



Charter Schools Institute
State University of New York

HARLEM VILLAGE ACADEMY CHARTER SCHOOL

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

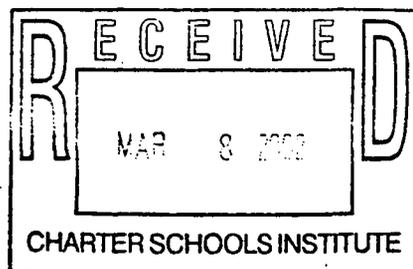
Volume 3 of 3

REDACTED APPLICATION

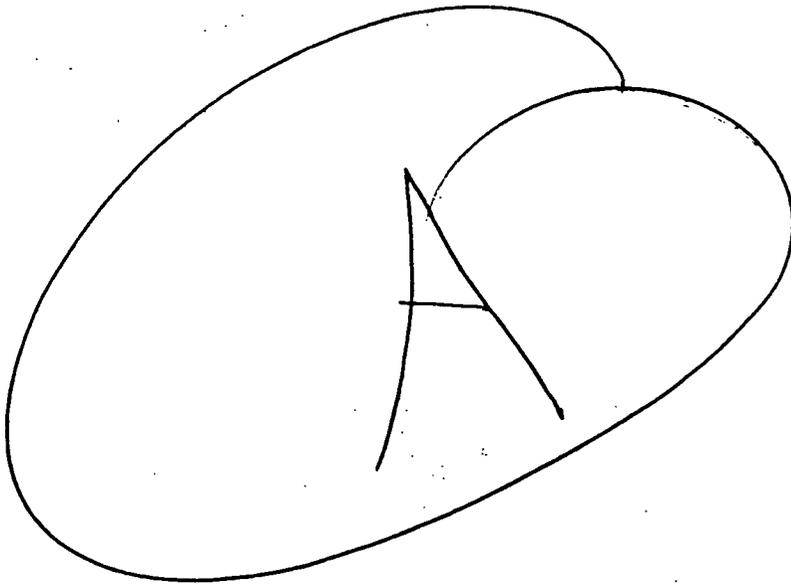
Application to the SUNY Charter Schools Institute

East Harlem Village Academy Charter School

IN PARTNERSHIP WITH
The Village Academies Network



**Volume II:
Exhibits**



10/11/19

A. Previous Management Contracts

9(a). If the charter school would be established in conjunction with a for-profit entity (including but not limited to a management company) or a non-profit management company, then please provide the name of such entity and specify the extent of the entity's participation in the management and operation of the school. As part of such discussion, please include the following:

- a term sheet indicating at a minimum, the fees to be paid by the proposed school to the management company, the length of the proposed contract, the terms for the contract's renewal and all provisions for termination; and*
- copies of the last two contracts that the management company has executed with operating charter schools (in New York and other states) and, if applicable, the status of those charter school's application for tax-exempt status under section 501(c)(3) of the Internal Revenue Code;*

Submit the two management contracts required by Request No. 9(a) as Exhibit A.

Please note that this request is not applicable to the East Harlem Village Academy Charter School.

B

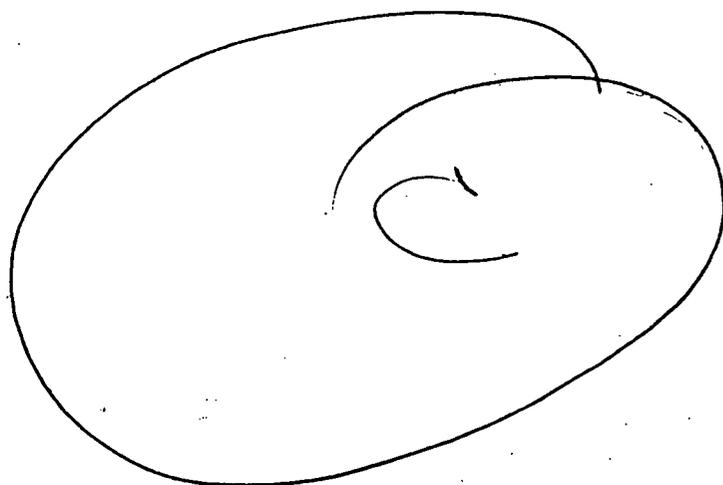
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B. Information Regarding Management Partner

9(c). If Requests Nos. 9(a) and 9(b) are applicable to your application, then provide all of the following information. If not applicable, please so note and proceed to Request No. 10.

- Evidence that the corporate entity is authorized to do business in New York State;*
- The number of schools the entity presently manages (if any) and the location of those schools;*
- The length of time the entity has been in business;*
- The most recent annual report of the entity; and*
- A description or summary reports of student achievement results in schools managed by the entity.*

Please note that this request is not applicable to the East Harlem Village Academy Charter School.



C. Learning Standards, Curriculum, and Alignment with New York State Standards

Attachment 14. Provide the proposed school's learning standards and curriculum, including a description of the skills and knowledge each student will be expected to attain by the end of each grade (or course) in each year of the charter. In addition, indicate that the education program you have described meets or exceeds the student performance standards established by the Board of Regents.

The East Harlem Village Academy Charter School will use the learning standards and curriculum developed by the Village Academies Network, included below.

The Village Academies standards and curriculum are ambitious, aligned to New York State Standards, and will, we believe, engage our students in meaningful learning and prepare them to meet or exceed the standards set by the Regents. While we enthusiastically embrace the learning standards, we also know that the success of any curriculum depends on instructional excellence. We expect that our principal will work with the faculty to decide which of the suggested texts, topics, and subtopics will be required at the East Harlem Village Academy Charter School.

THE VILLAGE ACADEMIES NETWORK

Learning Standards & Curriculum

Vision

The Village Academies Network curriculum is rich in content, high in expectations, and competitive with the best in the world. While aligned to the New York State standards, and designed to prepare students to meet or exceed the student performance standards established by the Board of Regents, our teachers will use our curriculum to give students a chance to think deeply, argue passionately, and to develop into men and women whose ideas, beliefs, commitments, and skills will contribute profoundly to the lives of their families, communities, and nation.

Vertical and Horizontal Articulation

The following pages summarize the guiding principles, standards, and curricula for each of the core disciplines: English Language Arts, History, Mathematics, Science, and Spanish. While we have carefully delineated each discipline with an eye towards how a student's work in it builds coherently and progressively through the grades, we have also tried to show how the disciplines relate to one another *within a single grade*. In other words, we try to give the vertical picture together with the horizontal. After all, students experience school one grade at a time, and it is crucial that the different elements of the curriculum reinforce each other in a given year.¹ Recognizing this, we have, for example, ensured that:

- skills introduced in Mathematics are further exercised in Science;
- we will use *one* rubric for judging all writing assigned in the school, *one* for judging all reading, and *one* for judging all formal oral presentations; and

¹ One reason why faculty are divided into teams by grade level is to encourage teachers to engage in a constant, interdisciplinary conversation about each grade-level experience as a whole: what strategies are working with which students where, when this text will be read and how it will be taught, how students are doing on writing in one class versus another, and so on. The purpose is to insist that teachers collectively refine curriculum and instruction so that it makes sense for students and maximizes student achievement.

- many of the culminating projects in English Language Arts and History are done together.

Curricular Research

The guiding principles, standards, and curricula below are the product of extensive research and teamwork. They integrate materials and ideas from various state standards (including New York, California, Massachusetts, and Virginia). These states are recognized for their exemplary standards, as measured by Achieve.org, a non-profit organization dedicated to improving and evaluating state standards, and the American Textbook Council, an independent national research organization which reviews social studies textbooks. In addition, we imported standards from America's Choice School Design, developed by the National Center on Education and the Economy. Finally, we consulted other national curricula and standards including the National Science Education Standards, skills rubrics developed by the Northwest Regional Educational Laboratory, the standards of the National Council of Teachers of Mathematics, and the Core Knowledge Curriculum. The guiding principles, standards, and curricula included reflect the experiences and ideas of K-12 teachers, university professors, curriculum specialists, and people whose wisdom we would want our students to emulate. Little in our curriculum is new and untested; much restructures existing paradigms to ensure that courses are not reduced to mere exercises in coverage.

A Core Curriculum for All Students

We emphatically push against the powerful influence of “the shopping mall high school” where students get to shop from among an infinite variety of courses to satisfy graduation requirements. Instead, we believe that curricular choice should follow a deep and broad grounding in the five basic disciplines. And so, our school insists upon a core curriculum for all students, with specific skills all students must master, specific tests they all must pass, and specific projects they all must successfully complete.

Catching Up and Keeping Pace

High academic standards must be matched by a scrupulous dedication to helping each and every student rise to the challenge. We are deeply aware that many students may enter our school with insufficient preparation for the rigorous course of study we propose. Nonetheless, lack of prior education is not the same thing as lack of ability; on the contrary, motivated students and teachers, working in a supportive environment and following a clear course of action, can achieve great things. Therefore, in addition to the school-wide policies described elsewhere in this document, we will implement a broad range academic programs and policies, detailed below, to ensure that students will (a) master key prerequisites and (b) keep pace with our demanding curriculum. It seems to us that by the end of Grade 6 at our school, students should have mastered the following prerequisites for further study:²

PREREQUISITES: ENGLISH LANGUAGE ARTS

Reading

- Use a dictionary to understand unfamiliar words.
- Read silently for a sustained period of time with concentration, and accurately summarize what was read.
- Read a narrative and accurately summarize the sequence of events and/or describe a main character.
- Read aloud a news article with fluency, and accurately summarize its content.
- Infer an author's opinion, and say what textual evidence he/she uses to support his/her point of view.

Writing

- Write complete sentences where subjects and verbs agree.
- Use verb tenses correctly.
- Correctly use basic punctuation: period; question mark, exclamation point; apostrophe.

PREREQUISITES: MATHEMATICS

Number Sense

- Read and write numbers (in digits and words) up to the billions.

² This list is adapted from Core Knowledge Grade 5 Content and California Curriculum Standards for English.

- Recognize place value up to billions.
- Order and compare numbers up to 999,999,999 using $<$, $>$, $=$.
- Round to the nearest ten, hundred, thousand, and hundred thousand.
- Determine the greatest common factor and the least common multiple of given numbers.

