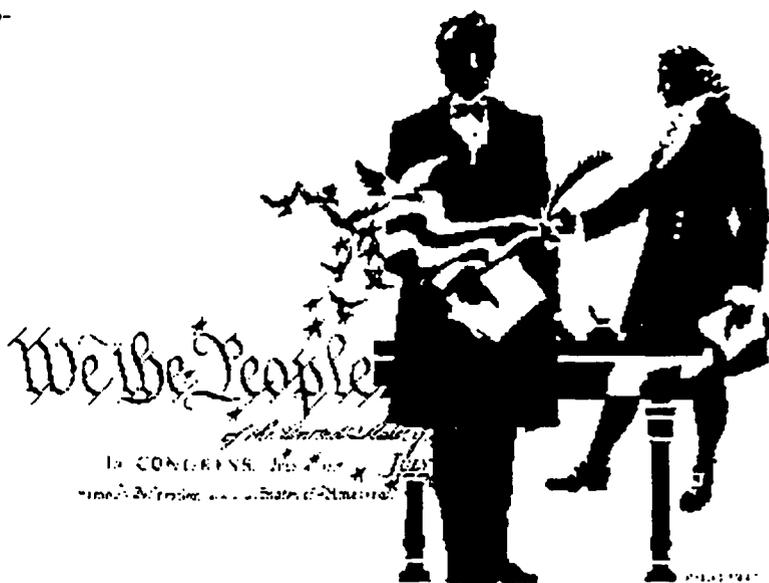
1. The elastic clause and delegated power facilitate action
2. Amendment procedure as a mechanism for change (Article V)

H. The Evolution of an "Unwritten Constitution"

1. Political parties
2. The President's cabinet
3. President's relation to congress
4. Committee system in congress
5. Traditional limitations on Presidential term

I. The Ratification Process

1. The debates in the states, especially New York State
2. The Federalist Papers
3. Poughkeepsie Convention
 - a. Federalists-Hamilton
 - b. Anti-Federalists-Clinton
4. Formal ratification of the Constitution and launching the new government
5. The personal leadership of people like: Washington, Franklin, Hamilton, Madison



UNIT 5

Life in the New Nation

I NEW GOVERNMENT IN OPERATION

Objectives:

1. To understand how the new nation established itself and began to operate
2. To understand how political parties emerged as a response to concerns at the local, state and national levels
3. To understand how civic values reflected in the United States and New York State Constitutions have been implemented through law and practice
4. To understand the relationship between and the relative importance of United States domestic and foreign policies over time
5. To analyze the role played by the United States in international politics, past and present
6. To explain how societies and nations attempt to satisfy their basic needs and wants by utilizing scarce capital, natural, and human resources
7. To investigate how people in the United States solve the three fundamental economic questions and solve basic economic problems
8. To complete well-documented and historically correct case studies about individuals and groups who represent different ethnic, national, and religious groups, including Native American Indians in New York State and the United States

Content Outline:

- A. Washington as President: Precedents
- B. Establishing Stability
 1. Hamilton's economic plan
 2. The Whiskey Rebellion
 3. Preserving neutrality: the French Revolution, Citizen Genet, Jay and Pinckney Treaties
 4. Political parties
 5. Election of 1800
 6. Judicial review
- C. Expanding the Nation's Boundaries
 1. Pinckney Treaty with Spain
 2. Louisiana Purchase
 3. War of 1812: guaranteeing boundaries
 4. Monroe Doctrine: sphere of influence
 5. Purchase of Florida
 6. Native American Indian concessions and treaties
- D. Challenges to Stability
 1. French and English trade barriers and the Embargo Act

2. War of 1812: second war for independence
- E. The Era of Good Feelings
1. Clay's American System
 2. Internal expansion: new roads, canals and railroads
 3. Protective tariffs
 4. National assertions: Marshall's decision
 5. Extension of slavery by the Missouri Compromise
 6. Threats to Latin America: the Monroe Doctrine
 7. Disputed election of 1824

II THE AGE OF JACKSON

Objectives:

1. To understand how an American consciousness began to develop during Jackson's administration
2. To complete well-documented and historically accurate case studies about individuals and groups who represent different ethnic, national, and religious groups, including Native American Indians, in New York State and the United States at different times and in different locations
3. To describe how ordinary people and famous historic figures in the local community, State, and the United States have advanced the fundamental democratic values, beliefs, and traditions expressed in the Declaration of Independence, the New York State and United States Constitutions, the Bill of Rights, and other important historic documents
4. To gather and organize information about the important achievements and contributions of individuals and groups living in New York State and the United States
5. To develop conclusions about economic issues and problems by creating broad statements which summarize findings and solutions

Content Outline:

- A. The Age of the "Common Man"
 1. Expansion of suffrage
 2. Citizenship
 3. Election of 1828
 4. Jackson: man, politician, President
 5. The "spoils system"
 6. New political parties
- B. Jackson's Native American Indian Policy Reflected Frontier Attitudes
 1. Some Native American Indians resisted gov-

- ernment attempts to negotiate their removal by treaty
- 2. Government policy of forced removals (1820-1840) resulted in widespread suffering and death
- 3. Native American Indian territory
- 4. Canadian governmental policies toward the Native American Indians in Canada
- C. Intensifying Sectional Differences
 - 1. Protective tariff, 1828
 - 2. Nullification controversy, 1828, 1832
 - 3. Clay's compromise tariff, 1833
- D. War on the Bank and Its Impact
 - 1. Veto of the rechartering of the National Bank
 - 2. The Bank War
 - 3. Species circular, 1836
 - 4. Panic of 1837

III

THE AGE OF HOMESPUN: 1790-1860s

Objectives:

1. To understand the way of life of an agrarian society
2. To understand the nature and effect of changes on society and individuals as the United States began to move from an agrarian to an industrial economy
3. To describe historic events through the eyes and experiences of those who were there
4. To explore the meaning of American culture by identifying the key ideas beliefs and patterns of behavior, and traditions that help define it and unite all Americans
5. To define basic economic concepts such as scarcity, supply and demand, markets, resources, and economic systems
6. To understand how scarcity requires people and nations to make choices which involve costs and future considerations.
7. To develop conclusions about economic issues and problems by creating broad statements which summarize findings and solutions
8. To describe the relationships between people and environments and the connections between people and places
9. To use a number of research skills (e.g., computer databases, periodicals, census reports, maps, standard reference works, interviews, surveys) to locate and gather geographical information about issues and problems

Content Outline:

- A. Portrait of the United States, 1800
 1. Agriculturally based economy
 2. Urban centers on the coast
 3. Poor communication and transportation sys-

- tems
- 4. Self-sufficient
- 5. Regional differences
- B. Patterns of Community Organization, Work, and Family Life in Agrarian America
- C. Technological Changes Altered the Way People Dealt with One Another
 1. Improved transportation made travel and communication easier
 2. Greater ties between communities were possible
 3. The Erie Canal and its impact
 - a. Reasons for building the Erie Canal
 - b. Technology involved in the construction
 - c. Types and sources of labor: ethnic and racial labor force
 - d. Results of building the Erie Canal
- D. The Impact of Early Industrialization and Technological Changes on Work and Workers, the Family and the Community
 1. An increase in the production of goods for sale rather than personal use
 2. Increased purchasing of what was formerly produced at home
 3. A new work ethic emerged
- E. Family Roles Changed, Affecting Society in General
 1. Greater emphasis on nuclear family unit
 2. Changing role for women
 3. Childhood became a more distinctive stage of life
 4. Private agencies assumed many traditional functions of the family
- F. Slavery and the Abolition
 1. Review the institution of slavery
 2. The meaning and morality of slavery
 3. Abolition movement
 - a. Leadership (Tubman, Garrison and others)
 - b. Activities (e.g., Freedom Trail and the Underground Railroad)
 4. Abolition in New York State
 5. Canada's role
 6. Effects of abolition
- G. Social Changes
 1. Religious revival
 2. Women's rights
 3. Mental hospital and prison reform
 4. Education
 5. Temperance
- H. An American Culture Begins to Emerge
 1. Literature
 2. Art
- I. Portrait of the United States, 1860
 1. Growth brought about many changes and regions—the spatial patterns of settlement in different regions in the United States
 - a. The size and shape of communities

- b. Environmental impacts due to development of natural resources and industry—human modification of the physical environment
- c. The diversity of people within the larger communities and regions
- d. The ability of the political system within communities to deal with deviance
- e. The Age of Homespun took place in different places at different times

- 2. The North
 - a. Industrial base
 - b. Increasing population
 - c. Urban centered—"causes and consequences of urbanization"
- 3. The South
 - a. Agricultural base (cotton)
 - b. Impact of Industrial Revolution on agriculture
 - c. Increasing slave population

UNIT 6

Division and Reunion

I

UNDERLYING CAUSES OF THE CIVIL WAR

Objectives:

- 1. To understand the series of events and resulting conditions which led to the American Civil War
- 2. To understand how different experiences, beliefs, values, traditions, and motives cause individuals and groups to interpret historic events and issues from different perspectives
- 3. To participate in a negotiating and compromise role-playing activity that mirrors the attempts at political compromise in the 1850s

Content Outline:

- A. Territorial Expansion and Slavery
 - 1. The secession of Texas, 1836
 - 2. The Mexican War, 1846-48
 - 3. Oregon Territory
 - 4. The westward movement and its effects on the physical, social, and cultural environments
- B. The Emotional Impact of Slavery
 - 1. *Uncle Tom's Cabin*
 - 2. John Brown's raid on Harper's Ferry
 - 3. Fugitive slave laws
- C. Failure of Political Compromise
 - 1. Compromise of 1850
 - 2. Kansas-Nebraska Act, 1854
 - 3. Founding the Republican Party, 1854-56
 - 4. Lincoln-Douglas debate, 1858
 - 5. Election of 1860
 - 6. Firing on Fort Sumter, 1861

II

THE CIVIL WAR BREAKS OUT

Objectives:

- 1. To understand the development and progress of

the Civil War

- 2. To investigate key turning points in the Civil War in New York State and United States history and explain why these events or developments are significant
- 3. To map information about people, places, and environments
- 4. To describe the relationships between people and environments and the connections between people and places
- 5. To identify and collect economic information related to the Civil War from standard reference works, newspapers, periodicals, computer databases, textbooks, and other primary and secondary sources

Content Outline:

- A. The Presidency of Lincoln
 - 1. Personal leadership
 - 2. Opposition
 - 3. Emancipation Proclamation
- B. Advantages and Disadvantages of Each Side
 - 1. Advantages
 - a. South
 - 1) Military leadership
 - 2) Commitment of people to preserve their way of life
 - b. North
 - 1) Effective navy
 - 2) Larger army
 - 3) Manufacturing
 - 4) Agricultural production
 - 5) Transportation system
 - 2. Disadvantages
 - a. South
 - 1) Lacked manufacturing
 - 2) Lacked a navy
 - 3) Not prepared for war
 - b. North
 - 1) Lacked quality military leadership
 - 2) Not prepared for war

- c. The Military and Political Dimensions of the War
 - 1. Geographic factors influenced the War's progress and outcome—role of physical and other barriers
 - 2. Major campaigns evolved around a changing strategy on both sides
 - 3. Wartime problems and political issues
 - 4. Foreign policy maneuvering was crucial to the final outcome
 - a. Seward's concern with Mexico
 - b. Emancipation Proclamation as an element of foreign policy
 - 5. Technology of the War
- D. New York State in the Civil War
 - 1. Military role
 - 2. Political opposition in New York City
 - 3. Conscription laws and draft riots
 - a. Undemocratic nature of the draft
 - b. Conscription as a factor in racism

- 4. To value the principles, ideals, and core values of the American democratic system based upon the premises of human dignity, liberty, justice and equality
- 5. To analyze the role played by the United States in international politics, past and present

Content Outline:

- A. The Union is Preserved
- B. Slavery is Abolished
 - 1. The Emancipation Proclamation
 - 2. Civil Rights and the 13th Amendment
- C. Political Power and Decision Making
 - 1. Secession
 - 2. States' rights
- D. Reconstruction—Theory, Practice and Termination
 - 1. Lincoln's plan
 - 2. Johnson's plan and Congressional opposition resulted in his impeachment
 - 3. Congressional reconstruction
 - 4. Constitutional Amendments 14 and 15 guarantee equal rights for all races except Native American Indians
 - 5. Problems of economic and social reconstruction led to sharecropping as a substitute for slavery
 - 6. The official end of Reconstruction in 1877
- E. The Enormous Human Suffering and Loss of Life Caused by the War
- F. Events in Mexico and Canada
 - 1. European intervention in Mexico results in the "Maximilian Affair"
 - 2. British North America Act and the Canadian Confederation
 - 3. Leaders in both Mexico and Canada feared that once reunited, a new, more powerful United States would attempt to fulfill its "Manifest Destiny" and control the continent

III RESULTS OF THE CIVIL WAR

Objectives:

- 1. To understand how the Civil War affected the development of the postwar United States and influenced other countries
- 2. To describe how ordinary people and famous historic figures in the local community, State, and United States have advanced fundamental democratic values, beliefs, and traditions expressed in the Declaration of Independence, the New York State and United States Constitutions, the Bill of Rights, and other important historic documents
- 3. To consider the sources of historic documents, narratives, or artifacts and evaluate their reliability

UNIT 7 An Industrial Society

I THE MATURING OF AN INDUSTRIAL SOCIETY IN THE SECOND HALF OF THE 19TH

Objective:

- 1. To understand how industrialization led to significant changes in the economic patterns for producing, distributing, and consuming goods and services
- 2. To explain how societies and nations attempt to satisfy their basic needs and wants by utilizing scarce

- capital, natural, and human resources
- 3. To define basic economic concepts such as scarcity, supply and demand, markets, resources, and economic growth
- 4. To understand how scarcity requires people and nations to make choices which involve costs and future considerations
- 5. To understand how people in the United States and throughout the world are both producers and consumers of goods and services

Content Outline:

- A. Problems and Progress in American Politics:

- Framework for a Changing United States**
1. New problems created a changing role for government and the political system
 2. Scandals, depressions, and limitations of traditional politics resulted in reluctant change, e.g., civil service
 3. National politics was dominated by the Democratic and Republican parties but third parties occasionally rose to meet special interests
 4. New York State and New York City in an era of machine politics, e.g., the Tweed Ring and Tammany Hall
 5. Prevailing attitude of noninterference, "laissez-faire", as the appropriate role for government, with some regulations to meet excesses
- B. The United States Developed as an Industrial Power**
1. Changes in the methods of production and distribution of manufactured goods
 - a. Transportation developments and their effects on economic developments, 1865-1900
 - b. Communication developments, 1865-1900
 - c. Industrial technology, 1865-1900
 - d. Rise of banking and financial institutions
 2. Increase in the number and size of firms engaged in manufacturing and distribution of goods
 3. Increase in the number and skill level of workers; new labor markets
 4. Expanding markets for manufactured goods
 5. The growth and emerging problems of the cities
- C. Growth of the Corporation as a Form of Business Organization: Case Studies—Oil, Railroads, Steel**
1. One of several forms of business organization
 2. Many firms maintained traditional ways of doing business
 3. Advantages and disadvantages of a corporation
- D. Government Response to Industrial Development and Abuses**
1. Laissez-faire versus regulation
 2. Interstate commerce: state and national control
 3. Sherman Anti-Trust Act: bigness as a threat
- E. Changing Patterns of Agricultural Organization and Activity in the United States and in New York State**
1. Unprecedented growth in agriculture
 2. Changes in the methods of production and distribution of farm products—Spatial distribution of economic activities
 3. Efficient use of resources combined with competition and the profit motive to improve methods of production
- F. Many Significant and Influential Changes Occurred**
1. Communities grew in size and number
 2. Interdependence increased
 3. Decision-making procedures changed
 4. Technology advanced
 5. Adaptation of, rather than to, the environment—Human modifications of the physical environment
 6. Perceptions of time became more formal, e.g., railroad schedules
 7. Social Darwinism developed
 8. Political machines influenced daily life
- G. The Response of Labor to Industrialization**
1. Industrialization created a larger work force and more complex work
 2. Working conditions underwent extensive change, which often placed hardships on the workers; roles of women, children, minorities, disabled
 3. Early attempts to unionize the work force met with resistance and failure, e.g., the Knights of Labor and the Haymarket Riot, American Railway Union, the Industrial Workers of the World
 4. Roots of modern labor unionism, e.g., the American Federation of Labor
 5. Labor as a reform movement in other aspects of society
- H. The Response of the Farmer to Industrialization**
1. Expanding agricultural production and railroads
 2. Cheap money and high railroad rates
 3. The Grange and state reforms
 4. The Populist movement
 5. The closing of the frontier—limitations of the physical environment

II

CHANGES IN THE SOCIAL STRUCTURE ALTERED THE AMERICAN SCENE

Objective:

1. To understand how industrialization altered the traditional social pattern of American society and created a need for reform
2. To investigate key turning points in New York State and United States history and explain why these events or developments are significant
3. To complete well-documented and historically accurate case studies about individuals and groups who represent different ethnic, national, and religious groups, including Native American Indians, in New York State and the United States at different times and in different locations
4. To consider the sources of historic documents, nar-

- ratives, or artifacts and evaluate their reliability
- 5. To describe historic events through the eyes and experiences of those who were there
- 6. To understand how scarcity requires people and nations to make choices which involve costs and future considerations

Content Outline:

- A. The Immigration Experience
 - 1. Two distinct waves, from the 1840s to the 1890s, and from the 1890s to the early 1920s—"migration streams over time"
 - 2. Differences were based on national origins, cultural patterns, and religion
 - 3. Similarities included motivations for coming and patterns of community settlement
 - 4. Initial clashes ended in varying degrees of acculturation
 - 5. Occupational and political experiences varied
- B. Case Studies of the Immigrant Experience in the United States and in New York State—population characteristics
 - 1. A comparison of European immigrants and the black slave experience—human migration's effects on the character of different places and regions
 - 2. Immigrants as rural settlers in the Midwest
 - 3. The Chinese experience in the Far West
 - 4. Mexicans in the Southwest
 - 5. New York City's ethnic neighborhoods
 - 6. French-Canadian settlement in northern New York State
 - 7. Immigration patterns and experiences throughout New York State
 - 8. Irish immigration: Mass starvation in Ireland, 1845-50
 - 9. Immigrants in the local community
- C. Immigration Patterns in Canada and Mexico: Similarities and Differences
 - 1. In Canada: fugitive blacks and Eastern Europeans
 - 2. In Mexico
- D. America Becomes an Increasingly Mobile Society
 - 1. Motivated by new economic opportunities
 - 2. Changing patterns of movement, e.g., blacks begin to move North
 - 3. Westward settlement
 - 4. The "disappearance" of the frontier—physical limits of geography
- E. America Developed as a Consumer Society
 - 1. Improved standard of living increased consumption
 - 2. Greater variety of goods available
 - 3. Continually rising expectations
- F. The Modern Family Emerges
 - 1. Anuclear family structure with fewer children