Computation

- Multiply two factors up to four digits each.
- Estimate a product.
- Automatically and accurately use multiplication tables up to multiples of twelve.
- Divide dividends up to four digits by one-, two-, and three-digit divisors.
- Solve word problems with multiple steps.
- Solve problems with more than one operation.

Measurement

- Linear measure: estimate and make linear measurements in yards, feet, and inches and in meters, centimeters, and millimeters.
- Weight (mass): estimate and measure weight in pounds and ounces; grams and kilograms.
- Capacity (volume): estimate and measure liquid capacity in teaspoons, tablespoons, cups, pints, quarts, gallons, and in milliliters and liters.
- Solve problems on elapsed time.

Geometry

- Identify and draw points, segments, rays, and lines.
- Identify and draw lines: horizontal, vertical, perpendicular, parallel, intersecting.
- Measure the degrees in angles and categorize angles as right, obtuse, acute, and straight.
- Identify radius and diameter of a circle.
- Identify polygons: triangle, quadrilateral, pentagon, rectangle, square, hexagon, octagon.
- Use formulas to find area of rectangles.

Probability and Statistics

- Describe *probability* as a measure of the likelihood that an event will happen.
- Find the average (mean) of a set of numbers.

Pre-Algebra

- Find the value of an expression given the replacement values for the variables (e.g. “What is $7-c$ if c is 4?”).

In order to help students meet and exceed these expectations, we will institute:

- **Early diagnostic testing.** Soon after students are chosen in the lottery we begin to work with them. This includes testing them to see where they are academically. The more we know about where they are strong and where they most need assistance, the better we can ensure their readiness for Grade 5 in September.
- **Directed Study.** Once we have diagnosed each student’s reading, writing, and mathematical skills, we will provide each student and his or her family with a detailed description of what he or she needs to work on, and provide occasions for intensive skill-building sessions.
- **Summer Intensives.** Prior to the start of school, we will provide an intensive summer session with individually tailored skill-building sessions for all students.
- **Increased time on English Language Arts (ELA) and Math for Grades 5-6.** Once the school year starts, Grades 5-6 are structured with a focus on ELA and Math. Students have more time on each of these subjects: for each, two hour-long blocks per day. This intensive focus allows teachers to tailor materials and assignments individually. In addition, Associate Teachers will be able to assist in these classes to provide one-on-one assistance where necessary and/or to work with specific groups of students on particular skills and/or topics.
- **Kounaikenshuu.** The time grade-level teachers and departmental teachers have each week to look collectively at student work, at student performance, and at instructional practice, enables teachers to respond quickly and collaboratively to address a student’s academic needs.

- **Common Rubrics.** Having common ways of speaking about basic skills across the curriculum gives students a single coherent picture of what it looks like to be reading, writing, speaking, and listening well.
- **Longer school year.** Many students lose skills over the idle summer time. Our longer school year will ensure greater continuity in the educational experience.

Teaching

A curriculum is only as good as the teachers make it for each and every one of their students. At our school, we ensure that enabling, supporting, and improving good teaching is central to our daily mission. We will recruit, develop, and reward teachers who know and love their subjects, and who:

- Ensure that class time allows every student to do real work – to write, to puzzle over a passage of reading, to strategize an approach to a complex mathematical problem, to perform an experiment, to converse in a second language, to practice a dance, and so on.
- Provide students with clear criteria for knowing when work is good.
- Provide students with clear and meaningful feedback such that they wish to keep working.
- Regard students' ideas and questions as important.
- Ask good questions and encourage students to ask good questions.
- Listen carefully to what students say and encourage students to listen carefully to each other.
- Refrain from insisting that their own conclusions are their students starting points, but instead insist that students assemble evidence to reach conclusions.
- Insist on high standards and expect each student to achieve.
- Learn from colleagues' successes and failures.
- Model boundaryless learning – the desire to look in all disciplines for ideas on how to improve – for colleagues and students.
- Ensure that students produce a high quantity of high -quality work.

Assessments

The curriculum culminates at the end of each grade with a variety of assessments:

- **On demand** assessments ask students to do a particular task without specific preparation, so that he/she demonstrates he/she has a particular skill at his/her fingertips.
- **Snapshot** assessments, such as a Regent's exam, test students' knowledge of a discrete body of material at one sitting.
- **Overtime** assessments ask that students demonstrate their command of a body of knowledge through a more extended — untimed — assignment, such as a research paper.

English Language Arts

Guiding Principles

Students study English Language Arts in order to learn how to read, write, listen, and speak. If this study is properly pursued, students also learn – still more importantly – how to *think*.

At Village Academies, English Language Arts is about becoming a more thoughtful human being. We are persuaded that the marks of a successful English Language Arts student are precise thought; the ability to speak rationally, summoning evidence to support one's arguments; and the willingness to examine the grounds of one's opinions, as well as to accede graciously, when appropriate, to stronger opinions. The mastery of these arts and habits simultaneously requires and fosters the moral virtues necessary for students to become active and critical democratic citizens.

Good readers, writers, listeners, and speakers possess skills in nine fundamental areas, outlined below. These skills are developed sequentially and deliberately over time, with set standards to be achieved by the end of each grade level (these standards will be articulated in the ensuing pages). While this framework pertains most directly to the English Language Arts Curriculum, it has obvious relevance to all subjects and grades.

1. **Vocabulary.** Students choose their words precisely out of an ever-expanding vocabulary. They effectively use multiple strategies to clarify the meaning of words, phrases, idioms, analogies, similes, and metaphors.
2. **Grammar.** Students possess a solid grounding in standard English grammar, as a means of organizing thought, expressing ideas effectively, and communicating professionally.
3. **Genre.** Students read and write in a variety of genres, and can discuss the significance of a given work's structural features.
4. **Context.** Students can identify and draw conclusions based on the internal and external context of a text, and can convey such contexts in their own writing.
5. **Character.** Students can clearly describe a text's characters and reflect on their motives, changes, and symbolic importance. They can create complex, believable, well-described characters in their own writing.
6. **Purpose.** Students can infer an author's opinions and perspective, can make clear to a reader their own positions, and can identify and use both nuances of tone and elements of style.

7. **Theme.** Students can identify and reflect upon a text's main idea, and can organize ideas effectively in their own writing.
8. **Argument.** Students can explain the logic of fiction and nonfiction texts, and can themselves write in a well-structured and logical fashion.
9. **Evidence.** Students can identify how an author supports his or her ideas, and can write using details and evidence appropriate to a given genre.

The fundamental skills of reading, writing, speaking, and listening – outlined in the framework above – are to be explicitly and persistently taught. But they do not comprise the full extent of our ambitions for our students. Our English Language Arts instruction is predicated upon a number of other guiding principles:

Texts should be read closely. Students should be fluent, confident readers, and should know how to analyze both the logic and rhetoric of texts. They should also know how to read slowly, with great attention to detail and to what the author is trying to say. In other words, they should develop the lost art of re-reading.

Students should relate texts to their own lives. While classes should primarily focus on the analysis of an author's meaning, students should constantly consider the relevance of what they are reading to their everyday lives, both as a means to illuminate the text and to interrogate their own ideas.

Texts should be of high quality. Though obvious relevance to students' age and backgrounds can be a useful criteria in selecting texts, it should not overpower the most essential concern. Students should be introduced to the best of world literature: well-crafted texts that require and repay close attention, that articulate experiences and philosophies that will challenge and broaden students, and that will serve not only as preparation for college work, but as cornerstones of cultural literacy.

Students should read a variety of genres. Students should be able to give close, critical, sensitive readings of texts in the full range of genres (for instance, philosophical, historical, theological, rhetorical, and so on). Special attention is given to demanding nonfiction of enduring worth (for example, the papers of Thomas Jefferson or the essays of Samuel Johnson), as exemplary both of well-articulated reasoning and of the type of prose

most common on standardized tests, in college, and in adult life. It is worth noting that poetry should not be confined to a single “poetry unit,” but should be considered at least once per week (even if only briefly) and in relation to other genres. Students are particularly encouraged to master the technical language necessary to speak about poetic form, and they should be able to express themselves poetically in both free and formal verse.

Students should write in a variety of genres. Student authors should be able to write successfully in the full range of fiction and nonfiction genres. Clear, expository prose is a fundamental requirement, but short stories, drama, and poetry are not to be neglected. One of the best ways to learn how to write is to look carefully at what other authors have done; and one of the best way to learn how to read is to be a practicing author yourself (for instance, writing sonnets lends an intimacy with the form that is carried over into discussions of sonnets written by others).

Students should read aloud a variety of texts. Reading aloud is an essential means of engaging a text and sharing it with others. Each class should feature a moment when students read a text aloud and are given gentle comments by the teacher on both manner (e.g. enunciation) and expression (e.g. emphasizing the meaning of punctuation).

Students should commit to memory a variety of texts. Students regularly should be required to memorize texts, especially (but not only) poems and political speeches. At minimum, students are required to learn each year a Shakespeare sonnet of their own choosing (each year reciting both the old and new, so that by graduation they know a total of seven), and beginning in Grade 9 they are required to know by heart Lincoln’s Gettysburg Address.

Classes should be about real questions. Class discussions should center around genuine questions that are common to teacher and student. Too often, high-school classes focus on basic reading comprehension: questions to which there is a simple, irrefutable answer easily available in the text. In order for students’ critical powers to be exercised and their passions engaged, the stakes must be higher than that. Teachers must know how to ask an open-ended question and how to guide a satisfying, disciplined discussion of it. Further, classes should be based on discussion rather than lecture: teachers should continually remind themselves that the best classes are often the ones when the students do most of the talking.

The year should be structured around a particular inquiry. Each year, ELA classes are organized around a central theme or question of enduring significance. (These themes often complement those pursued in other areas of the curriculum, particularly History.) In this way, students are encouraged to see a complex and tight relation between the diverse issues and texts that they consider over the course of the year, and they acquire the means to pursue a fundamental inquiry in a deep, sustained way. The central inquiry is not meant to crop up by name in every class, but rather to serve as a sort of background drumbeat. For instance, when 9th Grade ELA students focus on what it means to be an American, they might pursue a unit on “the individual” in which they read about the iconoclastic Elizabeth Bennet in *Pride and Prejudice*, or they might consider what *Julius Caesar* has to say about democracy and its rivals.

Courses & Culmination

- Grade 5**
- **Topic.** World cultures.
 - **On Demand Assessment.** Describe motives of characters.
 - **Final Project.** Research project on the culture of another country.
- Grade 6**
- **Topic.** Autobiography.
 - **On Demand Assessment.** Written responses to television news stories.
 - **Final Project.** Extended essay: *A personal history of New York*.
- Grade 7**
- **Topic.** What is truth and why should we care about it?
 - **On Demand Assessment.** Evidence-based defense or refutation of popular opinions.
 - **Final Project.** Articulate “the truth” about a topic popularly misunderstood, and explain the relevance of this truth to the person-on-the-street.
- Grade 8**
- **Topic.** Respect.
 - **On Demand Assessment.** Essay on why you do and/or do not have self-respect.

- **Final Project.** Write and mail an essay addressed to a public figure whom they respect, explaining in detail the reasons why this person commands respect, along with tactfully-phrased caveats.

Grade 9

- **Topic.** What is an American?
- **On Demand Assessment.** Write a response to an event currently in the news, based on your own accumulated knowledge (rather than on a specific text supplied by the teacher).
- **Final Project.** Extended essay: *What does it mean to be an American?*

Grade 10

- **Topic.** Love and friendship.
- **On Demand Assessment.** Closely analyze a passage from a text currently being discussed in class.
- **Final Project.** Articulate your own vision of either love or friendship, supporting it with examples and counter-examples from books, the news, and your own life.

We are conscious that a large percentage of the students we serve will be academically “at risk.” In Attachment 20, we outline in detail our plan to ensure that every one of our children will meet or exceed the standards set by the Board of Regents. Highlights include our longer school day and year (which includes a summer intensive session as well as a 4-week winter intersession – both designed for remediation), early diagnostic testing and intensive skill-building sessions, and support structures such as Advisory (personalized academic guidance for students) and Kounaikenshoo (school-based professional development for teachers).

English Language Arts

Standards and Curriculum

Grade 5 English Language Arts focuses on the theme of human diversity as seen through an exploration of selected world cultures past and present. Students consider stories, poems, and historical and informational materials that suggest both the range and commonality of human experience. They also investigate the diverse cultures in the United States, and begin the autobiographical work of Grade 6 by examining some of the cultures to be found in New York City. Grammar and vocabulary, the use of evidence to support assertions from texts, and other basic skills are all strongly emphasized.

- Students will read a minimum of 25 books or the equivalent per year across all content areas and standards
- Students will write an average of 1000 words per month across all content areas and standards
- Students will listen on a daily basis
- Students will speak on a daily basis

GRADE 5	READING & LISTENING	WRITING & SPEAKING
VOCABULARY (NYS STANDARD 1, 4)	<p>Effectively use multiple strategies to clarify precise meanings of words, phrases, idioms, analogies, similes, and metaphors.</p> <ul style="list-style-type: none"> • Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation and expression. • In prose and poetry, identify and interpret metaphors, similes, and words with multiple meanings. • Determine pronunciations, meanings, alternate word choices, and parts of speech of words using dictionaries and thesauruses. • Use word origins and relationships to determine meanings of words. • Use contextual clues to determine meanings of unknown words or words with novel meanings. • Explain shades of meaning in related words, and suggest why one word is used as opposed to an alternative. 	<p>Use precise vocabulary at or above grade level.</p> <ul style="list-style-type: none"> • Use precise nouns, verbs, adjectives and adverbs to convey meaning. • Use words from readings. • Use an understanding of synonyms and antonyms to choose precise nouns, verbs, adjectives and adverbs.

GRADE 5	READING & LISTENING	WRITING & SPEAKING
<p>GRAMMAR (NYS STANDARD 1)</p>	<p>Identify correct grammar and mechanics.</p> <ul style="list-style-type: none"> Identify the 8 basic parts of speech (<i>noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection</i>). Identify correct mechanics (capitalization, apostrophes, quotation marks, question marks, commas, colons, semicolons, dashes). <p>Take account of grammar and mechanics in noticing meaning.</p> <ul style="list-style-type: none"> Identify significance of capitalization and apostrophe, quotation marks, question marks. Identify the speaker and recognize the difference between first- and third- person narration. Identify paragraph indentation, line break, stanza break. 	<p>Write and speak standard English.</p> <ul style="list-style-type: none"> Use simple, compound and compound-complex sentences. Properly use indefinite pronouns and verb tenses (present, past, future, present perfect, past perfect, and future). Ensure verbs agree with compound subjects. Use colons, semicolons, commas and dashes correctly. Use correct capitalization. Spell frequently misspelled words correctly. <p>Manipulate correct mechanics to write and speak precisely and effectively.</p> <ul style="list-style-type: none"> Use effective coordination and subordination of ideas to express complete thoughts. Properly use quotation marks. Properly use question marks and exclamation points to convey meaning.
<p>GENRE (NYS STANDARD 1, 2, 3, 4)</p>	<p>Identify genres of written works and/or media and how a given author deploys them.</p> <ul style="list-style-type: none"> Identify and interpret structural features of maps, graphs, charts and basic administrative forms. Interpret a variety of consumer, workplace, electronic and public documents to locate information. Identify the forms of fiction and describe the major characteristics of each form. Identify the forms of poetry and describe the major characteristics of each form. 	<p>Write and speak different genres.</p> <ul style="list-style-type: none"> Choose the form of writing that best suits the intended purpose. Use a variety of genres effectively: narratives, autobiographical narratives, expository compositions, research reports, responses to literature, persuasive compositions, presentations on problems and solutions, summaries of reading materials, and documents related to civic engagement (e.g. letters to the editor) and career development (e.g. business letters). Use a range of narrative devices (e.g. dialogue).
<p>PURPOSE (NYS STANDARD 2, 3, 4)</p>	<p>Identify and author's tone and elements of style and take account of tone and style in noticing meaning.</p> <ul style="list-style-type: none"> Read aloud narrative and expository text with appropriate pacing, intonation and expression. Define how tone or meaning is conveyed in poetry through word choice, rhetorical devices, figurative language, sentence structure, punctuation, rhythm, repetition and rhyme. Explain the effects of common literary devices (e.g. symbolism, imagery, metaphor) in a variety of fictional and non-fictional texts. Identify persuasive and propaganda 	<p>Communicate tone.</p> <ul style="list-style-type: none"> Select words, figurative language, sentence structures, punctuation, rhythm, repetition, and rhyme to convey tone. In a speech or oral presentation, use effective rate, volume, pitch, and tone to align nonverbal elements to sustain an audience interest and attention. <p>Write and speak fluently.</p> <ul style="list-style-type: none"> Revise writing to improve the organization and consistency of ideas within and between paragraphs.

GRADE 5	READING & LISTENING	WRITING & SPEAKING
	techniques.	
THEME (NYS STANDARD 2, 3)	Identify a text’s main idea or subject. <ul style="list-style-type: none"> • Connect and clarify main ideas by identifying their relationships to other texts and related topics. 	Effectively communicate a main idea or subject. <ul style="list-style-type: none"> • Frame writing/speech with a clearly stated main idea and a conclusion which reminds the reader of that idea. • Pose relevant questions with a scope narrow enough to be thoroughly addressed. • Emphasize salient points to assist reader/listener in following main ideas.
EVIDENCE (NYS STANDARD 1, 3)	Identify how an author supports his/her ideas. <ul style="list-style-type: none"> • Cite details, examples and other kinds of evidence that advance the author’s main idea. Evaluate how an author supports her ideas. <ul style="list-style-type: none"> • Develop an interpretation exhibiting careful reading, understanding and insight. • Consider the adequacy and appropriateness of those details, examples and other kinds of evidence for advancing the ideas. • Make reasonable assertions about texts through accurate supporting citations. • Distinguish between fact and opinion. 	Marshal details and evidence to support an idea or subject. <ul style="list-style-type: none"> • Develop an idea or a topic with supporting details and precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader. • Support the ideas with facts, details, examples, and explanations from multiple authoritative sources. • Anticipate and address reader/audience concerns and counter-arguments. • Distinguish between fact and opinion.
ARGUMENT (NYS STANDARD 1, 2, 3)	Represent the argument of a text. <ul style="list-style-type: none"> • Outline the basic argument or plot of a text. • Summarize the basic argument or plot of a text. • Follow multi-step instructions for preparing applications (e.g. for a public library card, bank account). • Restate and execute multiple-step oral instructions. 	Structure an argument. <ul style="list-style-type: none"> • Write an outline for a piece of writing or speech. • Write or orally deliver an accurate, effective and concise summary of a discussion. • Write or orally deliver an accurate, effective and concise summary of a text.
CHARACTER (NYS STANDARD 2, 4)	Identify the qualities, roles and effects of characters. <ul style="list-style-type: none"> • Compare fictional or non-fictional characters with known people. • Consider how a character advances the action and/or meaning of a text and how a difference in a character might have advanced the action and/or meaning of the text differently. 	Communicate an effective portrait. <ul style="list-style-type: none"> • Use precise words and details (including sensory) to effectively introduce a character to a reader.
CONTEXT (NYS STANDARD 2, 4)	Identify the internal and external context of a text. <ul style="list-style-type: none"> • Analyze the influence of the setting on the problem and its resolution. 	Convey context. <ul style="list-style-type: none"> • Establish a setting with precise words and details.