- 2. Traditional family functions endured in rural areas but in urban areas some of these functions began to shift to humanitarian agencies, e.g., the Settlement House Movement, the Red Cross
- G. Leisure Activities Reflected the Prevailing Attitudes and Views of the Time
 - 1. Greater variety of leisure activities became available as less time was spent on work
 - 2. Leisure activities reflected general characteristics of modern society, i.e., organized use of technology, emphasis on the individual role, and reliance on experts

III

THE PROGRESSIVE MOVEMENT, 1900-1920: EFFORTS TO REFORM THE NEW SOCIETY

Objective:

- 1. To understand how industrialization led to a need for reevaluating and changing the traditional role of government in relation to the economy and social conditions
- 2. To investigate key turning points in New York State and United States history and explain why these events or developments are significant
- 3. To gather and organize information about the important achievements and contributions of individuals and groups living in New York State and the United States
- 4. To classify major developments into categories such as social, political, economic, geographic, technological, scientific, cultural, or religious
- 5. To describe historic events through the eyes and experiences of those who were there

Content Outline:

- A. Social Ills
 - 1. The Muckrakers—exposing corruption and abuses in industry, government, and urban living conditions
 - 2. Fighting racial discrimination, e.g., the formation of the NAACP
 - 3. Prohibition and the 18th Amendment
- B. Efforts to Reform Government and Politics
 - 1. Need for responsive government, e.g., primary elections, the initiative, the referendum, the recall election
 - 2. Progressive leaders, e.g., LaFollette, T. Roosevelt, Taft, Debs
 - 3. The Socialist Party challenges the political establishment
 - 4. Direct election of Senators—the 17th Amendment
 - 5. Women's Suffrage—the 19th Amendment

- C. Economic Reform Efforts
 1. Labor-related legislation, e.g., minimum wage laws, workmen's compensation insurance, safety regulations, child labor laws
 2. Prosecuting trusts
 3. Government regulation of the railroads
 4. The Federal Reserve Act
 5. Graduated income tax—the 16th Amendment

UNIT 8

The United States as an Independent Nation in an Increasingly Interdependent World

I THE UNITED STATES EXPANDS ITS TERRITORIES AND BUILDS AN OVERSEAS EMPIRE

Objectives:

1. To understand how and why the United States grew during the 19th century
2. To recognize that American territorial and economic growth had widespread economic, political, and social impacts both at home and abroad
3. To describe the reasons for periodizing history in different ways
4. To understand the relationship between the relative importance of United States domestic and foreign policies over time
5. To analyze the role played by the United States in international politics, past and present
6. To compare and contrast different interpretations of key events and issues in New York State and United States history and explain reasons for these different accounts

Content Outline:

- A. Growth of Imperialist Sentiment Was Caused by Several Factors
 1. A belief that the nation had a right to the land, i.e., Manifest Destiny—"people's differing perceptions of places, people, and resources"
 2. Perceived moral obligations to extend America's way of life to others, i.e., ethnocentrism and racism
 3. American citizens were already migrating into new lands in North America—the effects of human migration on the characteristics of different places
 4. Increased foreign trade led to a growing interest in gaining control over some foreign markets
 5. Fear that other foreign nations would gain control of strategic locations at the expense of the United States
 6. Developing technology in transportation and communication contributed to American expansion potential—the importance of location and certain physical features

- B. The Spanish-American War Signaled the Emergence of the United States as a World Power
 1. The war's origins lay in Cuban attempts to gain freedom from Spain
 2. United States' concerns, i.e., pro-expansionist sentiment, Cuba's location, Spanish tactics
 3. Newspapers shaped public opinion over the Maine incident—"yellow journalism"
 4. Conduct of the war created domestic and international problems
 5. Opposition to American imperialist movement
- C. Victory in the Spanish-American War created a need for a new Foreign Policy
 1. Acquisition of land far from America's shores—importance of resources and markets
 2. Emphasis on doing what the government felt was necessary and possible to protect American interests, i.e., maintaining a strong navy, gaining control of other strategic locations, advocating equal trading rights in Asia, e.g., the Open Door Policy
 3. Actions created conflict with Filipinos and Japanese
- D. United States Policies in Latin
 1. The United States attempted to control a number of locations in Latin America for economic and political reasons
 2. The quest for Latin American stability through the Roosevelt Corollary to the Monroe Doctrine
 3. Armed intervention in Latin America

II THE UNITED STATES BEGINS TO TAKE A ROLE IN GLOBAL POLITICS

Objective:

1. To understand how American relations with other nations developed between the end of the Civil War and the end of World War I
2. To describe the reasons for periodizing history in different ways
3. To understand the relationship between the relative importance of United States domestic and foreign policies over time

4. To analyze the role played by the United States in international politics, past and present
5. To describe the relationships between people and environments and the connections between people and places

Content Outline:

- A. United States Policy on Non-involvement in European Political Affairs Was Based on a Number of Factors
 1. Tradition dating back to the earliest days of the country
 2. Focus on the international problems of the new nation
 3. Recognition of United States' military unpreparedness
 4. Impacts of geography (e.g., location, resources) on United States foreign policy
- B. Pre-World War I Involvements
 1. Application of the Monroe Doctrine to the Western Hemisphere
 2. Threats to American foreign trade
 3. Roosevelt's Treaty of Portsmouth
- C. World War I Occurred as a Result of International Problems
 1. Intense nationalism
 2. Power struggles among European nations
 3. A failure of leadership
 4. European alliances
- D. Events Led to United States Involvement in World War I
 1. The American people were divided in ways that made involvement difficult
 2. Fear that United States involvement would increase intolerance at home
 3. Initial attempts to follow traditional policy of neutrality failed
 4. Unwillingness of warring nations to accept

- President Wilson as a mediator
5. England was a major United States trade partner
6. Despite varied ethnic backgrounds in the United States, leaders felt closer to the English than to the Germans
7. While both sides attempted to restrict United States trade with their opponent, Germany did so by sinking American ships
8. Recognition that the United States would have no say at any peace conference if it remained neutral
- E. The United States Entered the War
 1. Combining new technology with old strategies led to the death of millions, i.e., chemical warfare
 2. The war was supported by the majority of Americans
 3. The war effort created changes on the home front, i.e., economic controls, the role of women in the work force, black migrations to the North, attempts to organize labor to improve conditions
 4. War promoted intolerance, i.e., the Espionage Act of 1917, the Sedition Act of 1918. "Hyphenated Americans" have their loyalty questioned
- F. The United States and the Peace Negotiations
 1. Wilson's failed attempts to establish leadership with his Fourteen Points
 2. Senate opposition to the League of Nations
 3. The Versailles Treaty
- G. The Bolshevik Revolution
 1. Effect of World War I
 2. Civil war in Russia
 3. Western intervention
 4. Threat of international Communism

UNIT 9

The United States Between the Wars

THE "ROARING TWENTIES" REFLECTED THE SPIRIT OF THE POSTWAR PERIOD

Objective:

1. To understand the economic, social, and political development of America in the period between World War I and World War II
2. To understand the relationship between the relative importance of United States domestic and foreign policies over time

3. To analyze the role played by the United States in international politics, past and present
4. To classify major developments into categories such as social, political, economic, geographic, technological, scientific, cultural, or religious
5. To understand how people in the United States and throughout the world are both producers and consumers of goods and services

Content Outline:

- A. The Republican Decade
 1. Political developments

- a. Back to "normalcy"; the election of 1920
 - b. Scandals
 - c. Coolidge; austerity and integrity
 - d. Government and business; "laissez-faire and protection
 - e. Election of 1928; the great engineer
- B. Relative Isolation of the United States in World Political Affairs
- 1. General policy of non-involvement in European affairs; the League of Nations controversy
 - 2. Limited participation in international activities
 - a. World Court
 - b. Naval disarmament 1924
 - c. Efforts for peace; Kellogg-Briand, 1928
 - d. Postwar reparation talks
 - e. Relief efforts to Europe
 - 3. Expansion of international trade and tariffs
 - 4. Restrictions on immigration, e.g., Quota Act, 1924
- C. A Rising Standard of Living Resulted in the Growth of a Consumer Economy and the Rise of the Middle Class
- 1. Increase in single-family homes
 - 2. Emergence of suburbs
 - 3. Spread of middle-class values
 - 4. Increased use of credit
- D. Changes in the Work Place
- 1. Shift from agrarian to industrial work force
 - 2. Lessened demand for skilled workers
 - 3. Working conditions and wages improved
 - 4. Increase in white collar employees
 - 5. Women continued to increase their presence in the work force
- E. Problems Developed in the Midst of Unprecedented Prosperity
- 1. Not all groups benefited equally
 - a. Low farm prices
 - b. High black unemployment
 - c. Millions of poor
 - 2. New trends conflicted with tradition
 - 3. Environmental balance was jeopardized
- F. Foreign Immigration and Black Migration Resulted in a Very Diverse Population and an Increase in Social Tensions—the effects of human migrations on the nature and character of places and regions
- 1. Restrictions on immigration
 - 2. Black migration to Northern cities
 - 3. Growth of organizations to fight discrimination e.g., NAACP
 - 4. Growth of black art, music and cultural identity e.g., the Harlem Renaissance
 - 5. Generational conflicts
 - 6. Widespread emergence of retired workers
 - 7. Right-wing hate groups
- G. New Ideas About the Use of Leisure Time Emerged

- 1. Impact of the automobile; Henry Ford
 - 2. Organized sports; Babe Ruth
 - 3. Search for heroes and heroines; Lindbergh, Amelia Earhart
 - 4. Motion pictures; Valentino, Lloyd, Gish sisters
 - 5. Popular literature
 - 6. Fads and fashion
 - 7. Changes in social behavior
- H. The Stock Market Crash Marked the Beginning of the Worst Economic Time the Country Has Ever Known
- 1. National prosperity had been structured on the investments of the wealthy
 - 2. There were problems with the economic structure
 - 3. People lost faith in the system
 - 4. The government was unwilling or unable to correct the downturn
 - 5. The economic depression which followed was the worst in our history

II THE GREAT DEPRESSION

Objectives:

- 1. To understand the economic, political, and social impacts of the Great Depression on the United States
- 2. To understand the economic, political, and social changes which took place in the world during the 1930s
- 3. To explain how societies and nations attempt to satisfy their basic needs and wants by utilizing scarce capital and natural and human resources
- 4. To understand how scarcity requires people and nations to make choices which involve costs and future considerations
- 5. To evaluate economic data by differentiating fact from opinion and identifying frames of reference
- 6. To develop conclusions about economic issues and problems by creating broad statements which summarize findings and solutions

Content Outline:

- A. Contributing Factors
 - 1. Economic growth declined during the late 1920s
 - 2. Stock purchases were made on margin/credit
 - 3. Corporations and individuals became overextended
 - 4. The stock market crash led to a cycle of low demand and high unemployment
- B. Responses to Deepening Economic Woes
 - 1. Hoover administration response: too little, too late
 - 2. Local and State actions
 - a. Soup kitchens and outstretched hands

- b. A modified "new deal" in New York
- 3. Election of 1932; question of confidence
- C. The New Deal
 - 1. Psychological boost; F.D.R. at the fireside
 - 2. Relieving human suffering; providing for dignity and jobs
 - 3. Helping business and industry recover
 - 4. Adjusting the economic system to prevent recurrence
 - a. Government regulation of business and banking
 - b. Instituting social security
 - c. Providing a guaranteed labor voice: the Wagner Act
 - 5. Other voices
 - a. Court-packing scheme
 - b. Alternative solutions: Father Coughlin, the Townsend Plan, Huey Long, socialism, Communism
 - 1. The economics of war versus depression conditions; climbing out of depression and into war
- D. Effects on Work, Family, and Communities
 - 1. Even though unemployment reached new heights, most people continued to hold jobs but at reduced hours and lower wages
 - 2. The loss of jobs fell unequally on women, blacks, and the unskilled
 - 3. The threat of possible job loss was a psychological strain on those who were employed
 - 4. Unemployment affected the traditional male role of provider, especially for those who equated success at work with success as a husband and father
 - 5. Charities' resources were inadequate
 - 6. Local communities attempted to meet the needs of their people
 - 7. The Dust Bowl and the Okies—human modification of the physical environment
- E. The Cultural Environment During the Great Depression
 - 1. The times were reflected in the arts and literature
 - 2. Escapism was popular in fiction and the cinema
 - 3. Many works of social commentary and criticism appeared
 - 4. Federal government supported the arts through the Works Project Administration (WPA)
- F. Effects of the Great Depression on Industrialized Europe
 - 1. Trade and loans tied Western economies together
 - 2. The Great Depression followed similar patterns in affected nations:
 - a. Tighter credit
 - b. Business failures
 - c. Decreased money supply
 - d. Lowered demand
 - e. Lower production
 - f. Widespread unemployment
 - 3. Developing totalitarian responses: Germany, Italy, Spain, Japan; intensified communism characterized by:
 - a. One-party governments headed by a strong individual
 - b. Armies and police forces fostered national goals and eliminated opposition
 - c. Use of propaganda in the media and schools to support national goals
 - d. Art and literature were used to endorse official policies in totalitarian countries
- E. European Conflicts Resulted in Several Basic Problems for United States Policymakers
 - 1. The question of whether to shift focus from domestic problems to foreign policy
 - 2. Issue of neutrality versus the growing power of totalitarian states
 - 3. Continued efforts to improve Latin American relations through the "Good Neighbor Policy" without losing influence in that area's affairs

UNIT 10

The United States Assumes Worldwide Responsibilities

I WORLD WAR II

Objectives:

- 1. To understand why World War II began and how it changed the lives of millions of people
- 2. To be aware of the much different world left as a legacy of World War II
- 3. To investigate key turning points in New York State and United States history and explain why these events or developments are significant
- 4. To understand the relationship between the relative importance of United States domestic and foreign policies over time
- 5. To analyze the role played by the United States in international politics, past and present
- 6. To describe historic events through the eyes and experiences of those who were there

Content Outline:

- A. Origins of the War
 - 1. The Versailles Treaty
 - 2. The Great Depression
 - 3. Rise of totalitarianism; expansionism and persecution
 - 4. The rearming of Germany
 - 5. Isolationism
 - 6. Failure of the League of Nations
- B. Prewar Alliances:
 - 1. Axis powers
 - 2. Allied powers
 - 3. Role of the United States
- C. Failure of Peace
 - 1. Aggression by Germany in Europe, Italy in Europe and Africa, and Japan in Asia
 - 2. Appeasement; Chamberlain in Munich
 - 3. German attack on Poland; World War II begins
 - 4. United States role to 1941—guarded isolation, aid to allies
- D. The United States in World War II
 - 1. Japanese attack on Pearl Harbor
 - 2. Atwo-front war
 - a. Europe - Eisenhower
 - b. Pacific - MacArthur
- E. New Aspects of the War
 - 1. German *blitzkrieg*
 - 2. Aerial bombing
 - 3. New technology and its impact on people and the physical environment
 - 4. Atomic bomb - the Manhattan Project
 - 5. The Nazi Holocaust
 - 6. Concept of unconditional surrender
- F. The Home Front
 - 1. Total mobilization of resources
 - 2. Rationing
 - 3. Role of women
 - 4. War bonds
 - 5. Incarceration of Japanese-Americans
 - 6. Limited progress toward economic, political, and social equality for black Americans, i.e., Roosevelt's Executive Order 8802
- G. End of the War
 - 1. Allied agreement—Yalta Conference
 - 2. Defeat of Germany
 - 3. Defeat of Japan
- H. Impact of the War
 - 1. Entire countries were physically and demographically devastated—effects of physical and human geographic factors
 - 2. Millions of families suffered the loss of loved ones
 - 3. The Nazi Holocaust - Hitler's "Final Solution;" worldwide horror; human rights violations
 - 4. The Nuremberg Trials
 - 5. Global impact; rise of nationalism in Africa and Asia

- 6. Advent of the United Nations
- 7. Advent of the nuclear age

II**THE UNITED STATES IN THE POST-WORLD WAR II WORLD****Objectives:**

- 1. To understand why the United States had to assume a leadership role in the post-World War II world
- 2. To appreciate the historical background for the formation of United States foreign policy of this era
- 3. To understand the relationship between the relative importance of United States domestic and foreign policies over time
- 4. To analyze the role played by the United States in international politics, past and present

Content Outline:

- A. Peace Efforts
 - 1. Formation of the United Nations
 - 2. Human rights issues; United Nations Universal Declaration of Human Rights (1948)
 - 3. Refugees
- B. United States and the Soviet Union Emerge as World Leaders
 - 1. Bipolarism
 - 2. The Cold War
 - 3. New alliances, i.e., NATO and the Warsaw Pact
- C. Postwar United States Foreign Policy
 - 1. Containment
 - 2. Economic and military aid
 - a. Truman Doctrine
 - b. Marshall Plan
 - 3. Relations with Canada
 - a. The DEW line; NORAD
 - b. Strategic location between superpowers
- D. Postwar Areas of Conflict between the United States and Soviet Union
 - 1. Berlin blockade/ airlift
 - 2. Self-determination of European nations
 - 3. China
 - 4. Korea
 - 5. Expansion versus containment

III**THE UNITED STATES IN A WORLD OF TURMOIL****Objective:**

- 1. To understand the historic, political, and social context in which United States foreign policy has evolved since World War II
- 2. To understand the relationship between the relative

- importance of United States domestic and foreign policies over time
- 3. To analyze the role played by the United States in international politics, past and present

Content Outline:

- A. The Postwar Era Saw a Breakdown in Colonial System
 - 1. Emergence of newly independent countries in Europe, Africa and Asia
 - 2. The Third World
 - 3. Subject of contention between the superpowers for influence
- B. Pressure Points Emerged
 - 1. Middle East
 - a. Arab-Israeli conflict
 - b. Suez crisis