GRADE 5	READING & LISTENING	WRITING & SPEAKING
	<p data-bbox="391 384 659 406">SAMPLE STUDENT WORK</p> <p data-bbox="391 449 873 504">NYS Standard 1: Language for Information and Understanding</p> <ul data-bbox="428 526 878 832" style="list-style-type: none"> • produce a summary of the information about a famous person found in a biography, encyclopedia, and textbook • use facts and data from news articles and television reports in an oral report on a current event • compile a bibliography of sources that are used in a research project • take notes that record the main ideas and most significant supporting details of a lecture or speech <p data-bbox="391 853 789 908">NYS Standard 2: Language for Literary Response and Expression</p> <ul data-bbox="428 930 873 1312" style="list-style-type: none"> • read a selection of poems of different forms, and recognize the effect of the structure and form on the meaning • act out scenes from a full-length play in class • read literary pieces on a common theme from several literary periods and compare the treatments of the theme in those periods • read and interpret works of recognized literary merit from several world cultures and recognize the distinguishing features of those cultural traditions • view stage or film productions of a major play or novel and discuss the interpretation of the work that is evident from the production <p data-bbox="391 1334 873 1389">NYS Standard 3: Language for Critical Analysis and Evaluation</p> <ul data-bbox="428 1410 878 1672" style="list-style-type: none"> • listen to a book talk in class and express an opinion of the book • with specific reference to the text and to some criteria for a good book • read several versions of a familiar fairy tale and recognize the differences in the versions • point out examples of false advertising in television ads for toys identify the facts and opinions in a feature article in a children's magazine <p data-bbox="391 1694 773 1749">NYS Standard 4: Language for Social Interaction</p> <ul data-bbox="428 1771 873 1956" style="list-style-type: none"> • take part in "show and tell" sessions • participate in group discussions during "circle time" • greet visitors to their school or classroom and respond to their questions • bring messages to the principal's office or to another teacher 	<p data-bbox="911 384 1179 406">SAMPLE STUDENT WORK</p> <p data-bbox="911 449 1357 504">NYS Standard 1: Language for Information and Understanding</p> <ul data-bbox="948 526 1357 832" style="list-style-type: none"> • write an essay for Science class that contains information from interviews, databases, magazines, and science texts • participate in a panel discussion on population trends in the United States in recent years, using graphics and citing the source of the data • use technical terms correctly in subject-area reports • survey student views on a school issue and report findings to the class <p data-bbox="911 853 1308 908">NYS Standard 2: Language for Literary Response and Expression</p> <ul data-bbox="948 930 1357 1312" style="list-style-type: none"> • write stories or poems using appropriate literary structures (e.g. <i>stanzas</i>) and devices (e.g. <i>metaphors</i>) • take part in productions of full-length plays • assemble a collection of literature from different cultures around a common theme and write the introduction to the collection explaining the similarities and differences • write interpretations of works of recognized literary merit, including a discussion of the principal features of the genres, the period, and the tradition <p data-bbox="911 1334 1308 1389">NYS Standard 3: Language for Critical Analysis and Evaluation</p> <ul data-bbox="948 1410 1357 1956" style="list-style-type: none"> • write a letter to the principal recommending that the school cafeteria serve pizza for lunch based on the criteria that it is nutritious and appealing to students • give an oral report comparing several versions of the Cinderella story, pointing out similarities and differences in the versions • in group discussion, select the most important word of a poem or story and explain its significance • write an analysis of the effect of a major snow storm from the perspectives of a school student, a working parent, and a mail carrier • in writing group, critique each other's writing with reference to specific criteria and revise their writing based on the group's suggestions

GRADE 5	READING & LISTENING	WRITING & SPEAKING
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NYS Standard 4: Language for Social Interaction

- write thank you notes and invitations to friends
- exchange letters with pen pals in another country
- write letters to relatives who live in another city

Grade 6 English Language Arts focuses on the theme of personal history: how acts of memory can reveal (and even help carry out) the process of coming into one’s own. In creative and autobiographical writing, students consider the places, events, and choices that have shaped who they are today. Through an intense engagement with the public documents of New York City (ranging from news articles to public speeches) and through authoring public documents of their own (such as letters to politicians), students consider “history in the making.” They reflect on the process of growing up and remembering as seen in suggested texts including traditional myths and fairy tales (selections from Grimm’s *Tales* and Ovid’s *Metamorphoses*), Sandra Cisneros’ *The House on Mango Street*, *The Autobiography of Malcolm X*, William Shakespeare’s *Romeo and Juliet*, and various poems, stories, and pieces of short nonfiction.

- Students will read a minimum of 25 books or the equivalent per year across all content areas and standards
- Students will write an average of 1000 words per month across all content areas and standards
- Students will listen on a daily basis
- Students will speak on a daily basis

GRADE 6	READING & LISTENING	WRITING & SPEAKING
<p>VOCABULARY (NYS STANDARD 1, 4)</p>	<p>Effectively use multiple strategies to clarify precise meanings of words, phrases, idioms, analogies, similes, and metaphors.</p> <ul style="list-style-type: none"> • Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation and expression. • In prose and poetry, identify and interpret idioms, analogies, metaphors, similes, and words with multiple meanings. • Determine pronunciations, meanings, alternate word choices, and parts of speech of words using dictionaries and thesauruses. • Use word origins and relationships to determine meanings of words. • Use contextual clues to determine meanings of unknown words or words with novel meanings. • Explain shades of meaning in related words, and suggest why one word is used as opposed to an alternative. 	<p>Use precise vocabulary at or above grade level.</p> <ul style="list-style-type: none"> • Use precise nouns, verbs, adjectives and adverbs to convey meaning. • Use words from readings. • Use an understanding of synonyms and antonyms to choose precise nouns, verbs, adjectives and adverbs. • Avoid cliché.

GRADE 6	READING & LISTENING	WRITING & SPEAKING
<p>GRAMMAR (NYS STANDARD 1)</p>	<p>Identify correct grammar and mechanics.</p> <ul style="list-style-type: none"> Identify the 8 basic parts of speech (<i>noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection</i>). Identify correct mechanics (capitalization, apostrophes, quotation marks, question marks, commas, colons, semicolons, dashes). <p>Take account of grammar and mechanics in noticing meaning.</p> <ul style="list-style-type: none"> Identify significance of capitalization and apostrophe, quotation marks, question marks. Identify the speaker and recognize the difference between first- and third- person narration. Identify paragraph indentation, line break, stanza break. 	<p>Write and speak standard English.</p> <ul style="list-style-type: none"> Use simple, compound and compound-complex sentences. Properly use indefinite pronouns and verb tenses (present, past, future, present perfect, past perfect, and future). Ensure verbs agree with compound subjects. Use colons, semicolons, commas and dashes correctly. Use correct capitalization. Spell frequently misspelled words correctly. <p>Manipulate correct mechanics to write and speak precisely and effectively.</p> <ul style="list-style-type: none"> Use effective coordination and subordination of ideas to express complete thoughts. Properly use quotation marks. Properly use question marks and exclamation points to convey meaning.
<p>GENRE (NYS STANDARD 1, 2, 3, 4)</p>	<p>Identify genres of written works and/or media and how a given author deploys them.</p> <ul style="list-style-type: none"> Identify and interpret structural features of maps, graphs, charts and basic administrative forms. Interpret a variety of consumer, workplace, electronic and public documents to locate information. Identify the forms of fiction and describe the major characteristics of each form. Identify the forms of poetry and describe the major characteristics of each form. 	<p>Write and speak different genres.</p> <ul style="list-style-type: none"> Choose the form of writing that best suits the intended purpose. In essays, use a variety of types of paragraphs, including comparison and contrast, organization by categories, and arrangement by spatial order, order of important or climactic order. Use a variety of genres effectively: narratives, autobiographical narratives, expository compositions, research reports, responses to literature, persuasive compositions, presentations on problems and solutions, summaries of reading materials, and documents related to civic engagement (e.g. letters to the editor) and career development (e.g. business letters). Use a range of narrative devices (e.g. dialogue). Conduct and effectively transcribe an interview.
<p>PURPOSE (NYS STANDARD 2, 3, 4)</p>	<p>Identify and author's tone and elements of style and take account of tone and style in noticing meaning.</p> <ul style="list-style-type: none"> Read aloud narrative and expository text with appropriate pacing, intonation and expression. Define how tone or meaning is conveyed in poetry through word choice, rhetorical 	<p>Communicate tone.</p> <ul style="list-style-type: none"> Select words, figurative language, sentence structures, punctuation, rhythm, repetition, and rhyme to convey tone. In a speech or oral presentation, use effective rate, volume, pitch, and tone to align nonverbal elements to sustain an

GRADE 6	READING & LISTENING	WRITING & SPEAKING
	<p>devices, figurative language, sentence structure, punctuation, rhythm, repetition and rhyme.</p> <ul style="list-style-type: none"> • Explain the effects of common literary devices (e.g. symbolism, imagery, metaphor) in a variety of fictional and non-fictional texts. • Identify persuasive and propaganda techniques. 	<p>audience interest and attention.</p> <p>Write and speak fluently.</p> <ul style="list-style-type: none"> • Write to the reader or speak to the audience in a way that is individual, compelling and engaging. • Revise writing to improve the organization and consistency of ideas within and between paragraphs.
<p>THEME (NYS STANDARD 2, 3)</p>	<p>Identify a text's main idea or subject.</p> <ul style="list-style-type: none"> • Connect and clarify main ideas by identifying their relationships to other texts and related topics. 	<p>Effectively communicate a main idea or subject.</p> <ul style="list-style-type: none"> • Frame writing/speech with a clearly stated main idea and a conclusion which reminds the reader of that idea. • Pose relevant questions with a scope narrow enough to be thoroughly addressed. • Emphasize salient points to assist reader/listener in following main ideas.
<p>EVIDENCE (NYS STANDARD 1, 3)</p>	<p>Identify how an author supports his/her ideas.</p> <ul style="list-style-type: none"> • Cite details, examples and other kinds of evidence that advance the author's main idea. <p>Evaluate how an author supports her ideas.</p> <ul style="list-style-type: none"> • Develop an interpretation exhibiting careful reading, understanding and insight. • Consider the adequacy and appropriateness of those details, examples and other kinds of evidence for advancing the ideas. • Make reasonable assertions about texts through accurate supporting citations. • Distinguish between fact and opinion. 	<p>Marshal details and evidence to support an idea or subject.</p> <ul style="list-style-type: none"> • Develop an idea or a topic with supporting details and precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader. • Support the ideas with facts, details, examples, and explanations from multiple authoritative sources. • Anticipate and address reader/audience concerns and counter-arguments. • Distinguish between fact and opinion.
<p>ARGUMENT (NYS STANDARD 1, 2, 3)</p>	<p>Represent the argument of a text.</p> <ul style="list-style-type: none"> • Outline the basic argument or plot of a text. • Summarize the basic argument or plot of a text. • Follow multi-step instructions for preparing applications (e.g. for a public library card, bank account). • Restate and execute multiple-step oral instructions. 	<p>Structure an argument.</p> <ul style="list-style-type: none"> • Write an outline for a piece of writing or speech. • Write or orally deliver an accurate, effective and concise summary of a discussion. • Write or orally deliver an accurate, effective and concise summary of a text.
<p>CHARACTER (NYS STANDARD 2, 4)</p>	<p>Identify the qualities, roles and effects of characters.</p> <ul style="list-style-type: none"> • Compare fictional or non-fictional characters with known people. • Consider how a character advances the action and/or meaning of a text and how a difference 	<p>Communicate an effective portrait.</p> <ul style="list-style-type: none"> • Use precise words and details (including sensory) to effectively introduce a character to a reader.