- 2. Cuba and Latin America
- 3. Southeast Asia
 - a. Laos
 - b. Vietnam
- C. Economic Factors Have Resulted in a World Increasingly Characterized by Interdependence Due to:
 - 1. Scarcity of certain natural Resources
 - 2. Increase of trade and travel
 - 3. Cultural assimilation
 - 4. International competition for markets
- D. Cooperative Ventures within the Hemisphere Have Been Initiated to Improve the Standard of Living and Security of the United States, Canada, and Latin America

UNIT 11

The Changing Nature of the American People from World War II to the Present

AN AGE OF PROSPERITY CHARACTERIZED THE POSTWAR SOCIETY

Objective:

- 1. To understand that the period immediately following World War II was a prolonged period of prosperity with a high level of public confidence in the United States
- 2. To investigate key turning points in New York State and United States history and explain why these events or developments are significant
- 3. To compare and contrast different interpretations of key events and issues in New York State and United States history and explain reasons for these different accounts

Content Outline:

- A. Physical and Geographic Expansion Resulted in Changing Patterns of Production and Consumption
 - 1. Production and Gross National Product (GNP) rose
 - 2. Technological advances increased output and modifications to the physical environment
 - 3. Unemployment declined
 - 4. Growth spread throughout the country—human modifications of the physical environment
 - 5. Growth in productivity led to higher wages
 - 6. Advertising strategies changed
 - 7. Poverty continued to exist in the midst of plenty

- B. Major Trends Resulted in Occupational Shifts and Changes in the Nature of Work
 - 1. Fewer workers produced more goods
 - 2. Factory work became less common
 - 3. Employment rose in the service sector
 - 4. Undesirable employment increasingly fell to minorities
 - 5. Women entered the work force
- C. Community Patterns Underwent Significant Changes
 - 1. Suburbs grew in number and size—demographic structure of a population
 - 2. Cities experienced changes—types and patterns of human migration
 - 3. Development of an interstate highway system contributed to suburban growth and urban decline, i.e., the New York State Thruway
- D. The American Family Evolved to Fit New Ways of Living
 - 1. Typical family units consisted of parents and children
 - 2. Postwar “baby boom” gave rise to child-centered families
 - 3. Increasing numbers of women looked for full- or part-time employment outside the home
- E. An Emerging Youth-Centered Culture Resulted in Significant Changes
 - 1. Tremendous increase in the number of children attending school
 - 2. School policy became an important community issue
 - 3. Adolescence evolved as a distinct stage of life
 - 4. Business and entertainment catered to a youth market

- F. Prosperity Resulted in Rising Expectations for Black Americans and Other Minorities
 - 1. Important executive and judicial decisions supported equal rights
 - 2. Despite changes, discrimination remained widespread
 - 3. The civil rights movement developed and evolved
 - 4. Native American Indian land claims; specific New York references to Iroquois land claims
- G. The Feminist Movement Emerged in Response to Inequities
 - 1. Women and organizations spoke out in favor of sexual equality
 - 2. Prominent issues raised included:
 - a. Passage of an equal rights amendment (E.R.A.)
 - b. Equal pay for equal work
 - c. The right of women to seek personal satisfaction outside the home and family
- H. The Postwar Years Brought Changes and Shifts in Political Power
 - 1. Movement of people to the South and Southwest changed the national balance of power
 - 2. The two major parties dominated national and state politics
 - 3. Influential third parties emerged on some issues and interests
 - 4. Presidential administrations used a variety of approaches and responses to postwar problems and issues

II

POST-INDUSTRIAL SOCIETY USHERS IN THE AGE OF LIMITS

Objective:

- 1. To understand that, beginning in the 1960s, public confidence was shaken by a series of unanticipated economic, social, and political events that made it apparent that the United States had limited capacity and resources to control those events
- 2. To investigate how people in the United States and throughout the world answer the three fundamental economic questions and solve basic economic problems
- 3. To develop conclusions about economic issues and problems by creating broad statements which summarize findings and solutions
- 4. To present economic information by using media and other appropriate visuals such as tables, charts, and graphs to communicate ideas and conclusions

Content Outline:

- A. The United States Economy Experienced Major Changes and Upheaval
 - 1. Recognition of the limits of growth—distribution and use of resources
 - 2. Inflationary pressures
 - 3. Foreign competition to basic industries
 - 4. The decline of industry
 - 5. Emergence of high technology
 - 6. Unfavorable balance of trade
- B. Emergence of an Environmental Movement
 - 1. Landmark legislation
 - 2. New government agencies at all levels
 - 3. Environmental organizations and concerns
 - 4. The ecological perspective—Consequences of Human Modifications of the Physical Environment
 - 5. Native American Indian spiritual beliefs about the relationship of people to the land
- C. Changes in the American Work Force
 - 1. Shifting patterns and types of employment
 - 2. Significant decline in industrial jobs
 - 3. Growing acceptance of retirement as a distinct stage of life
 - 4. Increasing global mobility of capital and its relationship to employment
- D. New Family Patterns Evolve
 - 1. Numerous different types of groupings
 - 2. Multiple causes
 - a. Working women
 - b. Changing personal values
 - c. Increased divorce rates
 - d. Stress
 - e. Substance abuse
 - 3. Multiple effects
 - a. Household management
 - b. Child care
 - c. Schooling
 - d. The role of government in family matters
- E. Reactions to Changes of the 1960s and 1970s Have Affected the 1980s and 1990s and Will Affect the Next Century
 - 1. Return to conservatism as a social and political philosophy
 - 2. Conflicts over interdependence and between social responsibility and individualism
 - 3. Pluralism versus consensus
 - 4. Single issue political responses and special interest groups
 - 5. Federal and State roles in health, education, and welfare reform

III

THE AMERICAS MOVE TOWARD THE 21ST CENTURY

Objective:

1. To understand that change is inevitable yet manageable and that alternative futures can be analyzed and planned

Content Outline:

- A. Learning to Manage Change
 1. Recognizing alternative futures through knowledge of the past

2. Learning to tolerate change
 3. Coping with unpredictable circumstances and events
- B. Examining Alternative Futures for the United States and New York State
 1. Changes in basic institutions, i.e., family, political, economic, religious, and educational
 2. Possible scenarios for the future
 - C. The Future for Canada and Latin America
 1. Projecting future domestic political and economic concerns and issues
 2. Long-term inter-American relationships—the “haves” and the “have nots”

UNIT 12

Citizenship in Today's World

I

CITIZENSHIP IN THE UNITED STATES

Objective:

1. To understand the rights and responsibilities of citizens at the Federal level of government
2. To explain what citizenship means in a democratic society, how citizenship is defined in the *Constitution and other laws of the land*, and how the definition of citizenship has changed in the United States and New York State over time
3. To discuss the role of an informed citizen in today's changing world
4. To explain how Americans are citizens of their states and of the United States
5. To respect the rights of others in discussions and classroom debates regardless of whether one agrees with their viewpoint
6. To explain the role that civility plays in promoting effective citizenship in preserving democracy
7. To participate in negotiation and compromise to resolve classroom, school, and community disagreements and problems

Content Outline:

- A. Underlying Principles of the Constitution of the United States: How They Operate
 1. Federalism

For example:

 - Strong versus weak Federal government: The Hamilton-Jefferson debates
 - Sectionalism: Federal versus states rights before the Civil War
 - Federalism: the limits of Constitutional authority; post-Civil War

- Federal power: a national speed limit
2. Separation of powers

For example:

 - Colonial taxation
 - The right of judicial review: *Marbury versus Madison* (1803)
 - States rights to control the waterways: *Gibbons versus Ogden* (1824)
 - Position of territory acquired from a foreign government in relation to tariff laws: *DeLima versus Bidwell* (1901)
 - Rights of the President in relation to the other branches: *United States versus Nixon* (1974)
 3. Protection of individual rights

For example:

 - Zenger - freedom of the press
 - Were slaves citizens?: *Dred Scott versus Sanford* (1856)
 - Separate but equal: *Plessy versus Ferguson* (1896)
 - The right to an equal education: *Brown versus Board of Education of Topeka* (1954)
 - The rights of the accused: *Miranda versus Arizona* (1966)
 - Freedom of expression in school: *Tinker versus Des Moines Independent School District* (1969)
 4. Provisions for change: the amendment process

For example:

 - Due process of law: the 14th Amendment (1868)
 - Direct election of Senators: the 17th Amendment (1913)
 - Prohibition: the 18th Amendment (1919)
 - Women's Suffrage: the 19th Amendment (1920)

- B. Legal Bases for Citizenship in the United States
 - 1. Citizenship by the "law of the soil"
 - 2. Citizenship by birth to an American parent
 - 3. Citizenship through naturalization
- C. Responsibilities of Citizenship:
 - 1. Civic: A citizen should be:
 - a. Knowledgeable about the process of government
 - b. Informed about major issues
 - c. A participant in the political process
 - 2. Legal: A citizen should:
 - a. Be knowledgeable about the law
 - b. Obey the laws
 - c. Respect the rights of others
 - d. Understand the importance of law in a democratic society
 - 3. The changing role of the citizen

II CITIZENSHIP IN STATE AND LOCAL GOVERNMENT

Objective:

- 1. To understand the structure and function of our state and local governments
- 2. To interpret the ideas, values, and beliefs contained in the Declaration of Independence and the New York State Constitution and United States Constitution, Bill of Rights, and other important historical documents
- 3. To understand how civic values reflected in United States and New York State Constitutions have been implemented through laws and practices
- 4. To explain how Americans are citizens of their states and of the United States
- 5. To participate in negotiation and compromise to resolve classroom, school, and community disagreements and problems

Content Outline:

- A. New York State
 - 1. Constitution
 - 2. Structure and function of State government today
 - 3. New York's role in our Federal system
 - 4. Effects of State government on the citizen

- B. Local Government
 - 1. Structure and function
 - a. County
 - b. Town
 - c. City
 - d. Village
 - e. School district
 - 2. Roles within the State
 - a. Home rule
 - b. Agents for the State and Federal programs
 - 3. Effects of local governments on the citizen, i.e.:
 - a. Education
 - b. Taxes
 - c. Utilities
 - d. Laws/ courts
 - e. Streets/ roads
 - f. Social services
 - g. Zoning
 - h. Police and fire protection
 - i. Recreation and cultural activities

III COMPARATIVE CITIZENSHIP

Objective:

- 1. To encourage students to see the common interests and concerns we share with other citizens of the hemisphere and the world
- 2. To discuss the role of an informed citizen in today's changing world

Content Outline:

- A. Our Relation to Citizens in
 - 1. Canada
 - 2. Mexico
- B. Global Citizenship
 - 1. Role of interdependence in the world today
 - 2. Concern for universal
 - a. Peace
 - b. Justice
 - c. Equality
 - d. Cooperation to end suffering and starvation
 - e. Human Rights

Application

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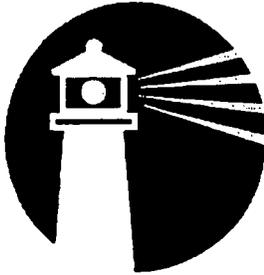
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Bronx Preparatory Charter School

A BEACON OF LEARNING

Amendment to the Application of the Bronx Preparatory Charter School

Presented to the
Charter Schools Institute
State University of New York

January 10, 2000

Presented by

Kristin Kearns Jordan

[REDACTED]
New York, NY [REDACTED]
[REDACTED]
[REDACTED]

RECEIVED
Refused

REDACTED

**Amendment to the
Bronx Preparatory Charter School Application**

Submitted January 10, 2000

Response to Attachment I-4 (Applicants' partner(s)):

Please provide additional detail on the role of, or school's relationship to, Phillips Exeter Academy and the Bronx Museum of the Arts, including any formal or informal agreements to pursue such partnerships with the school. In addition, please provide an explanation of the South Bronx Churches group and its role or relationship to the proposed school.

Amdendment to Attachment I-4 (Applicants' partner(s)):

Submitted 1/10/00

Phillips Exeter Academy

The nature of Phillips Exeter Academy's partnership with the Bronx Preparatory Charter School is that of a curriculum enrichment resource. There is a tight but informal relationship between the two schools, rather than a direct sponsorship by Exeter of the charter school. The partnership between the two organizations is solidified by the participation on the Bronx Prep board of one long-time Exeter faculty member and administrator, Richard Schubart, and two active alumni, Roberto Garcia and Kristin Kearns Jordan. As Kristin, the lead applicant, also grew up in the town of Exeter, she maintains ties with many faculty members who provide regular advice and guidance on standards, pedagogy and effective instructional materials.

Once Bronx Prep has a faculty in place, Exeter faculty members will be involved in the professional development of teachers. Exeter leads the education community in the development of the inquiry-driven approach to teaching and learning that is at the core of the Bronx Prep's curriculum. Exeter faculty members have a history of sharing their successful pedagogical practices with other schools, as recently evidenced by their assistance to a Washington State charter school that opened this September outside of Seattle. Richard Schubart also led this effort. A specific example of a faculty development program is one run by Eric Bergofsky, who chairs Exeter's math and science departments. His is a tested and popular program, which shares with teachers at other institutions the techniques and resources that Exeter uses with great success. The program is funded by outside foundations, and therefore is free to participants. Mr. Bergofsky has offered to use it with Bronx Prep teachers on site in the Bronx.

Bronx Museum of the Arts

The partnership between Bronx Prep and the Bronx Museum is formally established in the attached letter. The Bronx Museum staff educators will participate directly in the charter school's arts curriculum, and will work with the school to find opportunities to integrate the themes of the arts into the curricula of other disciplines. It is the common goal of the charter school and the museum to help students recognize the very interconnected nature of the fine arts, the liberal arts and the sciences. Principles and themes of all the disciplines reinforce each other, and a high quality arts education will help students to develop a broad, integrated understanding and appreciation of the world in which we live.

Bronx Prep will benefit tremendously from a \$3 million first installment of a federal grant that the museum was just awarded last month to begin the planning and construction of a children's arts center. The center will provide arts education to community youth, with "arts" defined very broadly to include the visual arts, music, dance, and other forms. Just as Bronx Prep students will benefit from their opportunity to participate in and observe the artistic process in such an exciting environment, we believe that our students' perspectives and interests will be of value to the museum as they build this children's center from scratch.

South Bronx Churches

South Bronx Churches is an ecumenical, not-for-profit, member organization affiliated with the national Industrial Areas Foundation. They organize community members and thereby harness the power of South Bronx citizens, in order to effect positive change in the community. Their most visible projects in recent years have been the organization of a new public school, the Bronx Leadership Academy, and the construction of hundreds of units of high-quality yet affordable housing, Nehemiah Homes, which they sell at subsidized rates to South Bronx families.

Vis-à-vis Bronx Prep, the best description of the role of South Bronx Churches and many of their affiliated organizations is as advisors to, supporters of, and fellow travelers with the charter school. The two organizations have no formal ties, but strong common interests and a solid working relationship. Head organizer of South Bronx Churches Lee Stuart and her colleagues have introduced our founders group to a large number of Bronx community residents and organizations including educators, not-for-profit administrators, church leaders, youth leaders, parents and community activists. This network of support and advice has kept the founding group grounded in the specific needs and interests of the South Bronx community. The participation of this network will also be tremendously valuable for marketing the new school to prospective students and their families in the spring.

As South Bronx Churches recently organized a successful school, the Bronx Leadership Academy, they can and do provide considerable good advice to Bronx Prep on school development. They recently graduated their first senior class, more than 95% of whom continued to college. Last year when the Bronx Leadership Academy opened admission for 125 spots in their ninth grade, they received nearly 5,000 applications. As Lee Stuart noted in a conversation with Kristin Kearns Jordan on 1/1/00, "if anything is a testament to low-income parents' ability and commitment to seek better schools for their children, the 5,000 applications are it." Lee is delighted to see another school with a commitment to excellence enter the field, as the demand for quality education in the South Bronx is overwhelming.

South Bronx Churches also builds affordable housing in the Bronx, and so they have become experts in the building and construction business as it is practiced in the Bronx. They have offered to be directly involved in the building of the senior academy facility when it comes time to do so. Their attention to quality and to frugality makes this a very valuable offer.



September 23, 1999

Ms: Kristin Kearns Jordan

[Redacted]

New York, New York

[Redacted]

Dear Kristin:

Bronx Museum Board member, Drew Hyde shared with us your overview for the Bronx Preparatory Charter School. The initiative you are developing is a very exciting one and we would welcome the opportunity to partner with you. Attached, you will find a brief overview of the education programs at the Bronx Museum prepared for you by Eathon Hall our Education Director. A talented and committed Museum educator Eathon helped to develop a charter school / museum partnership in Newark, New Jersey while at the Newark Museum.

We would like to meet with you at the appropriate time to explore a way the Bronx Preparatory Charter School might work with the Museum. Our existing programs, as outlined by Eathon, are one direction to explore as is designing a program that will meet with the goals of the Bronx Museum and the Bronx Preparatory School.

Drew explained that your application is due on Monday, should you need further information from us to assist you, please do not hesitate to contact me at: (718) 681-6000 ext. 130, or Eathon Hall at ext. 165. We look forward to working with you.

With best wishes.

Sincerely,


Jenny Dixon
Executive Director

REDACTED

CC: Drew Hyde
Eathon Hall

The Bronx Museum of the Arts Education Programs Overview

Presented to the Bronx Preparatory Charter School

The Bronx Museum of the Arts proposes to partner with the Bronx Preparatory Charter School to provide quality arts-in-education resources in the visual and media arts through staff development and direct student services. The following core education programs represent some of the potential artistic development and arts integration initiatives the Museum can bring to Bronx Preparatory's Extended Day program and to integrate the arts into the classroom curriculum:

THE INTERPRETIVE ART PROGRAM (IAP) involves active student participation in an engaging thematic dialogue on the issues and ideas behind today's art and artists as featured in the Museum's exhibitions and permanent collection. A culminating hands-on interpretive art project that is process-oriented, allows students direct involvement in the artmaking process as they create individual and/or collective works based on themes explored in the gallery discussion. A trained Museum Teacher facilitates this 90-minute program. This program also emphasizes visual literacy and the development of critical thinking and observation skills, by employing the Visual Thinking Strategy (VTS).

THE ART & MEDIA SCHOOL established in the early 1980s in response to cutbacks in public school arts education programs sought to provide youth and adults studio-based instruction in fine (e.g. painting, drawing, and sculpture) and media arts (e.g. computer graphic design and video production). The studio-based courses stress technical instruction and basic skills training, while investigating continued academic studies and related career opportunities. High school art credits and portfolio development support students' artistic development in preparation for continued and advanced studies.