GRADE 6	READING & LISTENING	WRITING & SPEAKING
	in a character might have advanced the action and/or meaning of the text differently.	
CONTEXT (NYS STANDARD 2, 4)	Identify the internal and external context of a text. <ul style="list-style-type: none"> Analyze the influence of the setting on the problem and its resolution. 	Convey context. <ul style="list-style-type: none"> Establish a setting with precise words and details.

SAMPLE STUDENT WORK

SAMPLE STUDENT WORK

NYS Standard 1: Language for Information and Understanding

- produce a summary of the information about a famous person found in a biography, encyclopedia, and textbook
- use facts and data from news articles and television reports in an oral report on a current event
- compile a bibliography of sources that are used in a research project
- take notes that record the main ideas and most significant supporting details of a lecture or speech

NYS Standard 1: Language for Information and Understanding

- write an essay for Science class that contains information from interviews, databases, magazines, and science texts
- participate in a panel discussion on population trends in the United States in recent years, using graphics and citing the source of the data
- use technical terms correctly in subject-area reports
- survey student views on a school issue and report findings to the class

NYS Standard 2: Language for Literary Response and Expression

- read a selection of poems of different forms, and recognize the effect of the structure and form on the meaning
- act out scenes from a full-length play in class
- read literary pieces on a common theme from several literary periods and compare the treatments of the theme in those periods
- read and interpret works of recognized literary merit from several world cultures and recognize the distinguishing features of those cultural traditions
- view stage or film productions of a major play or novel and discuss the interpretation of the work that is evident from the production

NYS Standard 2: Language for Literary Response and Expression

- write stories or poems using appropriate literary structures (e.g. *stanzas*) and devices (e.g. *metaphors*)
- take part in productions of full-length plays
- assemble a collection of literature from different cultures around a common theme and write the introduction to the collection explaining the similarities and differences
- write interpretations of works of recognized literary merit, including a discussion of the principal features of the genres, the period, and the tradition

NYS Standard 3: Language for Critical Analysis and Evaluation

- listen to a book talk in class and express an opinion of the book
- with specific reference to the text and to some criteria for a good book
- read several versions of a familiar fairy tale and recognize the differences in the versions
- point out examples of false advertising in television ads for toys identify the facts and opinions in a feature article in a children's magazine

NYS Standard 3: Language for Critical Analysis and Evaluation

- write a letter to the principal recommending that the school cafeteria serve pizza for lunch based on the criteria that it is nutritious and appealing to students
- give an oral report comparing several versions of the Cinderella story, pointing out similarities and differences in the versions
- in group discussion, select the most important word of a poem or story and

GRADE 6	READING & LISTENING	WRITING & SPEAKING
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NYS Standard 4: Language for Social Interaction

- take part in “show and tell” sessions
- participate in group discussions during “circle time”
- greet visitors to their school or classroom and respond to their questions
- bring messages to the principal’s office or to another teacher

explain its significance

- write an analysis of the effect of a major snow storm from the perspectives of a school student, a working parent, and a mail carrier
- in writing group, critique each other’s writing with reference to specific criteria and revise their writing based on the group’s suggestions

NYS Standard 4: Language for Social Interaction

- write thank you notes and invitations to friends
- exchange letters with pen pals in another country
- write letters to relatives who live in another city

Grade 7 English Language Arts is concerned with the question, “What is truth and why should we care about it?” Students write compare-contrast essays around several news accounts of single incident (for example, comparing *New York Times* and *CNN* coverage). They conduct their own journalistic inquiries into local and national issues, differentiating between fact and opinion. In writing poetry and fiction, they consider the relation between truth, lies, and dreams. They also study the ways in which humor can reveal the truth, unpacking the phrase, “It’s funny because it’s true.” Suggested texts include Harper Lee’s *To Kill a Mockingbird*, selections from Francis Bacon’s *Essays*, J. D. Salinger’s *The Catcher in The Rye*, episodes from TV sitcoms, John Steinbeck’s *Of Mice and Men*, Edmund Rostand’s *Cyrano de Bergerac*, Shakespeare’s *A Midsummer Night’s Dream*, and various poems, stories, and pieces of short nonfiction.

- Students will read a minimum of 25 books or the equivalent per year across all content areas and standards
- Students will write an average of 1000 words per month across all content areas and standards
- Students will listen on a daily basis
- Students will speak on a daily basis.

GRADE 7	READING & LISTENING	WRITING & SPEAKING
VOCABULARY <small>(NYS STANDARD 1, 4)</small>	Effectively use multiple strategies to clarify precise meanings of words, idioms, analogies, metaphors, similes and phrases. <ul style="list-style-type: none"> • Use knowledge of Greek, Latin and Anglo Saxon roots, suffixes and pre-fixes to understand words. • Use knowledge of Greek and Roman mythology to understand the origin and meaning of new words. • Clarify word meanings through the use of definition, example, restatement or contrast. 	Use precise vocabulary at or above grade level. <ul style="list-style-type: none"> • Use precise idioms, analogies, metaphors, and similes to convey meaning. • Use words from readings.
GRAMMAR <small>(NYS STANDARD 1)</small>	Identify correct grammar and mechanics. <ul style="list-style-type: none"> • Identify all parts of speech. Take account of grammar and mechanics in noticing meaning. <ul style="list-style-type: none"> • Identify significance of capitalization and apostrophe, quotation marks, question marks. • Identify the speaker and recognize the difference between first- and third- person narration. • Identify paragraph indentation, line break, stanza break. 	Write and speak standard English. <ul style="list-style-type: none"> • Place modifiers properly. • Correctly use infinitives and participles. • Make clear references between pronouns and antecedents. • Use hyphens and brackets correctly. • Spell derivatives correctly. Manipulate correct mechanics to write and speak precisely and effectively. <ul style="list-style-type: none"> • Use effective coordination and subordination of ideas to express complete thoughts. • Properly use quotation marks. • Properly use question marks and exclamation points to convey meaning.

GRADE 7	READING & LISTENING	WRITING & SPEAKING
<p>GENRE (NYS STANDARD 1, 2, 3, 4)</p>	<p>Identify genres of written works and/or media and how a given author deploys them.</p> <ul style="list-style-type: none"> • Articulate the expressed purposes and characteristics of different forms of prose (e.g. short story, novel, novella, essay). • Analyze the use of archetypes drawn from myth and tradition. 	<p>Write and speak different genres.</p> <ul style="list-style-type: none"> • Give credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations. • Write footnotes and bibliography.
<p>PURPOSE (NYS STANDARD 2, 3, 4)</p>	<p>Identify and author's tone and elements of style and take account of tone and style in noticing meaning.</p> <ul style="list-style-type: none"> • Read aloud narrative and expository text with appropriate pacing, intonation and expression. • Define how tone or meaning is conveyed in poetry through word choice, rhetorical devices, figurative language, sentence structure, punctuation, rhythm, repetition and rhyme. • Explain the effects of common literary devices (e.g. symbolism, imagery, metaphor) in a variety of fictional and non-fictional texts. • Identify persuasive and propaganda techniques. 	<p>Communicate tone.</p> <ul style="list-style-type: none"> • In a speech or oral presentation, use effective voice modulation, inflection, tempo, enunciation and eye contact. <p>Write and speak fluently.</p> <ul style="list-style-type: none"> • Revise writing to improve the organization and word choice after checking the logic of the ideas and the precision of the vocabulary. • Use the active voice.
<p>THEME (NYS STANDARD 2, 3)</p>	<p>Identify a text's main idea or subject.</p> <ul style="list-style-type: none"> • Identify and analyze recurring themes across works and time periods. 	<p>Effectively communicate a main idea or subject.</p> <ul style="list-style-type: none"> • State a clear position or perspective in support of a proposition or proposal.
<p>EVIDENCE (NYS STANDARD 1, 3)</p>	<p>Identify how an author supports his/her ideas.</p> <ul style="list-style-type: none"> • Cite details, examples and other kinds of evidence that advance the author's main idea. <p>Evaluate how an author supports his/her ideas.</p> <ul style="list-style-type: none"> • Note instances of bias or stereotyping. • Justify an interpretation through sustained use of examples and textual evidence. 	<p>Marshal details and evidence to support an idea or subject.</p> <ul style="list-style-type: none"> • Support statements and claims with anecdotes, descriptions, facts and statistics, and specific examples. • Arrange supporting details, reasons, descriptions, and examples effectively and persuasively in relation to the reader/audience.
<p>ARGUMENT (NYS STANDARD 1, 2, 3)</p>	<p>Represent the argument of a text.</p> <ul style="list-style-type: none"> • Identify the events that advance the plot and determine how each event explains past or present action(s) and foreshadows future action(s). • Summarize reading material in own words, except for quotations. 	<p>Structure an argument.</p> <ul style="list-style-type: none"> • Create an organizational structure that balances all aspects of the composition/speech and uses effective transitions between sentences to unify important facts. • Use strategies of note taking, outlining, and

GRADE 7	READING & LISTENING	WRITING & SPEAKING
	<ul style="list-style-type: none"> Summarize text, reflecting underlying meaning, not just superficial details. 	summarizing to impose structure on composition/speech drafts.
CHARACTER (NYS STANDARD 2, 4)	Identify the qualities, roles and effects of characters. <ul style="list-style-type: none"> Analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters. 	Communicate an effective portrait. <ul style="list-style-type: none"> Use a range of strategies (e.g. dialogue, movements, gestures and expressions) to develop characters.
CONTEXT (NYS STANDARD 2, 4)	Identify the internal and external context of a text. <ul style="list-style-type: none"> Analyze the influence of the setting on the problem and its resolution. 	Convey context. <ul style="list-style-type: none"> Establish a setting with precise words and details.

SAMPLE STUDENT WORK

NYS Standard 1: Language for Information and Understanding

- produce a summary of the information about a famous person found in a biography, encyclopedia, and textbook
- use facts and data from news articles and television reports in an oral report on a current event
- compile a bibliography of sources that are used in a research project
- take notes that record the main ideas and most significant supporting details of a lecture or speech

NYS Standard 2: Language for Literary Response and Expression

- read a selection of poems of different forms, and recognize the effect of the structure and form on the meaning
- act out scenes from a full-length play in class
- read literary pieces on a common theme from several literary periods and compare the treatments of the theme in those periods
- read and interpret works of recognized literary merit from several world cultures and recognize the distinguishing features of those cultural traditions
- view stage or film productions of a major

SAMPLE STUDENT WORK

NYS Standard 1: Language for Information and Understanding

- write an essay for Science class that contains information from interviews, databases, magazines, and science texts
- participate in a panel discussion on population trends in the United States in recent years, using graphics and citing the source of the data
- use technical terms correctly in subject-area reports
- survey student views on a school issue and report findings to the class

NYS Standard 2: Language for Literary Response and Expression

- write stories or poems using appropriate literary structures (e.g. stanzas) and devices (e.g. metaphors)
- take part in productions of full-length plays
- assemble a collection of literature from different cultures around a common theme and write the introduction to the collection explaining the similarities and differences
- write interpretations of works of recognized literary merit, including a discussion of the principal features of the

GRADE 7	READING & LISTENING	WRITING & SPEAKING
	<p>play or novel and discuss the interpretation of the work that is evident from the production</p> <p>NYS Standard 3: Language for Critical Analysis and Evaluation</p> <ul style="list-style-type: none"> • listen to a book talk in class and express an opinion of the book • with specific reference to the text and to some criteria for a good book • read several versions of a familiar fairy tale and recognize the differences in the versions • point out examples of false advertising in television ads for toys identify the facts and opinions in a feature article in a children’s magazine <p>NYS Standard 4: Language for Social Interaction</p> <ul style="list-style-type: none"> • take part in “show and tell” sessions • participate in group discussions during “circle time” • greet visitors to their school or classroom and respond to their questions • bring messages to the principal’s office or to another teacher 	<p>genres, the period, and the tradition</p> <p>NYS Standard 3: Language for Critical Analysis and Evaluation</p> <ul style="list-style-type: none"> • write a letter to the principal recommending that the school cafeteria serve pizza for lunch based on the criteria that it is nutritious and appealing to students • give an oral report comparing several versions of the Cinderella story, pointing out similarities and differences in the versions • in group discussion, select the most important word of a poem or story and explain its significance • write an analysis of the effect of a major snow storm from the perspectives of a school student, a working parent, and a mail carrier • in writing group, critique each other’s writing with reference to specific criteria and revise their writing based on the group’s suggestions <p>NYS Standard 4: Language for Social Interaction</p> <ul style="list-style-type: none"> • write thank you notes and invitations to friends • exchange letters with pen pals in another country • write letters to relatives who live in another city

Grade 8 English Language Arts explores the concept of respect. To what do we give respect? What does it mean to have respect or self-respect? Students examine the lives of heroes, leaders, and other exceptional individuals, and they consider the concepts of dignity, social justice, and human rights. They write non-fiction responses to a visit to the United Nations, and they write to public figures and publications about subjects related to respect. In their own fiction and poetry, they consider the relation between respect and work (using as a model, for instance, Robert Hayden’s “Those Winter Sundays”). Suggested texts include William Golding’s *The Lord of The Flies*, Shakespeare’s *Julius Caesar*, Maya Angelou’s *I Know Why The Caged Bird Sings*, Frederick Douglas’ *Autobiographies*, essays by Ralph Waldo Emerson, writings by Martin Luther King, Jr., essays by Samuel Johnson, Charles Dickens’ *Oliver Twist*, Arthur Miller’s *Death of a Salesman*, Upton Sinclair’s *The Jungle*, and various poems, stories, and pieces of short nonfiction.

- Students will read a minimum of 25 books or the equivalent per year across all content areas and standards
- Students will write an average of 1000 words per month across all content areas and standards
- Students will listen on a daily basis
- Students will speak on a daily basis.

GRADE 8	READING & LISTENING	WRITING & SPEAKING
VOCABULARY (NYS STANDARD 1, 4)	Effectively use multiple strategies to clarify precise meanings of words, idioms, analogies, metaphors, similes and phrases. <ul style="list-style-type: none"> • Analyze idioms, analogies, metaphors, and similes to infer literal and figurative meanings of phrases. • Use knowledge of word origins to determine meaning of specialized vocabulary. 	Use precise vocabulary at or above grade level. <ul style="list-style-type: none"> • Use words from readings. • Use specialized vocabulary.
GRAMMAR (NYS STANDARD 1)	Identify correct grammar and mechanics. <ul style="list-style-type: none"> • Edit written manuscripts to ensure that correct grammar is used. Take account of grammar and mechanics in noticing meaning. <ul style="list-style-type: none"> • Identify significance of capitalization and apostrophe, quotation marks, question marks. • Identify the speaker and recognize the difference between first- and third- person narration. • Identify paragraph indentation, line break, stanza break. 	Write and speak standard English. <ul style="list-style-type: none"> • Place modifiers properly. • Correctly use infinitives and participles. • Make clear references between pronouns and antecedents. • Use hyphens and brackets correctly. • Spell derivatives correctly. Manipulate correct mechanics to write and speak precisely and effectively. <ul style="list-style-type: none"> • Use parallelism, subordination, coordination, apposition and other devices to indicate clearly the relationship between ideas.

GRADE 8	READING & LISTENING	WRITING & SPEAKING
<p>GENRE (NYS STANDARD 1, 2, 3, 4)</p>	<p>Identify genres of written works and/or media and how a given author deploys them.</p> <ul style="list-style-type: none"> Identify the relationship between the purposes and characteristics of different forms of poetry (e.g. ballad, lyric, couplet, epic, elegy, ode, sonnet). 	<p>Write and speak different genres.</p> <ul style="list-style-type: none"> Give credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations. Write footnotes and bibliography.
<p>PURPOSE (NYS STANDARD 2, 3, 4)</p>	<p>Identify and author's tone and elements of style and take account of tone and style in noticing meaning.</p> <ul style="list-style-type: none"> Recite from memory poems, selections of speeches, or dramatic soliloquies, using voice modulation, tone, and gestures to enhance meaning. Read aloud narrative and expository text with appropriate pacing, intonation and expression. Define how tone or meaning is conveyed in poetry through word choice, rhetorical devices, figurative language, sentence structure, punctuation, rhythm, repetition and rhyme. Explain the effects of common literary devices (e.g. symbolism, imagery, metaphor) in a variety of fictional and non-fictional texts. Identify persuasive and propaganda techniques. 	<p>Communicate tone.</p> <ul style="list-style-type: none"> Use correct and varied sentence types and sentence openings to present a lively and effective personal style. <p>Write and speak fluently.</p> <ul style="list-style-type: none"> Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages and ideas.
<p>THEME (NYS STANDARD 2, 3)</p>	<p>Identify a text's main idea or subject.</p> <ul style="list-style-type: none"> Identify and analyze recurring theses across works and time periods. 	<p>Effectively communicate a main idea or subject.</p> <ul style="list-style-type: none"> State a clear position or perspective in support of a proposition or proposal.
<p>EVIDENCE (NYS STANDARD 1, 3)</p>	<p>Identify how an author supports his/her ideas.</p> <ul style="list-style-type: none"> Cite details, examples and other kinds of evidence that advance the author's main idea. <p>Evaluate how an author supports her ideas.</p> <ul style="list-style-type: none"> Justify an interpretation through references to the text, other works, or other authors. 	<p>Marshal details and evidence to support an idea or subject.</p> <ul style="list-style-type: none"> Support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices. Use a variety of primary and secondary sources and distinguish the nature and value of each. Organize and display information on charts, maps and graphs. Present detailed evidence, examples and reasoning to support arguments, differentiating between fact and opinion. Provide details, reasons and examples, arranging them effectively by anticipating and addressing reader concerns and counter-arguments. Use audience/reader feedback to reconsider structure or words to clarify meaning.

GRADE 8	READING & LISTENING	WRITING & SPEAKING
<p>ARGUMENT (NYS STANDARD 1, 2, 3)</p>	<p>Represent the argument of a text.</p> <ul style="list-style-type: none"> • Find similarities and differences between texts in the treatment, scope or organization of ideas. • Compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning. • Use information from a variety of public documents to explain a situation or decision and to solve a problem. • Explain the unity, coherence, logic, internal consistency and structural patterns of text. 	<p>Structure an argument.</p> <ul style="list-style-type: none"> • Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques. • Achieve effective balance between researched information and original ideas. • Relate a clear, coherent incident, event, or situation by using well-chosen details. • Prepare a speech outline.
<p>CHARACTER (NYS STANDARD 2, 4)</p>	<p>Identify the qualities, roles and effects of characters.</p> <ul style="list-style-type: none"> • Compare and contrast motivations and reactions of characters from different texts and/or times confronting similar situations or conflicts. • Evaluate credibility of a speaker. 	<p>Communicate an effective portrait.</p> <ul style="list-style-type: none"> • Compare and contrast characters, including background description.
<p>CONTEXT (NYS STANDARD 2, 4)</p>	<p>Identify the internal and external context of a text.</p> <ul style="list-style-type: none"> • Analyze the relevance of setting to the mood, tone and meaning of the text. 	<p>Convey context.</p> <ul style="list-style-type: none"> • Establish a setting with precise words and details.