Working from the belief that students learn the most from their peers, **THE STUDENT DOCENT PROGRAM** places students at the center of the learning experience, motivating them to learn about art and Museums. Recruited by their classroom teachers and trained by Museum Educators, student docents lead their classmates and peers through exhibitions of contemporary art at the Bronx Museum. The goal of this innovative program is to explore the inherent complexities in art as students exchange observations and stimulating thought with their peers, with whom they share the same day-to-day experiences.

And, the perhaps the most critical link to successful integration of the arts into the classroom curriculum is a practical and consistent program for staff development. Through the Museum's **TEACHER INSTITUTE FOR THE ARTS**, teachers can learn how to utilize the Museum's collection and exhibitions to support other curricular areas, object-based learning and visual literacy in the classroom. Through artist residencies, workshops, courses and special events, teachers participate in hands-on, process-centered modes of learning which are modeled for classroom adaptation.

The above overview of some of the Museum core education programs gives a sense of the range of artistic activities the Museum can provide. The Education department looks forward to the opportunity to explore how these programs can be adapted to suit the unique needs of Bronx Preparatory and to open a dialogue for new and expanded programs and services.

THE BRONX MUSEUM OF THE ARTS' MISSION STATEMENT

The Bronx Museum of the Arts is a twentieth century and contemporary art museum founded in 1971, to serve the culturally diverse populations of the Bronx and the greater New York metropolitan area. The Museum has a long-standing commitment to increasing and stimulating audience participation in the visual arts through its Permanent Collection, special exhibitions, and education programs.

PERMANENT COLLECTION OVERVIEW

The Bronx Museum of the Arts permanent collection was initiated in 1986. The Museum's collection has become a unique artistic and cultural resource for its local constituents, while not duplicating the collection policies of other museums in the United States. Comprised of over 350 twentieth century and contemporary works of art in various media (e.g. drawings, paintings, mixed media, installations, photographs, and sculpture), the collection highlights the artistic production of artists of African, Asian, and Latin American ancestry. The Permanent Collection reflects the Museum's surrounding communities and audiences, largely composed of African American and Latino populations as well as an increasing number of African, Asian, Caribbean, Central and South American communities in the metropolitan area.

SPECIAL EXHIBITIONS OVERVIEW

Through its critically acclaimed exhibition program, the Bronx Museum has established a local and international reputation as a contemporary and multicultural art museum. As the only fine arts museum in the borough, the Museum presents ongoing special solo and group exhibitions of twentieth-century and contemporary art; exhibitions of contemporary and historical relevance to the Bronx and its residents; exhibitions based on the Permanent Collection; as well as thematic exhibitions that stimulate and expand discourse and scholarship, and promote cross cultural exchange.

Response to Attachment III-12 (Admissions policy and procedures)

Please provide an enrollment period for the school, which must be no fewer than four weeks in duration.

Please provide a detailed student marketing, outreach and recruitment plan for the school. This includes mass marketing, door-to-door outreach, public information sessions, direct mail, target audiences, etc. In the event that the school intends to undertake a mass mailing, please provide a description of the targeted audience.

Amendment to Attachment III-12 (Admissions policy and procedures)

Submitted 1/10/00

Enrollment Period

If the school is formally chartered by April 1, it will hold an enrollment period from April 7th through May 7th. If the formal charter is received at a later date, the school will begin its enrollment period a week after that date and continue the enrollment period until exactly a month after the beginning of the enrollment period.

Marketing Plan

The model for Bronx Prep's marketing plan to parents is a modified and localized version of the effort undertaken by the School Choice Scholarships Foundation (SCSF) to recruit families to their scholarship lottery in 1997 and 1998. We have chosen the model because we know it to be an effective way to recruit at-risk students to educational opportunities in New York City. In those efforts, led by Kristin Kearns Jordan, more than 40,000 families across the city applied for 2,300 scholarships. The students who applied in 1997 were low-income students with very low standardized test scores: 26.2% were reading at or above grade level, and 17.7% were doing math at or above grade level. (Grade levels of 1998 applicants were not assessed). Both years the epicenter of demand for scholarships was in District 9, and in the South Bronx area more generally. We will reach out by mail directly to the 5,000 South Bronx families on the SCSF mailing list who not win scholarships, and we will also reach out to new families using techniques similar to those SCSF used in 1997 and 1998.

The most effective marketers in the SCSF effort were individuals at hundreds of community organizations, including after-school programs, churches, businesses and civic organizations. In addition, guidance counselors and teachers in the local public schools came forward with requests for applications. In some cases those public school representatives distributed more than 500 applications – one for every eligible child in the school. The Bronx Prep team will reach out to the same organizations and individuals, as well as to others whom we are meeting for the first time as we organize the school. We will reach out directly to all the South Bronx Churches affiliates for help with student recruitment. We will also post school flyers ourselves in local businesses, youth centers and other logical locations.

We will not purchase advertising space in the local media, as it is very expensive and not as effective as the organization-based and word-of-mouth effort described above. We will, however, seek public service announcements and "earned" media coverage in the local media outlets.

Based on advice from the Northstar Academy Charter School, a similar middle school in Newark, NJ, we will make an effort to present the school directly to students in public elementary schools. Northstar found about 80% of their applicants to be students who brought the Northstar flyers home from public school to their parents. As most of the elementary schools in the South Bronx graduate students after 5th grade and will be looking to place their students in quality middle schools, we are optimistic that we will be given permission to make these presentations, or at least that the public schools will present students with the Bronx Prep name as an alternative for their middle school enrollment. We are planning to do everything in our power to develop warm relationships with local public schools, although we are aware that obstacles could arise. Should we not be given access to public schools, we are confident that the other mechanisms for student recruitment described in this attachment will provide us with adequate demand.

The school will hold a minimum of four public information sessions at the school site during the enrollment process. All marketing materials sent out about the school will include the dates and times of those meetings.

Response to Attachment III-18 (student discipline)

The description of the disciplinary policy should be amended to provide for or arrange alternative education programs for those students who are suspended from the school to the extent required by law; and that any person unsatisfied with the outcome of his or her appeal to the charter entity, i.e., the SUNY Board of Trustees, may appeal to the Board of Regents.

Amendment to Attachment III-18 (student discipline)

Submitted 1/10/00

The paragraph of the discipline policy under the heading "Out of School Suspension" shall be amended to read as follows:

An out-of-school suspension will result in the immediate removal from school of the student in question. Suspension will begin at the moment of infraction; parents will be notified and asked to retrieve the child from the school immediately (per process described above). The suspension will continue until the school, the student and his or her parent(s) or guardian(s) meet to agree upon appropriate behavioral conditions for the student's return to the community. This meeting will take place as quickly as possible after the student's suspension from school. In the case of very severe infractions, suspensions may be accompanied by other sanctions. During the time that the student is not in school, the school will provide or arrange alternative education programs to the extent required by law.

The final paragraph of Attachment III-18, which appears under the heading "Right to Appeal," shall be amended to read as follows:

Students and/or their parents shall have the right to appeal suspensions and expulsions to the Executive Director of the charter school, next to the Board of Trustees, next to the SUNY Charter Schools Institute, and finally to the New York State Board of Regents.

In discipline cases

Response to Attachment III-21 (health services)

Please explain how a volunteers or "off-duty" teachers can escort children to the clinic four blocks away. How realistic is this? What assurances are there that someone always will be willing and able to do so?

Please provide any written commitments from the Martin Luther King Health Center to provide free health services. Will a formal contract be entered into? What are the parameters of this commitment?

Response to Attachment III-21 (health services)

Submitted 1/10/00

While the founding group of the Bronx Preparatory Charter School shares the SUNY committee's concern about the separate addresses of the school and the health clinic, we believe that this is the most effective and the only affordable way to secure high-quality, comprehensive health care for the students and hopefully their families, as well. Our goals in the provision of health care are broader than simply ensuring that students' medical emergencies are met during the school day. We are also committed to helping our students and their families gain access to and develop the habit of using regular preventative care. It is a tragedy that many low-income families in the South Bronx and elsewhere still rely on emergency rooms for their primary care.

We believe it is more realistic to ensure that there is an adult available – either parent volunteer, college student volunteer or school staff member – to escort ill students to the clinic than to it would be to try to provide medical services on site. To provide medical services on site would require a commitment of scarce school floor space, as well as the salary for a medical professional during all the hours that the school is in operation. And even a full-time nurse would constitute "half a loaf," as it would never be possible for a small school to duplicate all the resources of a medical clinic – doctors, nurses, counselors, social workers, health educators, other specialists, plus all medical equipment. We will be vigilant about ensuring that we can secure the staffing to provide escorts, and will regularly assess the school's success in accomplishing this goal, as with all goals described in the charter application. If we find that we are not successful, we will seek an alternative solution.

It is the intention of the school and the clinic to enter into a contractual agreement when the school is chartered. The clinic will commit to provide the services as long as the school commits secure parental permission for students' treatment at the clinic. General "health education" activities will be provided to the school for free, on the school site in most cases. A combination of federal and state funding streams for medical care for low-income families will fund students' individual care. In the rare case where families' income exceeds the guidelines for the free care, it is the clinic's general practice to waive the fees, which the clinic director, Pat Thompson indicated verbally would be true for Bronx Prep families as for their other patients. We will request written confirmation from Ms. Thompson of these arrangements as soon as she returns from a vacation on January 10.

Response to Attachment III-22 (students with disabilities)

Please provide details on how the school would serve students with disabilities under the federal Individuals with Disabilities Education Act (IDEA) and section 504 of the Rehabilitation Act of 1973 including equal access, the interaction with the school districts' committee on special education to ensure provision of services, ensuring teacher participation and understanding of a student's needs, the process for compliance of Child Find requirements, IDEA reporting requirements, and confidentiality of student records.

What services for students with disabilities would the school have available on site, and what steps would the school be taking to ensure the provision of services not available on site?

Please clarify the funding available in the budget for special education services projected to be contracted outside the school.

Response to Attachment III-22 (students with disabilities)

Submitted 1/10/00

Process for Provision of Special Education Services

It is challenging to provide more detail on how the school will provide special education services to students until we become aware of the unique needs of the students selected in the admission lottery. The Bronx Preparatory Charter School's overall approach, however, is clear: we will ensure that the individualized needs of all our students are met and met well. The goals of academic achievement and good character described elsewhere in this application are equally the goals for children who have learning disabilities and special needs. In accordance with the federal Individuals with Disabilities Act, the New York State Law requiring the "least restrictive environment", and our own commitment to meeting the needs of our students, the school has two priorities in the provision of special services to these students. The student must have access to the kind of instruction and support that is likely to maximize their academic success. The student must also have every available opportunity to be integrated into the school life with students of all ability levels.

Given the special education statistics of the district, we expect that 5-10% of our admitted students, or 5-10 students in our first year, will come to the school with Individualized Education Plans [IEPs] specifying specific learning disabilities that require specific educational resources to be provided within the school or by contract with the district of residence or another organization. We are very aware of that considerable law, including the federal Individuals with Disabilities Education Act (IDEA), and section 504 of the Rehabilitation Act of 1973, regulates the manner in which these services must be provided. We will comply fully with these laws and seek considerable legal guidance from the SUNY Charter Schools Institute, the State Education Department and private sources as we develop in-house special education services for some students and contractual arrangements for others. It would be imprudent to attempt to provide complete descriptions of these arrangements until we have three kinds of additional information. (1) We need to evaluate in the coming months the quality of specific special education programs in District 9 and neighboring districts in the Bronx, as we will give considerable attention to the strengths and weaknesses of these programs when planning for our students. (2) We require the IEPs of the specific students to be served. (3) We desire additional legal guidance on providing these services with individual students' cases before us. The following presents the general picture, however.

To balance effectively the goals of providing specialized services and integrating students with special needs into the school community, the school will consider each student's academic program individually, in consultation with the student's parents and the committee on special education at the student's district of residence. In every case we will assess whether our charter school has the ability to provide the services a student requires. With some students, the charter school staff will be able to directly provide the special support recommended by a student's IEP, for example through regular individualized instruction with our reading specialist or other tutorial help. The students with learning disabilities for whom direct service by the charter school will likely be possible and effective is for students whose disabilities fall into the MS 1 or MS IV classifications. These classifications include, but are not limited to learning disabilities in the following areas: basic reading skills, reading comprehension, written expressions, mathematical calculation, mathematical reasoning, oral expression and listening comprehension. Each student's case will be assessed individually in light of the resources available at the charter school and elsewhere.

In assessing whether the school should provide a special education service directly, we will often need to take into account the number of students in the school requiring a specific resource. For example, it might be rational for the school to hire a speech therapist directly for several hours per week if we have several students who require speech therapy. If only one student has a speech disorder, however, it would likely be more rational to contract with a district speech therapy program to accommodate the student's needs. In making arrangements outside the school, every effort will be made to help find a site close by in order to maximize the possibility of a student's participating in the charter school's daily activities. If the public school district is amenable and space is available at the charter school, those contracted services could in some cases be provided on the charter school site. The principal of Bronx Prep will regularly assess whether the district is adequately serving the needs of the students being served under contract, and will continually review the contracting arrangement in light of the student's progress.

Assessing Students' Special Education Needs

As the proposed charter school will begin with students in the fifth grade, most students with specialized needs will already have an IEP that was prepared during the first several years of their schooling. In some cases, however, students may have disabilities that were not recognized by educators in former school settings. Bronx Prep teachers will be alert to the potential learning disabilities and other specialized needs of their students. If a student is not thriving and the faculty and staff suspect that special support may be needed, we will consult first with the student's parents to seek permission to arrange for an evaluation. If all agree that it is appropriate for a student to be evaluated, the charter school will provide a referral to the committee on special education at the student's district of residence, which will evaluate the student and provide the IEP.

Unfortunately, it is a frequent occurrence for low-income children, particularly African-American boys, to be classified falsely as learning disabled or emotionally disturbed. In order to address this problem, the school will establish an advocacy process to address situations in which a student's parent and the faculty of Bronx Preparatory Charter School believe that the child has been wrongly classified or that a student's IEP prescribes inappropriate services. The principal will be responsible for coordinating an assessment of the student's needs and the services recommended for every student with an IEP. If, after consulting with the student's teachers, the principal and parent are not

satisfied with the recommendations of the IEP, they will approach the district's committee on special education together to advocate a revision or declassification.

Special Education Budget

Budget figures for the provision of in-house and contracted special education services will be determined by the state and local funding allocations for the particular students we will serve. Students with severe learning disabilities require more services and are allocated a greater share of the public education budget in the City of New York. For students with many disabilities the allocation of public funds is well in excess of \$20,000 per child. We will calculate the expected public special education funding for our students with special education needs, assess the school's own resources, then make the arrangements for in-house or contractual special education services. We will make these arrangements in such a way that effectively serves the education needs of each child and makes effective use of the available funds.

Protection of Students' Confidentiality

Upon enrollment of their children at the Bronx Preparatory Charter school, and again at the beginning of each school year, parents will be apprised of their rights under the Buckley Amendment regarding access to and the confidentiality of student records. Information in the students' records will not be released without the written consent of the parent or as noted under FERPA requirements.

School employees all share the responsibility to protect students' privacy. Information regarding individual students will be kept in two places. Attendance, academic and disciplinary information on students, as well as teachers' informal written comments and notes on conversations with parents, will be stored on an employee-only information network facilitated by the Achieve software, which can be accessed only through employees' passwords. This information shall not be transferred from school-owned computers to any other electronic machine or network. Any printouts of these records or copies thereof must be kept secure on school property. Individual academic, disciplinary and attendance information will be downloaded regularly from the electronic files and placed in students' permanent hard files, which will also include any psychological evaluations, medical histories and Individual Educational Plans. Permanent files will be stored in a locked file cabinet in the school's administrative office. These files will not be removed from the school site.

How is this obtained?

Response to Attachment III-24 (other targeted populations)

Please provide details on the methods and strategies for serving students with Limited English Proficiency.

Response to Attachment III-24 (other targeted populations)Submitted 1/10/00

Bronx Prep's approach to enabling ESL students to learn English is through sensitive immersion into an English-language environment with tutorial ESL support. ESL students will be fully integrated with their English-fluent peers in class, as it is critical that they socialize with English-speaking students and participate in English-language conversation all day long. All teachers will actively attend to ESL students' understanding of material, stopping regularly during class to repeat important concepts or to ask other students to review critical ideas. Teachers will also be expected to create comfortable and supportive classroom environments, in which they can gently urge ESL students to practice their new language skills.

ESL students will also receive classical English as a second language instruction in small groups during the four class periods for individualized instruction built into all Bronx Prep students' schedules. Students will spend considerable time during these sessions reading aloud passages from the texts used in their classes, and then deciphering the meaning word by word, sentence by sentence. This kind of instruction will serve several purposes, among them:

- 1) It will give students practice in the pronunciation of words and the rhythm of the English language.
- 2) It will help build students' confidence and make them more comfortable about using their new language.
- 3) It will give students the opportunity to learn new vocabulary words and sentence structures.
- 4) It will reinforce the content they are learning in their classes, so as to help them keep up with their peers. Content missed for language reasons during class can be made up in this tutorial context.

The attached publication by the Great Books Foundation on supporting ESL students is the model for our approach to using written texts and class conversation to promote students' language acquisition. Strategies such as multiple readings of texts, focus on key words, and drawing and dramatization enhance all students' understanding of literature. Please see the attached document for greater detail.

It is important to note that most Bronx Prep students will arrive with weak English language skills, and so our intense focus on the basics: reading comprehension (phonics training), grammar lessons and vocabulary exercises are well suited to ESL students, as well as to other students. Our approach with all students will be to begin from scratch with basic language skills, as in many ways we will be re-teaching English-dominant students their own language. Old-fashioned grammar instruction is an example of a technique more commonly associated currently with second language instruction, which we will make a part of our English language instruction, as well. Focus on the parts of speech, on correct word usage, on conventional sentence structures, on vocabulary building will be tremendously valuable to ESL students. We recognize that the challenges of the ESL students in their first months will be many as they struggle to grasp the meanings of everyday words, as well as

the content of their lessons. But the other students will have their own struggles, as many of them will be learning Standard English usage that is unfamiliar, or at least unpracticed. Their challenge will be to re-learn their own language for use in the world of school and work.