SAMPLE STUDENT WORK

NYS Standard 1: Language for Information and Understanding

- produce a summary of the information about a famous person found in a biography, encyclopedia, and textbook
- use facts and data from news articles and television reports in an oral report on a current event
- compile a bibliography of sources that are used in a research project
- take notes that record the main ideas and most significant supporting details of a lecture or speech

NYS Standard 2: Language for Literary Response and Expression

- read a selection of poems of different forms, and recognize the effect of the

SAMPLE STUDENT WORK

NYS Standard 1: Language for Information and Understanding

- write an essay for Science class that contains information from interviews, databases, magazines, and science texts
- participate in a panel discussion on population trends in the United States in recent years, using graphics and citing the source of the data
- use technical terms correctly in subject-area reports
- survey student views on a school issue and report findings to the class

NYS Standard 2: Language for Literary Response and Expression

- write stories or poems using appropriate literary structures (e.g. stanzas) and

GRADE 8	READING & LISTENING	WRITING & SPEAKING
	<p>structure and form on the meaning</p> <ul style="list-style-type: none"> • act out scenes from a full-length play in class • read literary pieces on a common theme from several literary periods and compare the treatments of the theme in those periods • read and interpret works of recognized literary merit from several world cultures and recognize the distinguishing features of those cultural traditions • view stage or film productions of a major play or novel and discuss the interpretation of the work that is evident from the production <p>NYS Standard 3: Language for Critical Analysis and Evaluation</p> <ul style="list-style-type: none"> • listen to a book talk in class and express an opinion of the book • with specific reference to the text and to some criteria for a good book • read several versions of a familiar fairy tale and recognize the differences in the versions • point out examples of false advertising in television ads for toys identify the facts and opinions in a feature article in a children's magazine <p>NYS Standard 4: Language for Social Interaction</p> <ul style="list-style-type: none"> • take part in "show and tell" sessions • participate in group discussions during "circle time" • greet visitors to their school or classroom and respond to their questions • bring messages to the principal's office or to another teacher 	<p>devices (e.g. metaphors)</p> <ul style="list-style-type: none"> • take part in productions of full-length plays • assemble a collection of literature from different cultures around a common theme and write the introduction to the collection explaining the similarities and differences • write interpretations of works of recognized literary merit, including a discussion of the principal features of the genres, the period, and the tradition <p>NYS Standard 3: Language for Critical Analysis and Evaluation</p> <ul style="list-style-type: none"> • write a letter to the principal recommending that the school cafeteria serve pizza for lunch based on the criteria that it is nutritious and appealing to students • give an oral report comparing several versions of the Cinderella story, pointing out similarities and differences in the versions • in group discussion, select the most important word of a poem or story and explain its significance • write an analysis of the effect of a major snow storm from the perspectives of a school student, a working parent, and a mail carrier • in writing group, critique each other's writing with reference to specific criteria and revise their writing based on the group's suggestions <p>NYS Standard 4: Language for Social Interaction</p> <ul style="list-style-type: none"> • write thank you notes and invitations to friends • exchange letters with pen pals in another country • write letters to relatives who live in another city

Grade 9 English Language Arts pursues the question, “What is an American?” Students take trips to federal proceedings (including courts of law) and write fiction and nonfiction responses. In carefully researched and argued prose, students take stands on “American questions” both up-to-the-minute (such as the national debate on scientific ethics) and more long-standing (such as the value and risks of independence and freedom). Students are expected to read the newspaper every day and to come prepared to discuss and write about the major stories of the day. Suggested readings include selections from the writings of Abraham Lincoln and Benjamin Franklin, Shakespeare’s *Macbeth* (Lincoln’s favorite play), F. Scott Fitzgerald’s *The Great Gatsby*, Amy Tan’s *The Joy Luck Club*, Mark Twain’s *Huckleberry Finn*, Aldus Huxley’s *Brave New World*, Mary Shelley’s *Frankenstein*, Jane Austen’s *Pride and Prejudice*, a play by August Wilson, Sophocles’ *Antigone*, Henry James’s *The American*, and various poems, stories, and pieces of short nonfiction. Students memorize and recite Lincoln’s Gettysburg Address.

- Students will read a minimum of 25 books or the equivalent per year across all content areas and standards
- Students will write an average of 1000 words per month across all content areas and standards
- Students will listen on a daily basis
- Students will speak on a daily basis.

Grade 10 English Language Arts examines the nature and kinds of love and friendship. Related questions include the nature and kinds of home and marriage, the tension between great pursuits and great attachments, and the darker possibilities of alienation, hatred, and mistrust. Students do projects around various Social Services agencies. Suggested texts include Albert Camus’s *The Stranger*, selections from Aristotle’s *Nicomachean Ethics*, selections from Michel de Montaigne’s *Essays*, Plato’s *Symposium*, Shakespeare’s *Hamlet* and *Othello*, Homer’s *Odyssey*, Toni Morrison’s *The Song of Solomon*, selections from Genesis, Proverbs, Psalms, and The Song of Songs, along with various poems, stories, and pieces of short nonfiction.

- Students will read a minimum of 25 books or the equivalent per year across all content areas and standards
- Students will write an average of 1000 words per month across all content areas and standards
- Students will listen on a daily basis
- Students will speak on a daily basis.

GRADES 9-10	READING & LISTENING	WRITING & SPEAKING
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GRADES 9-10	READING & LISTENING	WRITING & SPEAKING
VOCABULARY (NYS STANDARD 1, 4)	Effectively use multiple strategies to clarify precise meanings of words, idioms, analogies, metaphors, similes and phrases. <ul style="list-style-type: none"> • Distinguish between denotation and connotation. 	Use precise vocabulary at or above grade level. <ul style="list-style-type: none"> • Use words from readings.
GRAMMAR (NYS STANDARD 1)	Identify correct grammar and mechanics. <ul style="list-style-type: none"> • Identify clauses (e.g. main and subordinate), phrases (e.g. gerund, infinitive, participial), and mechanics of punctuation (e.g. semicolons, colons, ellipses, hyphens). Take account of grammar and mechanics in noticing meaning. <ul style="list-style-type: none"> • Identify significance of capitalization and apostrophe, quotation marks, question marks. • Identify the speaker and recognize the difference between first- and third- person narration. • Identify paragraph indentation, line break, stanza break. 	Write and speak standard English. <ul style="list-style-type: none"> • Correctly use clauses (e.g. main and subordinate), phrases (e.g. gerund, infinitive, participial), and mechanics of punctuation (e.g. semicolons, colons, ellipses, hyphens). Manipulate correct mechanics to write and speak precisely and effectively. <ul style="list-style-type: none"> • Place modifiers properly. • Correctly use infinitives and participles. • Make clear references between pronouns and antecedents. • Use hyphens and brackets correctly. • Spell derivatives correctly.
GENRE (NYS STANDARD 1, 2, 3, 4)	Identify genres of written works and/or media and how a given author deploys them. <ul style="list-style-type: none"> • Compare and contrast the presentation of similar themes or topics across genres to explain how the selection of genre shapes the theme or topic. • Identify the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g. comedy, tragedy, drama, dramatic monologue). 	Write and speak different genres. <ul style="list-style-type: none"> • Give credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations. • Write footnotes and bibliography.
PURPOSE (NYS STANDARD 2, 3, 4)	Identify and author's tone and elements of style and take account of tone and style in noticing meaning. <ul style="list-style-type: none"> • Recognize the significance of various literary devices, including figurative language, imagery, allegory, symbolism. • Recognize the significance of ambiguities, subtleties, contradictions, ironies and incongruities in a text. • Recite from memory poems, selections of speeches, or dramatic soliloquies, using voice modulation, tone, and gestures to enhance meaning. • Read aloud narrative and expository text with appropriate pacing, intonation and expression. 	Communicate tone. <ul style="list-style-type: none"> • Create compositions/speeches that establish a controlling impression that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing/speech. • Use specific rhetorical devices to support assertions (e.g. appeal to logic through reasoning; appeal to emotion or ethical belief, relate a personal anecdote, case study, or analogy). Write and speak fluently. <ul style="list-style-type: none"> • Revise writing/speech to improve the logic and coherence of the organization and

GRADES 9-10	READING & LISTENING	WRITING & SPEAKING
	<ul style="list-style-type: none"> • Define how tone or meaning is conveyed in poetry through word choice, rhetorical devices, figurative language, sentence structure, punctuation, rhythm, repetition and rhyme. • Explain the effects of common literary devices (e.g. symbolism, imagery, metaphor) in a variety of fictional and non-fictional texts. • Identify persuasive and propaganda techniques. 	<p>controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.</p> <ul style="list-style-type: none"> • Integrate quotations and citations into a written text/speech while maintaining the flow of ideas. • Anticipate and address readers’/audience’s potential misunderstandings, biases, and expectations.
THEME (NYS STANDARD 2, 3)	Identify a text’s main idea or subject. <ul style="list-style-type: none"> • Demonstrate a comprehensive grasp of the significant ideas of literary works. 	Effectively communicate a main idea or subject. <ul style="list-style-type: none"> • Demonstrate a comprehensive grasp of the significant ideas of literary works.
EVIDENCE (NYS STANDARD 1, 3)	Identify how an author supports his/her ideas. <ul style="list-style-type: none"> • Cite details, examples and other kinds of evidence that advance the author’s main idea. Evaluate how an author supports her ideas. <ul style="list-style-type: none"> • Evaluate the credibility of an author’s argument or defense of a claim by considering the relationship between the generalizations and evidence, the comprehensiveness of evidence, and the way in which the author’s intent affects the structure and tone of the text (e.g. in professional journals, editorials, political speeches, <i>primary source material</i>). 	Marshal details and evidence to support an idea or subject. <ul style="list-style-type: none"> • Use clear research questions and suitable methods to elicit and present evidence from primary and secondary sources. • Develop main ideas within the body of a composition/speech through supporting evidence (e.g. scenarios, commonly held beliefs, hypotheses, definitions). • Make distinctions between the relative values and significance of specific data, facts, and ideas.
ARGUMENT (NYS STANDARD 1, 2, 3)	Represent the argument of a text. <ul style="list-style-type: none"> • Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension. • Analyze the types of arguments used by author, including argument by causation, analogy, authority, emotion, and logic. 	Structure an argument. <ul style="list-style-type: none"> • Relate a sequence of events and communicate their significance. • Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives from each medium. • Structure ideas in a sustained and logical fashion. • Produce concise notes for extemporaneous delivery.
CHARACTER (NYS STANDARD 2, 4)	Identify the qualities, roles and effects of characters. <ul style="list-style-type: none"> • Analyze interactions between main and subordinate characters in a literary text. • Determine characters’ traits by what the 	Communicate an effective portrait. <ul style="list-style-type: none"> • Use interior monologue to depict characters’ feelings. • Describe the specific actions, movements gestures and feelings of characters.