ESL and Junior Great Books

Proficiency Beyond the Basics

As the number of students for whom English is a second language increases nationwide, educators are considering how best to guide these students through the stages of language acquisition and to empower them with the skills they need to succeed in the mainstream. Many educators are turning to Junior Great Books, the K-12 program of the nonprofit Great Books Foundation. The mission of the Foundation is to provide opportunities for people of all ages to read, discuss, and learn from outstanding works of literature. Teachers and others who are trained in the Foundation's Shared Inquiry™ method learn how to promote maximum involvement of all students, including ESL students.

Language acquisition and intellectual growth

Research shows, and educators in the field confirm, that students learn language more rapidly and with greater facility when language is taught in a real-life context. Language is mastered as language is used. The outstanding literature in Junior Great Books is specially selected to ignite student interest and the exchange of ideas. The program gives students a real reason to communicate by providing opportunities to connect the literature with their personal experiences throughout all activities.

The elements of language acquisition—reading, writing, listening, speaking, and thinking—are not separate, linear skills; they require simultaneous use to become real language. Working with Junior Great Books, students read, develop their own ideas, listen to the thoughts of others, and discuss and explore issues together. In this way students learn from each other and reach understandings they might not have attained independently. They are developing critical-thinking skills and communication skills at the same time.

Solving problems of real interest to students promotes learning. The significant issues presented in Junior Great Books selections encourage students to reflect, question, and explore. In developing satisfactory personal resolutions to issues through in-depth discussion and interactions with peers, all students, including ESL students, learn strategies for extending their communicative abilities into every area of their academic and social world. The supportive environment of Junior Great Books validates students' ideas and gives them confidence to progress in the core curriculum.

Goals for ESL students

National and state goals for ESL students cannot be considered in isolation. Even as ESL students acquire a new language and culture, they are held to the same high levels of achievement in content learning as English-proficient students are.

In order for ESL students to be successful in school and the world beyond, they must be able to read English, use spoken and written English to acquire content, and then be assessed in that content in English. Students must be able to use English in social, interpersonal areas as well as in academic settings.

ESL students need to develop many competencies, including the following:

- to interact in English within the classroom: asking and answering questions; participating in whole class and small group discussions; elaborating and building upon their own and others' ideas
- to obtain, build, reflect upon, and provide information in spoken and written form: persuading others and evaluating their opinions; using listening, speaking, reading, and writing skills to learn about a given topic; responding to peers' work; forming and asking questions; summarizing and synthesizing information
- to use appropriate learning strategies to acquire academic knowledge: practicing skimming, scanning, previewing, and reviewing; taking notes; connecting new knowledge with what one already knows

With its strong oral component and emphasis on thoughtful reading, note taking, and respect for one's own and others' perspectives, Junior Great Books leads ESL students toward English language proficiency skills.

Keys to success

Discussions with teachers, administrators, and other leaders in the field of education have pointed to the following factors as contributing to the success of Junior Great Books programs with ESL students:

Teacher confidence. With practice, Junior Great Books teachers gain confidence in themselves as leaders and in their students as learners. Leaders who go into the program with a positive attitude and a stance as co-learner with students tend to realize more success. While it is important that a teacher know and respect the backgrounds and personal experiences of all students, it is especially crucial to the learning of ESL students that their diversity be accepted and connected to the Junior Great Books adventure. Teachers who concentrate on what their students know, rather than on what they don't know, tend to make learning experiences meaningful.

Training and continual renewal. The required Basic Leader Training Course prepares teachers to involve students of all ability levels, to develop questioning strategies for discussion, and to conduct the daily interpretive activities. Many teachers leave the training course remarking that it is the most useful and substantial professional development they have ever had. However, it takes time to acquire new habits and learn to use a new program with confidence. Follow-up teacher observation days, along with intermediate and advanced training, keep teachers growing as leaders.

Sufficient materials appropriate for ESL students. The ideal of the Great Books Foundation has always been that the anthology the student uses is his or hers to keep, annotate, and refer to for years to come. Teachers consistently attest to the benefits of having students own and take notes in their own books. Short of this ideal, schools and districts should provide a student anthology for each student participating in the program, which they will keep in their possession during the course of study. Program effectiveness is diminished when students must share anthologies.

Teachers should always have their own Teacher's Edition and as many supplementary materials as possible. Use of the student activity books provides clarity and focus for ESL students. It is especially important that ESL students have access to the Junior Great Books audiotapes. Hearing multiple well-modeled readings of the selection is critical when English is being learned as a second language.

Thoughtful integration of Junior Great Books into the language arts curriculum. Successful Junior Great Books programs are well integrated into the school's language arts curriculum. The programs may be supplemental, but they are incorporated routinely and with serious purpose. Building regularly on essential skills is crucial for ESL students.

Use of strategies that foster maximum involvement of ESL students. Teachers who have achieved success with ESL students in Junior Great Books programs have learned a variety of strategies to help students build stronger foundations and participate as fully as possible in all Junior Great Books activities. Taking into consideration the background knowledge of students when preparing Junior Great Books Text Openers is one of these strategies. Many teachers personalize the introduction to a selection based upon what they know about their students. They find ways of helping students connect with the characters, ideas, and issues in the stories. It may be as simple as asking students, "Tell me what you know about cats," for a story in which a cat is a principal character. Other strategies include:

- *Multiple readings.* While the Foundation urges a minimum of two readings for all students, ESL teachers often find that three or more readings of a story are helpful. These readings may be done as a class, in a small group, at home with parents, with a tutor, or by listening to a tape.

As a selection is read aloud by a teacher or listened to on audiotape, students follow along in their books and use the cueing systems they have been taught, such as semantics, syntax, or graphophonics. Students see what the words being read aloud look like and the context in which these words appear. As they listen and follow along, students identify patterns in English grammar and demonstrate in context how these language structures work.

- *Sharing Questions.* Many teachers have students share questions orally to help them master the facts of the selection and become aware of interpretive issues. After the first reading, the teacher asks for questions and writes them on the board. Students are then asked to work through the list suggesting possible answers for each. The teacher keeps the questions on the board during the second reading to help students focus on ideas that interest them.
- *Focusing on key words.* Vocabulary development is a vital component of language, and the acquisition of key words is often preliminary to understanding passages or whole selections. ESL teachers talk about “playing with words” as a way to convey meaning. For example, in “the queen began to weep and wail so heart-rendingly,” the teacher might ask students to look at the context in which *heart-rendingly* appears. The teacher would then ask students, “Show me how you think the queen was crying.” Role playing can open up meaning for students. When dealing with rich, unedited literature, teachers must ask themselves which words are crucial to understanding the story, and which are peripheral. Not every word must be defined for the picture to be clear. Thinking adults do not need a dictionary definition of every word they read, nor do students.
- *Drawing and dramatization.* ESL students may benefit from the use of drawing and dramatization. Drawing a picture to accompany a written description of a character or creating an illustration to support an answer to an interpretive question may help students present their ideas. Through dramatization, students recall significant parts of the story and work with sequence and structure.

Most educators agree that full proficiency in English is necessary for the future success of all students in the United States. Planning for ESL students to meet this common goal means finding ways to enable these students to join the mainstream and meet the same high standards as proficient English-speaking students. Educators who consider ESL students’ social, educational, and personal backgrounds, as well as their existing skills and knowledge, will be better equipped to lead them to academic success. As one educator said, “We’re not just interested in teaching a child to speak English. We want well-educated, motivated students—who speak English well.” Junior Great Books provides the means to attain that goal.



The Great Books Foundation

A nonprofit educational organization

35 East Wacker Drive, Suite 2300, Chicago, Illinois 60601-2298

Telephone: 1-800-222-5870 • Fax: (312) 407-0334

E-mail: jgb@gbf.mhs.compuserve.com

www.greatbooks.org

11d

Response to Attachment IV-26 (curriculum)

Please provide additional detail on how computer technology will be integrated into lesson plans.

Amendment to Attachment IV-26 (curriculum)Submitted 1/10/00

Computer technology has become a workplace tool that in many places is as essential as paper, pens and electric lighting. Given its importance to our students' futures, computer use will be fully integrated into the Bronx Prep curriculum. Many teachers will come to the school equipped with their own uses of technology in lessons, and others will have to be coaxed more deliberately. The following is a year 2000 overview of the priorities for computer use in the school. We expect that this, more than any other aspect of the curriculum, will need to be updated on a yearly or even monthly basis as technology advances and new uses of it emerge. Very broadly speaking the educational uses of computers can be divided into three categories: (1) information gathering and research, (2) information analysis and processing, and (3) communication to others. Many projects will contain elements of more than one category.

An example of information gathering would be internet research on historical, social science, literary and almost any other academic topic. Students might do an internet research project comparing life in the Bronx to a rural county in West Virginia. Teachers might help them to collect census data on the counties, to access local newspaper articles on similar topics from each county, to look at different kinds of maps of their regions, to find chamber of commerce and local government websites from the two counties, and other items of interest to the students themselves.

Information processing and analysis projects would include the following kinds of examples:

- graphing data from a student-performed science experiment to seek meaningful patterns
- graphing social science data to seek patterns and correlations
- creating a spreadsheet with arithmetic fields that turn fractions into percents, in order that numbers may be more easily compared
- creating a simple database and/or a spreadsheet to keep track of a theoretical (or real) stock portfolio, with descriptive data on companies, stock prices at different dates, records of purchases and sales, etc.

Many communication projects done on computers will be written work word-processed on a computer. Beyond keyboarding skills students will learn to use footnotes, page design features, inserted objects and other features that enhance communication of the written word. Two examples of relatively advanced communication projects include a class' collective effort to design a web page for the school and a set of power point slides to enhance a verbal presentation.

The best way to ensure that teachers and students make use of computers in the classroom is to ensure that teachers themselves become comfortable with technology by using it as part of their daily routines. The standards-linked *Achieve* software we will require teachers to use for daily lesson planning and student assessment serves this purpose well. This innovation will make the Bronx Prep workplace resemble other American workplaces to a greater degree than the typical American school, and will keep teachers abreast of technology innovations in the world around them. We will make teachers aware of internet resources that can enhance their teaching, for example a PBS website with a menu of lesson plans that have proven effective in teaching poetry or

a *New York Times* website of lesson plans constructed around the social, political, historical, scientific or other meaningful issues raised in a current newspaper article. We will also encourage teachers to participate in web-based educator communities, such as the chat rooms and listserv resources provided by organizations like NCREST at Teachers College. As teachers feel the professional benefits of technology directly, they will feel a greater urgency to share the tool with their students.

The “computer consultant” line of the budget covers two distinct consulting services: the technical support necessary to keep the computer systems functioning effectively and also the services of an occasional curriculum consultant who will advise on incorporating technology into lesson planning. The second professional is as much a professional developer as a computer consultant. A friend and supporter of the charter school, Bob Flanigan, is in the process of incorporating a private company that would provide these two discrete services to schools. If his business is up and running, the school would be able to access both kinds of services in the same place. Otherwise we will look to existing resources to provide that kind of support to teachers.

Physically, student computers will be concentrated in computer rooms (at least one per academy). As our curriculum generally has all 25 students in a class involved in a common activity (a discussion, lecture, a project), rather than dividing them into small groups, it is sensible for us to cluster computers in sets of 25, so that all members of a class can work on them simultaneously. We take this model from the Northstar Academy in Newark, NJ and most Catholic schools in the Bronx. At some times during the day teachers and students will use computers for class-wide technology-based lessons (reserving the computer room in advance), and at other times during the day the computers will be reserved for students’ individualized instruction and homework.

Response to Attachment V-30 (supplemental student tests)

Please indicate when the CTBS and McGraw-Hill will be implemented.

Amendment to Attachment V-30 (supplemental student tests)

Submitted 1/10/00

The McGraw-Hill CTBS will be given at baseline for all new students in May, after they have secured their admission to the school by lottery, to guard against any misperception that the tests would be used for screening purposes. The tests will be given again every May thereafter to all Bronx Prep students, so that the tests serve to measure exactly one year of student learning.

of '00?
The prior year >
How is this possible

Response to Attachment VI-33 (community support)

Please provide any updated documentation of parental support for your proposed charter school. Include any meetings held in the community and the response.

Amendment to Attachment VI-33 (community support)

Submitted 1/10/00

During the late spring and early summer of 1999, as the school was being conceived, the founders held regular meetings at and around the school site to assess parental interest in the charter school and to gather input from members of the community on all aspects of the school design. After the application was submitted we felt it would be prudent to hold off hosting formal meetings with parents about the school until we received an initial response from the Charter Schools Institute.

As we await word on the charter, however, we have continued to confer informally with parents and other community members at various gatherings. We received an overwhelming response from parents at a November celebration of the 90th anniversary of Our Lady of Victory Church. The pastor announced the possibility of a school opening on the site and introduced Kristin Kearns Jordan to the gathered community, after which she was deluged by parents and grandparents with questions and requests to be kept abreast of the school's progress. At a dedication of the second phase of Nehemiah Homes built by South Bronx Churches, neighborhood youth leader and community organizer Yolanda Torres enthusiastically communicated her support and offered to help the school. A guidance counselor at a local public school, Bob Lopez, has offered his counseling services, including organizing and running confidence-building retreat programs for students if we are interested. Other South Bronx community residents have made in-kind donations and offers of all varieties, including paint for the interior walls of the school and free word processing and other office help once we move into the site on Webster Avenue.

Response to Attachment VII-35 (Board of Trustees):

Please provide resumes for each of the proposed members of the board of trustees.

Please provide a set of By-laws for the charter school.

Amendment to Attachment VII-35 (Board of Trustees):

Submitted 1/10/00

Please see attached resumes for each of the proposed members of the board of trustees, along with a set of By-laws for the charter school. If the By-laws as presented are acceptable to the SUNY Charter Schools Institute, the Bronx Preparatory Charter School Board of Trustees will meet to formally adopt them.

Kristin Kearns Jordan

[REDACTED]
New York, NY [REDACTED]
[REDACTED]
[REDACTED]

Kristin Kearns Jordan is the lead applicant of the Bronx Preparatory Charter School, a proposed classical, college-preparatory middle and high school in the South Bronx to open in September of 2000. The school would be located in New York City's lowest-performing school district and the country's lowest-income congressional district.

She recently completed three years of service as the founding Executive Director of the School Choice Scholarships Foundation, a privately funded elementary school scholarships program serving 2,000 students in New York City. The program provides educational opportunities to low-income children, particularly children from schools with records of repeated failure.

She graduated Summa Cum Laude from Phillips Exeter Academy in 1987 and Magna Cum Laude from Brown University in 1991. She was elected to Phi Beta Kappa in 1991. She worked from 1991 to 1996 at the Student/Sponsor Partnership [S/SP], for the last three years as Associate Executive Director. The S/SP is a scholarships and mentoring program for high school students, which like the School Choice Scholarships Foundation gives at-risk low-income students the opportunity to choose private schools.

She left the S/SP in July 1997 to begin a Ph.D. program in History and Education at Teachers College, Columbia University. She has put her doctorate on hold for the present in order to see the School Choice Scholarships Foundation through its critical start-up phase and to orchestrate the development of the Bronx Preparatory Charter School.

She currently serves on the Board of Directors of the Student/Sponsor Partnership and as a member of its Schools Committee. She also serves as a director of the Reading, Excellence and Discovery Program (READ), an after-school and summer tutorial program for elementary school children who struggle with reading skills. [REDACTED]
[REDACTED]

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16a.

Morton A. Ballen

New York, NY

EMPLOYMENT EXPERIENCE:

Teach For America Summer Institute, NY, NY *Jan.-July, 1998; Jan.-July, 1999* **School Director**
 Ensured a quality summer school education for a student body of 300 fifth through tenth graders; designed and implemented school safety, communication, scheduling, and peer evaluation plans; supervised the training of sixty new teachers; hired, managed, and evaluated a staff of 14 supervising teachers; prioritized and scheduled professional development workshops.

The New York Settlement School, New York, NY *Sept. 1997 - June, 1999* **Teacher/Mentor**
 Collaborated with peers regarding curricular design and student assessment; designed and implemented a recruitment and selection process to hire new teachers; collaborated to create and implement an all-school behavioral plan; established an attendance committee to improve student attendance and punctuality; assisted in the creation of a governance structure which included all stakeholders in the school's decision-making processes; designed and executed lesson plans for seventh and eighth grade Humanities classes; mentored five English Ed. student teachers from New York University's Department of Teaching and Learning.

Teachers College, Columbia University, NY, NY *Sept. 1996 - May 1997* **Supervisor/Student Teachers**
 Responsibilities included observing eight English Ed. student teachers once a month, assisting with their professional development regarding pedagogy and classroom management.

The Sol Plaatje Educational Centre, Kimberley, South Africa *Jan. 1995 - June 1996* **Teacher**
 Researched and facilitated the implementation of a new management structure which involved parents, community members, administrators, and teachers in the school's decision-making processes; formed a Parent/Teacher/Student Association; executed several community projects including the painting of murals in the township's public parks and schools, and the recording of oral histories; raised funds to bring thirty children on a week-long science trip to the ocean; designed and executed a curriculum to teach three English classes; taught word processing skills to adults.

Teach For America Summer Institute, Houston, TX *June - July 1994* **Teacher Trainer**
 Trained, observed, and evaluated the professional development of eight math and history teachers-in-training and assessed the academic progress of their forty students.

Baker High School, Baker, LA *September 1992 - June 1994* **Teacher**
 Selected for a teaching position in Baker, LA through Teach For America, a federally-sponsored program which places liberal arts graduates into the classrooms of American under-resourced public schools; designed and executed lesson plans for tenth, eleventh, and twelfth grade Humanities classes; raised over five hundred dollars to purchase new textbooks.

FELLOWSHIPS/PROFESSIONAL AFFILIATIONS:

National Teacher Policy Institute, New York, NY *Sept. 1998 - Present* **Fellow**
 Selected as a Fellow to conduct ongoing action research in order to inform and influence local, state and national policy regarding the implications of teacher preparation and recruitment on student achievement.

National Conference: Building Charter Schools, Teachers College *Jan. 1997* **Facilitator**
 Responsible for researching and presenting data regarding the governance of charter schools.

REDACTED

16b

Morton A. Ballen

Page 2

EDUCATION:

Teachers College, Columbia University
 M.A. Educational Administration, *Fall 1997* G.P.A. 3.9
 Franklin and Marshall College, B.A. *May 1991*

REFERENCES:

Ms. Abigail Smith
 Director, Teach For America Summer Institute
 [REDACTED]

Ms. Karolyn Belcher
 Principal, John H. Reisenbach Charter School
 [REDACTED]

Ms. Elaine Morales-Thomason
 Program Officer, New Visions For Public Schools
 [REDACTED]

Ms. Sonia Murrow
 Faculty, New York University
 [REDACTED]

Mr. Joseph Collins
 Project Director, University Settlement
 [REDACTED]

Dr. Maris Krasnow
 Curriculum Coordinator, New York Settlement School
 [REDACTED]

Dr. Thomas Sobol
 Professor, Teachers College/Columbia University
 [REDACTED]

Mr. Daniel Tamulonis
 Coordinator, Peace Corps Fellows Program
 [REDACTED]

STATE LICENSES:

Certificate of Qualification/New York State Education Department
 School Administrator/Supervisor

Certificate Number: 201-44-4180

Control Number: 848-935-981

Effective Date: 9/1/98

New York City Public Schools License
 Teacher of English in Junior High Schools
 File Number: 735-446 License Code: 750B

New York City Public Schools License
 Teacher of English in Day High Schools
 File Number 735-446 License Code: 576B

16c

REDACTED

Roberto Garcia

Bridgeport, CT

Qualifications

Experience in teaching, staff training, budgeting, proposal writing, and grants management. Operated workers' compensation, employment and training, and general assistance programs; analyzed vocational education, manpower, disability, and welfare legislation; excellent writing skills; as an adjunct I have taught Elementary Algebra, Sociology, Social Policy, and Spanish.

Teaching Experience

- 1997-Present** **Teacher of Integrated Math, Geometry, and History in the Bilingual Education program; English as a Second language - Summer '99**
Teacher **Stamford High School, Stamford, CT**
- 1996-1997** **Teacher of Spanish to 220 students, 7th and 8th grades; set instructional goals, prepared curriculum guide; promoted writing through exchange of letters; verbal skills developed through song and drill; used puppet shows and karaoke machine; arranged for students to participate in Spanish story telling contest; served as school debate coach.**
Teacher of Spanish **Donald Bertz Public School #3, Bronx, NY**
- 1996, 97, 98** **Worked with group of 11 children with multiple learning difficulties, including educable mentally retarded, visually impaired, attention deficit, and multiple sclerosis.**
Summer **Conducted educational games, taught songs in English and Spanish. Provided instruction on the use of the Abacus.**
Teacher **Music & Arts Center for the Handicapped, Bridgeport, CT**
- 1997-1998** **Spanish; Elementary Algebra; Social Policy**
1996 & 1989 **University of Bridgeport, Bridgeport, CT**
Adjunct
- 1995-1996** **Tutored 25 hours per week at the Academic Resource Center. Conducted workshops and study groups for Psychology, Sociology, Social Science, Aesthetics, and Algebra.**
Tutor **University of Bridgeport, Bridgeport, CT**
- 1975-1976** **Taught course on basic concepts of Sociology; attention to transition from hunting and gathering to industrial society; power, authority, stratification, norms, structures, and institutions.**
Adjunct **Veteran's Program, Newbury Junior College, Boston, MA**

Other Experience

- 1993-1995** **Managed projects and support for claims, collections, record retention, wage and medical benefits for work place injuries. Coordinated the response to financial, settlement, and legislative issues. Conducted regular file review for payment history, legal issues, and case management.**
Special Funds **Second Injury Fund**
Administrator **Office of the Treasurer, State of Connecticut**

REDACTED

16d

- 1992-1993**
Consultant
Planned systems and procedural response of health providers to legislative changes in state General and Medical Assistance. Provided training to staff on General Assistance and Medicaid eligibility requirements.
Bridgeport Community Health Center, Bridgeport, CT
Chemical Abuse Service Agency, Bridgeport, CT
- 1988-1992**
Director of Welfare
Directed 93 employees and managed \$29 million budget; implemented local area network with forty units; increased productivity threefold and reduced procedural errors.
City of Bridgeport, Bridgeport, CT
- 1983-1988**
National Program Director
Managed employment and training programs; ensured contract compliance; negotiated budget and contract modifications; wrote proposals for drop-out prevention, training, remediation, and on-site day care for single mothers.
National Puerto Rican Forum, New York, NY
- 1982**
Executive Director
Supervised 3 regular, 12 summer, and 45 volunteer staff persons in a delinquency prevention program for local youths.
Centre Loyola, Philadelphia, PA.
- 1981-1982**
Associate
Sold life, health, and retirement products.
Financial Planning Associates, Denver, CO.
- 1979-1981**
State Director
Managed center for job placement, interview skills, and functional English classes.
National Puerto Rican Forum, Boston, MA
- 1978-1979**
Program Coordinator
Managed work experience and academic enrichment for youths.
Health Careers Opportunity Program
Action for Boston Community Development, Boston, MA
- 1975-1978**
Community Relations
Wrote newsletter, served as an interpreter, and provided administrative support.
Cambridge Hospital, Cambridge, MA

Education

Currently enrolled in doctoral program at Columbia University
Curriculum & Teaching, Teachers College

University of Bridgeport, MS Education 1996
Bridgeport, CT

Harvard University, BA Sociology 1975
Cambridge, MA

35 additional graduate credits in Public, Business, and Education Administration.

16e

[REDACTED]
New York, New York [REDACTED]

H: [REDACTED]

W: [REDACTED]

EXPERIENCE

[REDACTED]
New York, New York
Associate, 1998 to present

DEBEVOISE & PLIMPTON, New York, New York
Associate, 1994 to 1998

HONORABLE PETER K. LEISURE, U.S. District Court, S.D.N.Y.
Law Clerk, 1993-1994

CLEARY GOTTLIEB STEEN & HAMILTON, New York, New York
Summer Associate, 1993

EDUCATION **COLUMBIA LAW SCHOOL**, Juris Doctor, 1993

Rank in Class: 3rd

Honors: James Kent Scholar (1 of 5 in the first year); Harlan Fiske Stone Scholar
Best Oralist, Harlan Fiske Stone Moot Court Competition
John Olin Fellowship in Law and Economics

Law Notes and Comments Editor, Columbia Law Review

Review: "Note, Fighting Words and Fighting Freestyle: the Constitutionality of Penalty
Enhancement for Bias Crimes," 93 Colum. L. Rev. 178 (1993)
"Note, A Problem of Mixed Motives: Applying Unocal to Defensive ESOPs," 92 Colum.
L. Rev. 851 (1992)

COLUMBIA COLLEGE, Bachelor of Arts, 1986

Grade point average: 3.7

Majored in comparative literature with concentration in French

Editor-in-Chief, Common Ground Magazine

Study at Edinburgh University, Scotland

Computer Consultant, Dropout Prevention Evaluation Project

NON-LEGAL After graduating from college, taught mathematics and biology
in schools in New

EXPERIENCE York City and Baltimore, Maryland and served for two years
as a legislative assistant to Congressman Charles B. Rangel.

BAR Admitted to the State Bar of New York and to the Bar of the United
States District

ADMISSIONS Court for the Southern District of New York.

LANGUAGES Proficient in French.

ANNÉE Y. KIM

Année Kim is the Executive Director of the **Patrons Program** at the Archdiocese of New York. The **Patrons Program** encourages individuals, as patrons, to take responsibility for inner-city Catholic elementary schools. When Ms. Kim created the post in 1996, there were 17 schools in the program. The program now has 47 schools. The **Patrons Program** is responsible for over \$3,500,000 in annual contributions for its schools. In 1997, Ms. Kim started the **Patrons' Art Program**. Currently, 16 schools have studio art classes, and 25 benefit from a visual arts staff development program. In addition, Ms. Kim has collaborated with the Altman Foundation to create **Library Connections**, a program designed to revitalize the inner-city Catholic school libraries. **Library Connections** will begin a pilot program this year and expand to 36 schools by 2004. A consortium of foundations has been created to fund this \$4,500,000 project.

Ms. Kim was graduated from the University of Maryland in 1983, joining **The Federal Bank Board** in Washington, D.C. After a year and a half, she moved to New York and was employed in the financial industry until 1996. Her last position was with **Lehman Brothers** as a Vice President of Fixed Income Sales.

In 1992, Ms. Kim became the patron of St. Margaret Mary's, an elementary school in the South Bronx. She currently serves on the New York Advisory Committee of **Facing History and Ourselves**, a not-for-profit organization providing staff development to middle and high school educators to facilitate dialogue concerning issues of tolerance and social justice. Ms. Kim serves as a director on the Boards of **Camp Fiver**, a summer program for inner-city children, the **Bronx Preparatory School**, a charter middle school, and **Reading Excellence And Discovery (R.E.A.D.)**, a remedial reading program for children with learning disabilities.

Ms. Kim [REDACTED] live in New York City.

REDACTED

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Jane Elizabeth Martinez

New York, NY

EXPERIENCE

STUDENT/SPONSOR PARTNERSHIP, New York, NY

1998-present

Executive Director

- Manage of \$5.3 million scholarship/mentorship program that serves 1300 students, 1500 donors and 20 schools in the New York area
- Oversee staff of 6 non-profit professionals
- Facilitate and coordinate 22 member board of directors and sub-committees
- Design and implement 5 year growth plan to enable organization to serve 2000 students by 2003
- Serve as spokesperson for organization in non-profit, corporate and education community

SCHOOL CHOICE SCHOLARSHIPS FOUNDATION, New York, NY

1997-1998

Associate Director

- Participate in all aspects of management of new private scholarship program serving 100 elementary school children in New York City
- Coordinate extensive public relations effort and media campaign in New York City
- Manage marketing campaign to prospective applicants that generated more than 30,000 applicants to program
- Assist Executive Director in managing \$2 million budget, program design, and fundraising

LA SALLE ACADEMY, New York, NY

1995-1997

Development Director

- Responsible for management and development of alumni office
- Raised annual budget of \$200,000 through annual alumni appeal, phonathon, Spring Gala and Auction and foundation proposals
- Supervise \$2 million Capital Campaign goal for scholarship endowment
- Managed coordination of all reunions, special events, newsletter and other alumni mailings

TEACH FOR AMERICA, New York, NY

1990-1995

Regional Director, Teach For America-New York

1993-1995

- Managed regional office of national program that places recent college graduates in inner-city public schools
- Raised \$350,000 annual budget
- Coordinated and directed TFA New York's public relations and advocacy efforts in local communities
- Supervised the support of 130 New York City public school teachers
- Facilitated communication between program and Board of Education officials
- Obtained Americorps funding from National Service Commission

Northeast Regional Recruiter, Teach For America National Office

1992-1993

- Conducted information sessions for over 2,000 college seniors
- Created and implemented rigorous interview process at 40 Northeastern schools
- Increased number of Northeast applicants by 35% from previous year

New York Charter Corps Member, Teach For America

1990-1992

- Taught bilingual kindergarten and first grade in Washington Heights, New York City
- Created English As A Second Language (ESL) program for parents
- Founded Girl Scouts troop in Washington Heights
- Elected Corps Representative for New York region
- Featured in Emmy-nominated PBS documentary *Who Will Teach For America?*

REDACTED

16h

Jane E. Martinez
 Résumé
 Page 2

EDUCATION

Georgetown University, Washington, DC
 A.B. College of Arts and Sciences
 Double Major in American Government and Psychology

1986-1990

SKILLS

Fluent in Spanish
 Computer Skills: Microsoft Pagemaker 6.5, Microsoft Publisher, Access 2000, FileMaker Pro, Blackbaud Raiser's Edge, Power Point, Excel

ACTIVITIES

Advisory Board Member, St. Jude School, New York City	1997-present
Class Representative, Loyola School, New York City	1994-present
Sponsor, Student/Sponsor Partnership	1994-present
Catechist, Holy Trinity Church	1998-present
Board Member, KIPP Academy	1999-present
Board Member, Nativity Mission School	1999-present

RICHARD D. SCHUBART

After earning his BA, MA and PhD in history, Rick Schubart was appointed to the faculty of Phillips Exeter Academy in 1973 where he has taught in the history department, been a head of dormitory, the varsity boys tennis coach, advisor to the Washington Intern Program on Capitol Hill, the director of humanities, the director of Exeter Elderhostel, and the Dean of Admissions and Financial Aid over the last twenty five years.

The author of numerous articles on the teaching and learning of history, independent schools, and curriculum development, Rick has also served as the executive director of The Association of Boarding Schools (TABS), a consultant and presenter to the National Association of Independent Schools (NAIS) and the past chairman of the board of directors of the Federation of American and International Schools (FAIS).

Currently, Rick serves on the advisory boards of The American Independent School Forum, The International Center for Residential Education, The Independent Educational Consultants Association Foundation, The Amity International Children's Fund, and the Secondary School Admission Test Board (SSATB) in addition to the TABS Governing Committee. Rick has also been appointed as a fellow of the Center for the Study of Learning at UCLA and is a contributing editor to the Center's Journal of Learning and Evaluation.

Last year Rick was on sabbatical leave from Phillips Exeter to assist with international school development in Jedda, Saudi Arabia and Bangkok, Thailand. He also has worked with educators at Tamagawa University in Japan, and Hong Kong University in China on comparative curriculum development. Rick was recently appointed to the board of advisors of the Soros Foundation Hungarian Teacher Exchange program and the UNESCO Associated Schools Project to promote global awareness and international studies curriculum.

A frequent speaker and presenter at national and international school conferences, Rick also regularly consults to schools on issues of admissions, marketing, international student recruitment and exchange programs, as well as curriculum development, residential life and multicultural assessment. Over the last 10 years, Rick has worked with over 100 schools in setting up local, regional and national partnership programs to provide access to educational alternatives for disadvantaged students.

 The author and editor of two dozen articles and books on American history, Rick regularly leads school and alumni groups on tours of civil war battlefields and other historic sites. 

REDACTED

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Rice High School

74 West 124 Street New York, NY 10027-5696

212-369-4100 Fax 212-348-4631

Accredited by: Middle States Association of Colleges and Schools

Bro. John M. Walderman, C.F.C.

[REDACTED]
New York, NY [REDACTED]

Employment History

8/96 – Present	President Rice High School, New York, NY
9/91 – 6/96	Principal Rice High School, New York, NY
9/86 – 6/91	Teacher Cardinal Hayes H. S. Bronx, NY
9/83 – 6/86	Principal Bishop Hendricken High School, Warwick, RI
9/76 – 6/83	Assistant Principal Bishop Kearney High School, Rochester, NY
9/71 – 6/76	Dean of Students & Teacher Blessed Sacrament High School, New Rochelle, NY U.S. History, World History, Sociology, Religion
9/70 – 6/71	Teacher Commander Shea School Grades 7 & 8 – Social Studies
9/67 – 6/70	Teacher Iona Grammar School, New Rochelle, NY Grades 5 & 6

REDACTED



Higher Education

- 5/85 St. Bonaventure University – Advanced Certificate of Specialization in Educational Administration
- 5/85 St. Bonaventure University – Master of Science in Education – Administration, Supervision & Curriculum
- 8/75 Iona College – Master of Science in Education – History
- 6/67 Iona College – Bachelor of Arts – History

Professional Associations

National Catholic Education Association – Regional Delegate
 Association for Supervision and Curriculum Development
 Archdiocese of New York Presidents' Association
 Catholic High Schools Athletic Association Principals' Council – past President
 New York State Association for Supervision and Curriculum Development
 Visiting Team Member – Middle States Association of Schools & Colleges

Chair	Immaculate Conception H.S., Lodi, NJ
Assistant Chairperson	St. Raymond's H.S. for Boys, Bronx, NY Camden Catholic H.S., Cherry Hill, NJ
Team Member	St. Mary's H.S., Hyattsville, MD DeMatha H.S., Hyattsville, MD

Board of Directors – Bergen Catholic High School, Ordell, NJ
 Board of Directors – Columba-Kavanaugh Houses, New York, NY
 Board of Trustees – Bronx Preparatory Charter School, Bronx, NY

Continuing Education (Recent)

- 4/99 National Convention, National Catholic Education Association, New Orleans, LA
- 7/98 Chair Training Workshop, Middle States Association, Philadelphia, PA
- 4/98 National Convention, National Catholic Education Association, Los Angeles, CA
- 6/97 Christian Brothers Tri Province Education Conference – Iona College, New Rochelle, NY
- 6/97 National Catholic Education Association – Advanced Development Conference
St. Peter's College, Jersey City, NJ
- 3/97 National Convention, National Catholic Education Association, Minneapolis, MN
- 7/96 Support Center of New York, New York, NY
 Non-Profit Accounting
 Strategic Planning & Writing Grant Proposals
- 3/96 National Convention – Association for Supervision and Curriculum Development
New Orleans, LA
- 3/95 National Convention – Association for Supervision and Curriculum Development
San Francisco, CA
- 7/94 Summer Series for Professional Development – Association for Supervision and Curriculum Development, Atlantic City, NJ

Joseph T. Wilson Jr.
Vice President
Fixed Income

Mr. Wilson is currently a Vice President in the Loan Sales and Trading Group. Loan Sales and Trading is part of [REDACTED] High Yield business.

Mr. Wilson joined [REDACTED] in August 1986. Upon completion of the firm's Management Training Program he joined the Corporate Finance Department. In 1990, he transferred to the Corporate Banking Group where he structured priced and marketed bank loan transactions. From 1995 to the present, Mr. Wilson has worked in the High Yield Department selling and trading distressed debt (bank loans, public bonds and equity) and performing leveraged bank loans.

Mr. Wilson received a Bachelor of Science degree in Accounting from North Carolina A&T State University in 1982 and a Master of Business Administration from The Johnson Graduate School of Management at Cornell in 1986. He is a CPA and has passed all three levels of the CFA Exam.

REDACTED

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BYLAWS
of
BRONX PREPARATORY CHARTER SCHOOL

ARTICLE I

NAME

The name of the Corporation is Bronx Preparatory Charter School (hereinafter the "Corporation").

ARTICLE II

MEMBERSHIP

The Corporation has no members. The rights which would otherwise vest in the members vest in the Directors of the Corporation (hereinafter the "Trustees"). Actions which would otherwise require approval by a majority of all members or approval by the members require only approval of a majority of all Trustees or approval by the Board of Trustees (hereinafter the "Board").

ARTICLE III

BOARD OF TRUSTEES

A. **Powers.** The Board shall conduct or direct the affairs of the Corporation and exercise its powers, subject to the limitations of the Education Law, Not-for-Profit Corporation Law, the Corporation's Charter and these Bylaws. The Board may delegate the management of the activities of the Corporation to others, so long as the affairs of the Corporation are managed, and its powers are exercised, under the Board's ultimate jurisdiction.

Without limiting the generality of the powers hereby granted to the Board, but subject to the same limitations, the Board shall have all the powers enumerated in these Bylaws, and the following specific powers:

1. To elect and remove Trustees;

2. To select and remove Officers, agents and employees of the Corporation; to prescribe powers and duties for them; and to fix their compensation;

3. To conduct, manage and control the affairs and activities of the Corporation, and to make rules and regulations;

4. To enter into contracts, leases and other agreements which are, in the Board's judgment, necessary or desirable in obtaining the purposes of promoting the interests of the Corporation;

6. To act as trustee under any trust incidental to the Corporation's purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust;

7. To acquire real or personal property, 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 such property;

8. To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities;

9. To lend money and accept conditional or unconditional promissory notes therefore, whether interest or non-interest bearing, or secured or unsecured; and

10. To indemnify and maintain insurance on behalf of any of its Trustees, Officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the provisions of the New York Not-for-Profit Corporation Law and the limitations noted in these Bylaws.

B. Number of Trustees The number of Trustees of the Corporation shall be not less than 5 nor more than 25. The Board shall fix the exact number of Trustees, within these limits, by Board resolution or amendment of the Bylaws. As of the date on which these Bylaws are adopted, the exact number of Trustees is fixed at 10.

C. Election of Trustees

1. Election The Board shall elect the Trustees by the vote of a majority of the Trustees then in office, whether or not the number of Trustees in office is sufficient to constitute a quorum, or by the sole remaining Trustee.

2. Eligibility The Board may elect any person who in its discretion it believes will serve the interests of the Corporation faithfully and effectively. In addition to other candidates, the Board will consider the following nominees:

a. A parent of an active Bronx Preparatory Charter School student, who is designated by the Bronx Preparatory Charter School Parents' Association to represent that Association (the "Parent Representative").

b. Following the graduation of the initial class, an alumna or alumnus of Bronx Preparatory Charter School, who is designated by the Bronx Preparatory Charter School Alumni Association to represent that Association (the "Alumni Representative").

3. Interested Persons Not more than 49% of the persons serving on the Board may be interested persons. An "interested person" is: (1) any person currently being compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise; or (2) any sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person.

4. Term of Office.

a. The Trustees elected or appointed shall be divided into three classes for the purpose of staggering their terms of office. All classes shall be as nearly equal in number as possible.

b. The terms of office of the Trustees initially classified shall be as follows: that of the first class shall expire at the next annual meeting of the Trustees, the second class at the second succeeding annual meeting and the third class at the third succeeding annual meeting. Following the expiration of these designated terms, the term of each Trustee shall

continue for three (3) years. Notwithstanding the foregoing, the term of any Trustee who is a Parent, or Alumni Representative shall be one (1) year.

c. The term of office of a Trustee elected to fill a vacancy in these Bylaws begins on the date of the Trustee's election, and continues: (1) for the balance of the unexpired term in the case of a vacancy created because of the resignation, removal, or death of a Trustee, or (2) for the term specified by the Board in the case of a vacancy resulting from the increase of the number of Trustees authorized.

d. A Trustee's term of office shall not be shortened by any reduction in the number of Trustees resulting from amendment of the Corporation's Charter or the Bylaws or other Board action.

e. A Trustee's term of office shall not be extended beyond that for which the Trustee was elected by amendment of the Corporation's Charter or the Bylaws or other Board action.

5. Time of Elections. The Board shall elect Trustees whose terms begin on August 1 of a given year at the Annual Meeting for that year, or at a Regular Meeting designated for that purpose, or at a Special Meeting called for that purpose.

D. Removal of Trustees. The Board may remove a Trustee in accordance with the provisions of the Education Law and the Not-for-Profit Corporation Law.

E. Resignation by Trustee. A Trustee may resign by giving written notice to the Board Chair or Secretary. The resignation is effective upon receipt of such notice, or at any later date specified in the notice. The acceptance of a resignation by the Board Chair or Secretary shall not be necessary to make it effective, but no resignation shall discharge any accrued obligation or duty of a Trustee.

F. Vacancies. A vacancy is deemed to occur on the effective date of the resignation of a Trustee, upon the removal of a Trustee, upon declaration of vacancy pursuant to these Bylaws, or upon a Trustee's death. A vacancy is also deemed to exist upon the increase by the Board of the authorized number of Trustees.

G. Compensation of Trustees. Trustees shall serve without compensation.

However, the Board may approve reimbursement of a Trustee's actual and necessary expenses while conducting Corporation business.

ARTICLE IV

PRINCIPAL OFFICE

The Corporation's principal office shall be at 1512 Webster Avenue, Bronx, New York 10457, or at such other place as the Board may select by resolution or amendment of the Bylaws. The Secretary shall note any change in principal office on the copy of the Bylaws maintained by the Secretary.

ARTICLE V

MEETINGS OF THE BOARD

A. Place of Meetings. Board Meetings shall be held at the Corporation's principal office or at any other reasonably convenient place as the Board may designate.

B. Annual Meetings. An Annual Meeting shall be held in the month of May of each year for the purpose of electing Trustees, making and receiving reports on corporate affairs, and transacting such other business as comes before the meeting.

C. Regular Meetings. Regular Meetings shall be held at various times within the year as the Board determines.

D. Special Meetings. A Special Meeting shall be held at any time called by the Chair or by any Trustee upon written demand of not less than one-fifth of the entire Board.

E. Adjournment. A majority of the Trustees present at a meeting, whether or not a quorum, may adjourn the meeting to another time and place.

F. Notices. Notices of Board Meetings shall be given as follows:

1. Annual Meetings and Regular Meetings may be held without notice if the Bylaws or the Board fix the time and place of such meetings.

2. Special Meetings shall be held upon four days' notice by first-class mail or 48 hours' notice delivered personally or by telephone, facsimile or e-mail. Notices will be

deemed given when deposited in the United States mail, addressed to the recipient at the address shown for the recipient in the Corporation's records, first-class postage prepaid; when personally delivered in writing to the recipient; or when faxed, e-mailed, or communicated orally, in person or by telephone, to the Trustee or to a person whom it is reasonably believed will communicate it promptly to the Trustee.

G. Waiver of Notice. Notice of a meeting need not be given to a Trustee who signs a waiver of notice or written consent to holding the meeting or an approval of the minutes of the meeting, whether before or after the meeting, or attends the meeting without protest prior to the meeting or at its commencement, of the lack of notice. The Secretary shall incorporate all such waivers, consents and approvals into the minutes of the meeting.

ARTICLE VI

ACTION BY THE BOARD

A. Quorum. Unless a greater proportion is required by law, a majority of the entire Board of Trustees shall constitute a quorum for the transaction of any business or of any specified item of business.

B. Action by the Board.

1. Actions Taken at Board Meetings. Except as otherwise provided by statute or by these Bylaws, the vote of a majority of the Board present at the time of the vote, if a quorum is present at such time, shall be the act of the Board. If at any meeting of the Board there shall be less than a quorum present, the Trustees present may adjourn the meeting until a quorum is obtained.

2. Board Meeting by Conference Telephone. Trustees may participate in a Board meeting through use of conference telephone or similar communication equipment, so long as all Trustees participating in such meeting can hear one another. Participation in a meeting pursuant to this section constitutes presence in person at such meeting.

C. Committees.

1. Appointment of Committees. The Board may appoint one or more Board Committees by vote of the majority of Trustees. A Board Standing Committee will consist of not less than two Trustees, who shall serve at the pleasure of the Board.

2. Authority of Board Committees. The Board may delegate to a Board committee any of the authority of the Board, except with respect to:

- a. The election of Trustees;
- b. Filling vacancies on the Board or any committee which has the authority of the Board;
- c. The fixing of Trustee compensation for serving on the Board or on any committee;
- d. The amendment or repeal of Bylaws or the adoption of new Bylaws; and
- e. The appointment of other committees of the Board, or the members of the committees.

3. Procedures of Committees. The Board may prescribe the manner in which the proceedings of any Board Committee are to be conducted. In the absence of such prescription, a Board Committee may prescribe the manner of conducting its proceedings, except that the regular and special meetings of the Committee are governed by the provisions of these Bylaws with respect to the calling of meetings.

D. Standard of Care.

1. Performance of Duties. Each Trustee shall perform all duties of a Trustee, including duties on any Board Committee, in good faith and with that degree of diligence, care and skill, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.

2. Reliance on Others. In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:

- a. One or more Officers or employees of the Corporation whom the Trustee believes to be reliable and competent in the matters presented;
- b. Legal counsel, public accountants or other persons as to matters that the Trustee believes are within that person's professional or expert competence; or
- c. A Board Committee on which the Trustee does not serve, duly designated in accordance with a provision of the Corporation's Charter or Bylaws, as to matters within its designated authority, provided the Trustee believes the Committee merits confidence and the Trustee acts in good faith, and with that degree of care specified in Paragraph D.1., and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

3. Investments. In investing and dealing with all assets held by the Corporation for investment, the Board shall exercise the standard of care described above in Paragraph D.1. and shall consider among other relevant considerations the long and short term needs of the Corporation in carrying out its purposes, including its present and anticipated financial requirements. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board.

E. Rights of Inspection. Every Trustee has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the Corporation, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state or local law.

F. Participation in Discussions and Voting. Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except as noted below:

- 1. Any Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to: (a) a self-dealing transaction; (b) a conflict of interest, (c)

indemnification of that Trustee; or (d) any other matter at the discretion of a majority of the Trustees then present.

ARTICLE VII

OFFICERS

A. Officers The Officers of the Corporation consist of a President (hereinafter "Chair"), Vice President (hereinafter "Vice Chair"), a Secretary and a Chief Financial Officer (hereinafter "Treasurer"). The Corporation also may have such other officers as the Board deems advisable.

1. Chair. Subject to Board control, the Chair has general supervision, direction and control of the affairs of the Corporation, and such other powers and duties as the Board may prescribe. If present, the Chair shall preside at Board meetings.

2. Vice Chair. If the Chair is absent or disabled, the Vice Chair shall perform all the Chair's duties and, when so acting, shall have all the Chair's powers and be subject to the same restrictions. The Vice Chair shall have other such powers and perform such other duties as the Board may prescribe.

3. Secretary. The Secretary shall: (a) keep or cause to be kept, at the Corporation's principal office, or such other place as the Board may direct, a book of minutes of all meetings of the Board and Board Committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings; (b) keep or cause to be kept a copy of the Corporation's Charter and Bylaws, with amendments; (c) give or cause to be given notice of the Board and Committee meetings as required by the Bylaws; and (d) have such other powers and perform such other duties as the Board may prescribe.

4. Treasurer. The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of the Corporation's properties, receipts and disbursements; (b) make the books of account available at all times for inspection by any Trustee; (c) deposit or cause to be deposited the Corporation's monies and other valuables in the Corporation's name and to its credit, with the

depositories the Board designates; (d) disburse or cause to be disbursed the Corporation's funds as the Board directs; (e) render to the Chair and the Board, as requested but no less frequently than once every fiscal year, an account of the Corporation's financial transactions and financial condition; (f) prepare any reports on financial issues required by an agreement on loans; and (g) have such other powers and perform such other duties as the Board may prescribe.

B. Election, Eligibility and Term of Office.

1. Election. The Board shall elect the Officers annually at the Annual Meeting or a Regular Meeting designated for that purpose or at a Special Meeting called for that purpose, except that Officers appointed to fill vacancies shall be elected as vacancies occur.

2. Eligibility. A Trustee may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the Chair.

3. Term of Office. Each Officer serves at the pleasure of the Board, holding office until resignation, removal or disqualification from service, or until his or her successor is elected.

C. Removal and Resignation. The Board may remove any Officer, either with or without cause, at any time. Such removal shall not prejudice the Officer's rights, if any, under an employment contract. Any Officer may resign at any time by giving written notice to the Corporation, the resignation taking effect upon receipt of the notice or at a later date specified in the notice.

ARTICLE VIII

NON-LIABILITY OF TRUSTEES

The Trustees shall not be personally liable for the Corporation's debts, liabilities or other obligations.

ARTICLE IX

INDEMNIFICATION OF CORPORATE AGENTS

The Corporation may, to the fullest extent now or hereafter permitted by and in accordance with standards and procedures provided by Sections 721 through 726 of the Not-for-Profit Corporation Law and any amendments thereto, indemnify any person made, or threatened to be made, a party to any action or proceeding by reason of the fact that he, his testate or intestate was a Director, Officer, employee or agent of the Corporation, against judgments, fines, amounts paid in settlement and reasonable expenses, including attorneys' fees.

ARTICLE X

SELF-DEALING TRANSACTIONS

The Corporation shall not engage in any self-dealing transactions, except as approved by the Board. "Self-dealing transaction" means a transaction to which the Corporation is a party and in which one or more of the Trustees has a material financial interest ("interested Trustee(s)"). Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general standard of care:

A transaction which is part of a public or charitable program of the Corporation, if the transaction (a) is approved or authorized by the Board in good faith and without unjustified favoritism, and (b) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefitted by the program.

ARTICLE XI

OTHER PROVISIONS

A. Fiscal Year. The fiscal year of the Corporation begins on August 1 of each year and ends on July 31.

B. Execution of Instruments. Except as otherwise provided in these Bylaws, the Board may adopt a resolution authorizing any Officer or agent of the Corporation to enter into any contract or execute and deliver any instrument in the name of or on behalf of the Corporation. Such authority may be general or confined to specific instances. Unless so authorized, no Officer, agent

or employee shall have any power to bind the Corporation by any contract or engagement, to pledge the Corporation's credit, or to render it liable monetarily for any purpose or any amount.

C. Checks and Notes. Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the Corporation may be signed by the Executive Director or Treasurer.

D. Construction and Definitions. Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the Not-for-Profit Corporation Law and the Education Law shall govern the construction of these Bylaws. Without limiting the generality of the foregoing, words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word "person" includes both a corporation and a natural person. The captions and headings in these Bylaws are for convenience of reference only and are not intended to limit or define the scope or effect of any provisions.

E. Conflict of Interest. Any Trustee, Officer, key employee, or Committee member having an interest in a contract, other transaction or program presented to or discussed by the Board or Board Committee for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board or Committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction which might reasonably be construed to be adverse to the Corporation's interest. The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during the discussion or deliberations with respect to, such contract or transaction (other than to present factual information or to respond to questions prior to the discussion). The minutes of the meeting shall reflect the disclosure made, the vote thereon and, where applicable, the abstention from voting and participation. The Board may adopt conflict of interest policies requiring:

1. Regular annual statements from Trustees, Officers and key employees to disclose existing and potential conflicts of interest; and,
2. Corrective and disciplinary actions with respect to transgressions of such policies.

For the purpose of this section, a person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the Corporation, or is a Director, Trustee or Officer of, or has a significant financial or influential interest in the entity contracting or dealing with the Corporation.

F. Interpretation of Charter. Whenever any provision of the Bylaws are in conflict with the provisions of the Charter, the provisions of the Charter shall control.

ARTICLE XII

AMENDMENT

A majority of the Trustees may adopt, amend or repeal these Bylaws.

CERTIFICATE OF SECRETARY

The undersigned does hereby certify that the undersigned is the Secretary of the Corporation, an education Corporation duly organized and existing under the laws of the State of New York; that the foregoing Bylaws of said Corporation were duly and regularly adopted as such by the Board of Trustees of said Corporation; and that the above and foregoing Bylaws are now in full force and effect.

DATED:

, Secretary

Response to Attachment VII-37 (terms of Trustees)

Please clarify the length of terms of a trustee of the school. Is this different from the initial or founding trustees?

Amendment to Attachment VII-37 (terms of Trustees)

Submitted 1/10/00

Attachment VII-37 as originally presented in the charter application shall be deleted in full and replaced with the following:

The trustees elected or appointed shall be divided into three classes for the purpose of staggering their terms of office. All classes shall be as nearly equal in number as possible. The terms of the office of the Trustees initially classified shall be as follows: that of the first class shall expire at the next Annual Meeting of the Trustees, the second class at the second succeeding annual meeting and the third class at the third succeeding annual meeting. Following the expiration of these designated terms, the term of each Trustee shall continue for three years.

Amendment to Attachment VII-38 (appointment of Trustees)

Submitted 1/10/00

The fourth sentence of the first paragraph of Attachment VII-38 (appointment of Trustees) shall be amended to read as follows:

The Trustee shall be appointed until the next annual meeting, at which time he or she would be eligible for a full *three-year* term.

A third paragraph is also added as an amendment to Attachment VII-38:

The Board shall elect Trustees whose terms begin on August 1 of a given year at the Annual Meeting of that year, or at a Regular Meeting, or at a Special Meeting called for that purpose.

The by-laws included with Attachment VII-35 provide additional detail on the terms, appointments, and roles of the Board of Trustees.

Response to Attachment VII-42 (open meetings)

Please indicate how often the board of trustees will meet.

Amendment to Attachment VII-42 (open meetings)

Submitted 1/10/00

The board of trustees will meet six times per year.

Response to Attachment VII-43 (complaints)

Please conform the complaints policy to the steps required under §2855(4) to include appeals to the State Board of Regents.

Amendment to Attachment VII-43 (complaints)

Submitted 1/10/00

The final paragraph of Attachment VII-43 is amended to read as follows:

Appeals of the Board of Trustees' decision may be made to the SUNY Charter Schools Institute. Appeals of the SUNY Charter Schools Institute's decision may be made to the New York State Board of Regents.

Response to Attachment IX-52 (Start-up budget)

Please provide details on teacher training and development, including the methods and timetable for accomplishing this task.

Amendment to Attachment IX-52 (Start-up budget)Submitted 1/10/00

Teacher training and development for the school can be described in two distinct phases: the intense planning and instruction in advance of the school's opening, and the ongoing, day-to-day professional development during the school year. Both phases will rely on a combination of external professional development consultants and internal cross-fertilization and collaboration.

In Advance of the School Year

Though we intend to fully respect and reward our talented teachers' unique approaches to their craft, and their professional prerogative on daily lesson planning, we will nonetheless require formal training in the methodologies that are key to the school's pedagogical approach. We will also set aside critical staff-development time in August for group planning and trust building. We will hire teachers as of August 1, 2000, and build in at least two weeks of formal preparation for the year before the school opens its doors to students in late August.

Following are specific items that we have already planned to take place during the two-week (or 2 ½ - week) training period.

- *Project Achieve* will train all teachers and administrators in the use of the standards-driven lesson planning and school management software.
- All English, Spanish and Social Studies teachers will do the ten-hour *Great Books Foundation* training.
- All math and science teachers will do Exeter's training for science and math teachers designed and run by Eric Bergofsky.
- Other Exeter faculty members may join in a more general training on the inquiry-driven approach to teaching and learning.
- All teachers will do Lenore Gavigan's seminar on the teaching of writing, and English and Spanish teachers will do her course in sentence diagramming.

In addition to these specific courses, we will plan substantial time during this run-up period for all-faculty meetings to discuss the philosophy of the school and our collective approach to ensuring that all students meet the standards we have laid out. During this time the faculty will begin to develop the habits of communication and cooperation that will be critical to the school's ultimate success. This process of tone setting and trust building will be given as much emphasis as the more formal training described above.

During the School Year

The leader of the very successful KIPP Academy in the South Bronx, David Levin, described the teacher culture at KIPP as "like a mini teachers' college." Bronx Prep aspires to create a similar environment. Given the high caliber of faculty members we intend to hire, teachers will be able to learn a tremendous amount simply by observing each other and by sharing successful practices and tips for improvement. The Bronx Prep schedule was designed to facilitate these processes by incorporating a two-hour faculty meeting each week, and by working in some non-instructional

time for teachers during the school day during which they can plan with and observe their colleagues.

A primary role of the principal will be to assess, with the input of teachers, what teachers' ongoing professional development needs are. The principal and teachers will continually identify areas of weakness and seek resources, both internal and external, to facilitate improvement.

Response to Attachment IX-54 (budget)

1. Please provide written commitments for the provision of legal services on a pro bono basis.
2. Please clarify what is available for any building rehabilitation.
3. Please provide the basis for the building lease figure.
4. Please explain why books and instructional materials are not budgeted for any increases over five years and why there are no software costs budgeted after year one.
5. Why are postage and recruitment materials budgeted at \$0 in year two?
6. How will the school finance the senior academy construction loan of \$172,164 in light of the restriction under Charter Schools Law §2853(3)(b) of using per pupil funding from the school district?
7. Please explain how you arrived at estimates for federal Title 1,2,4 and 6 programs and the student lunch program.
8. Please explain how the school expects to obtain textbook aid and for which courses of instruction.
9. Please indicate how salaries of the school principal(s) compare to other principals in the general area.

Amendment to Attachment IX-54 (budget)Submitted 1/10/00

1. Bronx Prep board member and attorney, Eric Grannis of Salens Hertzfeld Heilbron Christy and Viener, has provided a verbal commitment to continue providing legal services on a pro bono basis. Eric has provided considerable pro bono legal support to date, including the incorporation of a support organization for the school, *Friends of the Bronx Preparatory Charter School*, assistance with legal questions throughout the application writing process, and the development this week of the by-laws for the school itself included in this amendment.
2. Philanthropic support for the school is strong and could be increased should surprise building rehabilitation needs become evident. The projected start-up needs of the school are \$350,000, and could be trimmed to \$300,000 in an emergency, for example by delaying the purchase of some furniture and by keeping the lead applicant on as a volunteer, rather than paid staff member for the spring. To date the school has received a total of \$235,000 in formal, unrestricted commitments for the school's start up needs, including building rehabilitation. The following individuals and foundations have made these commitments: Bruce Kovner, Peter Flanigan, Thomas Tisch, Brian Olson, the Tiger Foundation, the WKBJ Foundation, the Pumpkin Foundation and Dietrich Weismann. In addition, Roger Hertog and Richard Gilder have committed support of as yet undetermined amounts. The founders have begun conversations with several additional foundations, who are seriously considering start-up financial support if the school is awarded a charter. They include the Robinhood Foundation, the Achelis and Bodman Foundations and the

Charles Hayden Foundation. We also intend to approach the Walton Foundation for start-up assistance, as they have a demonstrated interest in New York's charter schools. As noted in the budget, we also would expect to receive approximately \$75,000 in start-up assistance from the federal start-up grant program for charter schools. The combination of these sources will more than cover the projected start-up need of the school and create a cushion for any unexpected building rehabilitation needs.

Of additional benefit to Bronx Prep is the rehabilitation work that the parish is doing on the building in anticipation of the school's arrival. As described in the amendment to Attachment X-60-a below, the pastor has already repaired plumbing problems at the facility at the parish's expense.

3. The building lease figure is based on a handshake agreement between the lead applicant Kristin Kearns Jordan and the pastor of Our Lady of Victory Church, Rev. Peter Gavigan.

4. Books and instructional materials were not budgeted for any increases over five years because we plan to front load our purchasing of such materials in order to outfit the school as early as possible. We believe that the greater quantity of materials to be purchased in the early years will balance projected cost increases in later years.

A review of the budget submitted confirms that there are software costs budgeted after year one. Two lines of the budget cover software, *Student software* and *Achieve software*. On the student software line, the initial (year 1) software is purchased during the start up phase, and \$7,500 is budgeted for software every year thereafter. The company that produces the *Achieve* software for the adults requires a \$9,000 initial outlay, but they upgrade the program annually for free. Their \$15 per student fee to maintain the program is included in the "computer consultant" budget line.

5. The \$0 figure in year two for postage and recruitment materials was an error. The five-year budget should reflect 5% increases in postage and recruitment materials each year. The re-insertion of those two numbers increases the year two budget by \$4,410. A revised budget reflecting the correction is attached.

6. The founders have already incorporated a private, not-for-profit support organization for the school called *Friends of Bronx Preparatory Charter School*. The privately financed organization currently supports the school's planning and in the future will support facilities development, enrichment activities and other needs that may arise. The school will pay a lease to whoever owns the building and will not be involved in facilities financing directly. While the \$172,164 was budgeted as a conservative figure, the founders hope to make the school's lease payment considerably lower by securing philanthropic financing for the construction of the facility *in advance* of the actual construction, rather than relying on a loan. This would free up school resources for programmatic use.

7. The founders polled charter schools in similar neighborhoods to arrive at per pupil estimates for federal Title 1,2,4 and 6 programs and the student lunch program. The figures for the Title 1,2,4 and 6 programs are based on the actual funds received per pupil at the Northstar Academy Charter School in Newark, NJ. The school lunch figures are based on actual expenditures and federal

reimbursements at the Northstar Academy and the experiences of the Learning Project at the John Reisenbach Charter School in Harlem.

8. The school expects to obtain textbook aid through the New York State categorical aid programs that can be accessed by all schools, public and private. These programs are separate from the state and local per pupil aid spelled out in the charter school formula. (The following are the laws enabling the three kinds of categorical aid: Textbooks – Subdivision 6 of Section 701, Ed Law; Software - Subdivision 4 of Section 751, Ed Law; Library - Subdivision 3 of Section 711, Ed Law). The textbook aid program does not send funds to the school, but rather dispenses textbooks directly to schools through their Office of Purchasing Management. We based our textbook aid figures on those provided to us by Jim Mahoney in the Government Programs office of the Archdiocese of New York. We borrowed a textbook catalogue from Aquinas High School in the Bronx and determined that the aid provides for all of the textbook materials that we plan to use, including Joy Hakim's "little books" on American History, materials from the Great Books Foundation, and those from the Sadlier Company.

9. It is difficult to determine how our principal's salary will compare to those of public school principals of District 9 in the Bronx, as 30% of the district's schools were without principals at the beginning of this year, and the principals' contract in the City of New York is undergoing considerable change. It is safe to assume, however, that the district's principal salaries are higher, perhaps by as much as 20%. The Catholic school *lay* principals in the area earn considerably less than our principal would -- \$45,000. We deliberately placed our principal salary figure between those of the area's public and Catholic school principals. We believe that we can attract high quality people, just as the Catholic schools do, by offering an exciting, effective, supportive school environment and an opportunity to truly help equalize opportunity for some of our nation's most disadvantaged young people. Our Board has elected to be somewhat flexible about the principal's salary, as the principal will play such a critical role in the school's success. If we need to raise an additional \$10,000 of private funds for the principal's salary in order to attract the best candidate, we will do so.

Response to Attachment X-60-a (facility)

Please provide any update on the status of the facility at 1512 Webster Ave, Bronx, identified for location of the school, including, but not limited to, lease commitments. What is the extent of repair or rehabilitation needs of the building and what plans will be put in place to correct those needs? The application stated that the New York City Board of Education declined to rent space there; do you know why? Please provide the form of lease (with all relevant financial terms) that the school intends to enter into.

Amendment to Attachment X-60-a (facility)Submitted 1/10/00

The school has a verbal commitment from Rev. Peter Gavigan, Pastor of Our Lady of Victory Church, to lease the facility to the Bronx Preparatory Charter School for \$75,000 per year. At the Charter Schools Institute's request, we began this week the process of negotiating a formal lease for the facility, which is not yet finalized. Our Lady of Victory's legal counsel, Cusack and Stiles, is preparing for the school's examination a proposed lease agreement. We do not anticipate any unresolvable differences on terms of the lease, and we take comfort in the parish's record of successful landlord-tenant relationships with both Bronx Community College and Audrey Cohen College in the last twenty years.

The school is in very good physical repair. Last spring, as the discussions between the school founders and the parish progressed, the parish fixed the one major problem at the school facility, plumbing damage in the boys' restroom. The pastor undertook this repair at the parish's expense by securing a loan from the Archdiocese for the rehabilitation, and indicated that it was being done with the hope of a charter school opening on site in the fall of 2000. Members of the parish and the charter school founders team have also been addressing some cosmetic needs of the school facility by painting the interior classrooms and hallways. The pastor has indicated that he is interested in replacing the flooring of the lower level with a new, brighter tile -- another cosmetic improvement.

Representatives of District 9 Superintendent, Maria Guasp, visited the school site at Father Gavigan's invitation, in order to consider it for use as a district school. They investigated the building and reported no impediment based on the facility itself. The district declined to rent it because they determined that the overcrowding in the district was taking place in the western part, but not in the eastern part where this school is located.

FIVE-YEAR BUDGET 2000-2005
BRONX PREPARATORY CHARTER SCHOOL

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FISCAL YEAR Fiscal Year runs August 1 to July 31	1999- 2000	2000- 2001	2001- 2002	2002- 2003	2003- 2004	2004- 2005
STUDENTS AND STAFF						
*Number of Students	0	100	150	200	250	300
Number of Executive Directors	1	1	1	1	1	1
Number of Principals	1	1	1	1	2	2
Number of Teachers	0	5	9	12	15	18
Reading Specialist (part time '00-'03)	0	1	1	1	1	1
Number of Guidance Counselors	0	0	1	1	1	1
Number of Admin. Assistants	1	1	1	1	2	2
Number of Custodians	0	0	0	0	1	1
Total Employees	3	9	14	17	23	26
Total Full Time Employees	3	8	13	16	23	26
EXPENSES						
Salaries						
Director	\$35,000	\$70,000	\$71,500	\$73,000	\$74,500	\$76,000
Principals	\$10,850	\$65,000	\$66,150	\$68,000	\$138,300	\$142,000
Teachers	\$5,000	\$205,000	\$378,000	\$516,000	\$660,000	\$810,000
Reading specialist	\$0	\$25,000	\$27,500	\$30,000	\$50,000	\$50,000
Guidance Counselors	\$0	\$0	\$33,000	\$34,155	\$35,350	\$36,588
Administrative assistants	\$2,080	\$23,000	\$24,000	\$25,000	\$52,000	\$54,000
Custodians	\$0	\$0	\$0	\$0	\$26,000	\$28,000
Total Salaries	\$52,930	\$388,000	\$600,150	\$746,155	\$1,036,150	\$1,196,588
Benefits & Staff Development						
Retirement	\$2,647	\$19,400	\$30,008	\$37,308	\$51,808	\$59,829
Health	\$1,875	\$28,000	\$45,500	\$56,000	\$80,500	\$91,000
FICA & other payroll taxes	\$5,293	\$38,800	\$60,015	\$74,616	\$103,615	\$119,659
Professional development for staff	\$15,000	\$15,000	\$20,000	\$25,000	\$30,000	\$35,000
Total Benefits & Staff Development	\$24,815	\$101,200	\$155,523	\$192,923	\$265,923	\$305,488
Fixed Costs						
<i>Property</i>						
Building lease(s)	\$12,500	\$75,000	\$75,000	\$75,000	\$245,000	\$245,000
Utilities	\$900	\$5,400	\$5,670	\$5,954	\$11,907	\$12,502
Liability & Property Insurance	\$1,250	\$7,500	\$7,500	\$7,500	\$24,500	\$24,500
Security alarm for senior academy	\$0	\$0	\$0	\$0	\$3,000	\$3,150
Janitorial Services (contracted)	\$3,000	\$12,000	\$13,000	\$14,000	\$0	\$0
Waste Disposal	\$300	\$1,800	\$1,890	\$1,985	\$4,167	\$4,376
<i>Communications</i>						
Copier lease	\$600	\$3,000	\$3,150	\$3,308	\$6,946	\$7,293
Telephone service	\$2,400	\$4,800	\$5,040	\$5,292	\$11,113	\$11,669
<i>Professional Services</i>						
Legal	\$0	\$0	\$0	\$0	\$0	\$0
Accounting/Financial audit	\$1,000	\$6,000	\$6,300	\$6,615	\$6,946	\$7,293
Program audit	\$0	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
Computer consultant		\$15,000	\$15,750	\$16,538	\$26,047	\$27,349
Total Fixed Costs	\$21,950	\$133,500	\$136,300	\$139,190	\$342,626	\$346,132

Variable Costs

Cafeteria - Breakfast & Lunch	\$0	\$69,200	\$106,900	\$146,433	\$189,400	\$234,100
<i>Instructional</i>						
Texts & instructional materials	\$35,000	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000
Other books (including library)	\$30,000	\$15,000	\$7,500	\$7,500	\$7,500	\$7,500
**Enrichment programs for students	\$0	\$40,000	\$63,000	\$85,995	\$112,868	\$142,214
Student field trips	\$0	\$15,000	\$23,600	\$24,800	\$43,500	\$54,800
Standardized testing - CTBS	\$2,500	\$3,938	\$4,134	\$7,250	\$9,135	\$11,126
Musical instruments	\$5,000	\$4,000	\$4,000	\$1,000	\$5,000	\$4,000
Classroom paper & supplies	\$1,500	\$5,000	\$7,875	\$8,269	\$14,499	\$18,269
<i>Recruiting/Marketing</i>						
Postage	\$1,500	\$1,200	\$1,260	\$1,323	\$1,389	\$1,459
Bronx Prep paraphernalia/events	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Recruitment materials	\$4,000	\$3,000	\$3,150	\$3,308	\$3,473	\$3,647
<i>Administrative</i>						
Maintenance of equip. & furnishings	\$0	\$1,000	\$1,050	\$1,103	\$1,158	\$1,216
Office supplies	\$1,200	\$2,400	\$2,520	\$2,646	\$5,557	\$5,834
Janitorial supplies	\$600	\$2,400	\$2,520	\$2,646	\$5,557	\$5,834
<i>Other</i>						
Contingency fund for emergencies	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
Total Variable Costs	\$96,300	\$197,138	\$262,509	\$327,271	\$434,035	\$524,999

Capital Costs*Electronic*

Student computers (replace every 3 yrs)	\$40,000	\$0	\$0	\$80,000	\$0	\$0
Staff computers	\$20,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
Computer network installation	\$10,000	\$0	\$0	\$10,000	\$0	\$0
Student software	\$15,000	\$0	\$7,500	\$7,500	\$7,500	\$7,500
Achieve software	\$9,000	\$0	\$0	\$0	\$0	\$0
Public address system	\$750	\$0	\$0	\$1,000	\$0	\$0
Other equipment (TVs, VCRs)	\$2,500	\$500	\$500	\$2,500	\$500	\$500

Classroom

Science laboratory equipment	\$5,000	\$1,000	\$1,000	\$5,000	\$1,000	\$1,000
Classroom furniture	\$30,000	\$0	\$0	\$20,000	\$15,000	\$0

Other

Library furniture	\$2,000	\$0	\$0	\$1,000	\$0	\$0
Cafeteria furniture	\$7,000	\$0	\$0	\$7,000	\$0	\$0
Office partitions & furniture	\$5,000	\$0	\$0	\$6,000	\$0	\$0
Athletic equipment	\$2,000	\$0	\$0	\$2,000	\$2,000	\$0
Reconstruction of stage	\$3,000	\$0	\$0	\$0	\$0	\$0
File cabinets	\$2,500	\$0	\$0	\$3,000	\$0	\$0
Phone system	\$2,500	\$0	\$0	\$3,500	\$0	\$0
***Loan payment - senior acad. constructio	\$0	\$0	\$0	\$172,164	\$172,164	\$172,164
Total Capital Requirements	\$156,250	\$11,500	\$19,000	\$330,664	\$208,164	\$191,164

TOTAL EXPENSES	\$352,245	\$831,338	\$1,173,482	\$1,736,204	\$2,286,898	\$2,564,370
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REVENUES

Per pupil state & local aid	\$0	\$639,321	\$987,751	\$1,353,120	\$1,742,142	\$2,153,288
Federal start-up grant	\$75,000	\$0	\$0	\$0	\$0	\$0
NYS textbook, software & library aid	\$0	\$7,828	\$16,242	\$21,656	\$27,070	\$32,484
Lunch Program	\$0	\$69,600	\$106,900	\$146,433	\$189,400	\$234,100
****Federal IASA Funding (Title 1, 2, 4 & 6)	\$0	\$35,000	\$52,500	\$70,000	\$87,500	\$105,000
Private grants	\$277,245	\$79,589	\$10,089	\$144,995	\$240,786	\$39,499
*****Total Revenues	\$352,245	\$831,338	\$1,173,482	\$1,736,204	\$2,286,898	\$2,564,370
SURPLUS / (SHORTFALL)	\$0	\$0	\$0	\$0	\$0	\$0

Notes

*To phase in enrollment, the school will begin with 50 fifth graders and 50 sixth graders, then add 50 fifth graders annually.

**Primarily the cost of extended day programming done in partnership with arts organizations and other local partners

***Assumes a \$1 million buildout is financed at 12% over 10 years.

****Assume \$350/student, a conservative estimate based on experience of charter schools in other states and early reports from NY schools.

*****Note on special education funding: we can not predict with accuracy the number of special education students the school will serve, or the costs to serve them. Public special education revenues will rise, however, in proportion to the costs of providing the services, and so the provision of special education is expected to be cost neutral.