GRADES 9-10	READING & LISTENING	WRITING & SPEAKING
	characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.	
CONTEXT (NYS STANDARD 2, 4)	<p>Identify the internal and external context of a text.</p> <ul style="list-style-type: none"> Analyze and trace and author’s development of time and sequence, including the use of devices (e.g. foreshadowing, flashbacks). Analyze the way in which a work of literature is related to the themes and issues of its historical period. 	<p>Convey context.</p> <ul style="list-style-type: none"> Make effective use of the descriptions of appearance, images, shifting perspectives and sensory details. Describe with concrete sensory details the sights, sounds, and smells of a scene.

SAMPLE STUDENT WORK

NYS Standard 1: Language for Information and Understanding

- produce a summary of the information about a famous person found in a biography, encyclopedia, and textbook
- use facts and data from news articles and television reports in an oral report on a current event
- compile a bibliography of sources that are used in a research project
- take notes that record the main ideas and most significant supporting details of a lecture or speech

NYS Standard 2: Language for Literary Response and Expression

- read a selection of poems of different forms, and recognize the effect of the structure and form on the meaning
- act out scenes from a full-length play in class
- read literary pieces on a common theme from several literary periods and compare the treatments of the theme in those periods
- read and interpret works of recognized literary merit from several world cultures and recognize the distinguishing features of those cultural traditions
- view stage or film productions of a major play or novel and discuss the interpretation of the work that is evident from the production

SAMPLE STUDENT WORK

NYS Standard 1: Language for Information and Understanding

- write an essay for Science class that contains information from interviews, databases, magazines, and science texts
- participate in a panel discussion on population trends in the United States in recent years, using graphics and citing the source of the data
- use technical terms correctly in subject-area reports
- survey student views on a school issue and report findings to the class

NYS Standard 2: Language for Literary Response and Expression

- write stories or poems using appropriate literary structures (e.g. stanzas) and devices (e.g. metaphors)
- take part in productions of full-length plays
- assemble a collection of literature from different cultures around a common theme and write the introduction to the collection explaining the similarities and differences
- write interpretations of works of recognized literary merit, including a discussion of the principal features of the genres, the period, and the tradition

NYS Standard 3: Language for Critical Analysis and Evaluation

- write a letter to the principal

GRADES 9-10	READING & LISTENING	WRITING & SPEAKING
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NYS Standard 3: Language for Critical Analysis and Evaluation

- listen to a book talk in class and express an opinion of the book
- with specific reference to the text and to some criteria for a good book
- read several versions of a familiar fairy tale and recognize the differences in the versions
- point out examples of false advertising in television ads for toys identify the facts and opinions in a feature article in a children's magazine

NYS Standard 4: Language for Social Interaction

- take part in "show and tell" sessions
- participate in group discussions during "circle time"
- greet visitors to their school or classroom and respond to their questions
- bring messages to the principal's office or to another teacher

recommending that the school cafeteria serve pizza for lunch based on the criteria that it is nutritious and appealing to students

- give an oral report comparing several versions of the Cinderella story, pointing out similarities and differences in the versions
- in group discussion, select the most important word of a poem or story and explain its significance
- write an analysis of the effect of a major snow storm from the perspectives of a school student, a working parent, and a mail carrier
- in writing group, critique each other's writing with reference to specific criteria and revise their writing based on the group's suggestions

NYS Standard 4: Language for Social Interaction

- write thank you notes and invitations to friends
- exchange letters with pen pals in another country
- write letters to relatives who live in another city

History

Guiding Principles

At Village Academies, History is an essential component of the core curriculum to be studied by all students every year.

Perhaps most important, the study of history – in conjunction with biography, literature, and philosophy – enriches the opportunities of students to choose their own paths in public and private life. The dignity of free choice depends upon their knowing alternatives open to them, the immense range of ways in which people in the past have tried to order their political, economic, and social lives, and to pursue personal integrity, meaningful work, and private happiness. A democratic education seeks to enable as many citizens as possible to choose wisely for themselves. Knowing the past is a precondition to making responsible choices in the present.³

The Village Academies approach to the study of History is based on the following core principles:

- The study of History prepares students to be informed and engaged American citizens.
- The study of History prepares students to have respect for universal human and civil rights.
- Present conflicts and ideas have historical antecedents.
- Individuals and their ideas play crucial roles in shaping events; every individual is an agent with a will, ideas, and the capacity to push against the currents of his or her age and ancestry.
- “People of the past are nothing like us; people of the past are exactly like us” (Donald Kagan, Yale Professor of History).
- Facts can be forgotten and retrieved, but they are not self-evident; they require interpretation.
- Historians’ (or teachers’) conclusions about past events should not be students’ starting points; students must tangle with the original documents which have informed those conclusions.

³ This vision of history is articulated in the *Massachusetts History and Social Science Curriculum Frameworks*.

Historical Reasoning, Reflecting, Research⁴

We embrace the following description of historical research:

We give sustained, consistent attention to distinctions among the following: knowledge (judgment verified, proven, demonstrated, or confirmed by evidence); informed opinion (judgment supported by evidence); narrow mindedness (receptiveness only to evidence in favor of one's opinions, special pleading); and closed mindedness (unwillingness to seek, heed, or listen to evidence). Over time, students who have become familiar with these distinctions will learn to reflect thoughtfully and to conduct reliable research.

Students develop the capacity to make such distinctions by practicing the following “how to” skills in studying rich historical content. Our students will be able to demonstrate that they know how to:

- Speak and write correctly, clearly, compellingly and precisely (see English Language Arts standards);
- Use maps, globes, and visual representations of quantitative data (including, graphs, charts and tables);
- Frame questions that can be answered by historical study and research;
- Distinguish cause, effect, sequence and correlation; long-term and short-term causal relations and limitations on determining causes and effects;
- Gather, interpret and assess evidence from multiple and even conflicting sources;
- Distinguish relevant evidence from irrelevant information, essential from incidental information, and verifiable from unverifiable information;
- Assess the applicability of different forms of analysis, such as costs and benefits, to specific cases;
- Distinguish knowledge from various forms of opinion;
- Minimize avoidable error;
- Identify valid and fallacious arguments;
- Test hypotheses; identify and avoid bias and prejudice;
- Compare present and past and infer lessons from the past;
- Distinguish sound generalizations from false over-simplifications;
- Detect different points of view and enter into thought and imagination of the point of view of others;
- How to memorize with understanding rather than merely by rote;

⁴ These are adapted from the Massachusetts and California State Standards.

- Distinguish intentions and intended consequences of action from unanticipated and unpredicted effects;
- Recognize and appreciate the force of accident, confusion, oversight, error, and unreason in human affairs;
- Pay sufficient attention to the limits of our understanding and knowledge in matters of great complexity without underestimating the extent to which we may come to know, or at least reach judgments supported by evidence.

Students will pass the required New York Regents Exam (or the equivalent) in Social Studies. Each course culminates in final papers and ultimately in a diploma paper, in a series of snap-shot assessments, and in a series of significant On Demand demonstrations of *civic literacy*, listed below.

Courses & Culmination

- Grade 5**
- **Topic.** History Through Great Individuals.
 - **On Demand Assessment.** Historical timeline.
 - **Final Project.** Short essay on a great individual not studied by the class.
- Grade 6**
- **Topic.** The Origins of Difference: World History to 1500.
 - **On Demand Assessment.** World Maps test.
 - **Final Project.** *A Dialogue Among Civilizations*.
- Grade 7**
- **Topic(s).** City, State, Nation: U.S. History to 1877.
 - **On Demand Assessment.** U.S. Geography test.
 - **Final Project.** Extended essay.
- Grade 8**
- **Topic.** U.S. History.
 - **On Demand Assessment.** New York State intermediate level social studies assessment.
 - **Final Project.** Extended essay.
- Grade 9**
- **Topic.** World History, 1450-1914.
 - **On Demand Assessment.** World Maps test.
 - **Final Project.** Extended essay.
- Grade 10**
- **Topic.** World History, 1900-present.
 - **On Demand Assessment.** Regents Examination in World History.

- **Final Project.** Extended essay.

We are conscious that a large percentage of the students we serve will be academically “at risk.” In Attachment 20, we outline in detail our plan to ensure that every one of our children will meet or exceed the standards set by the Board of Regents. Highlights include our longer school day and year (which includes a summer intensive session as well as a 4-week winter intersession – both designed for remediation), early diagnostic testing and intensive skill-building sessions, and support structures such as Advisory (personalized academic guidance for students) and Kounaikenshuu (school-based professional development for teachers).

History

Standards and Curriculum

Grade 5

HISTORY THROUGH GREAT INDIVIDUALS

Grade 5 History introduces students to historical study through an examination of selected important historical figures. In considering the relation between the individual and the world in which he or she moved, students begin to ask profound questions about cause and effect: to what extent are people (and their choices) products of time and place? to what extent can one person influence the course of large events? In concert with English Language Arts, the focus in Grade 5 History is on the basic skills of reading, writing, listening, and speaking, in addition to the basic historical skills that will be further developed in later grades (such as the ability to use resources like maps and encyclopedias). Students will explore the following content, exploring civilizations and cultures through the arts and sciences, key documents, and other important artifacts:

- 1. Basic Geography and Human Beginnings**
- 2. Hatshepsut and The Birth of Civilization**
- 3. Moses and Monotheism**
- 4. Socrates and Athenian Democracy**
- 5. Elizabeth I and The Renaissance**
- 6. Galileo and The Reformation**
- 7. Columbus and The New World**
- 8. Abraham Lincoln and The American Experiment**
- 9. Sojourner Truth and The Rights of Women and African-Americans**
- 10. Cesar Chavez and Organized Labor**

Throughout the course the following understandings, commensurate with the NY State Standards, are emphasized:

1. HISTORICAL STUDY	
NYS Standard 1: History of the United States and New York NYS Standard 2: World History	
STANDARDS	KEY CONCEPTS
<p>a. Chronology & Cause. <i>Students will describe the chronological order of historical events. They will recognize the complexity of historical cause and effect, including the interaction of forces from different spheres of human activity, and the importance of ideas and of individual character and actions.</i></p>	<ul style="list-style-type: none"> • Time can be measured in years, decades, centuries and millennia. • The advent of agriculture in the river civilizations made population grow. • From the earliest times, trade networks have connected the various civilizations of the Eastern Hemisphere. • Key turning points and events in the histories of the Eastern Hemisphere nations can be organized into different historical time periods. • Different peoples and different individuals within a single people may view the same event or issue from different perspectives. • Across time, technological innovations have had both positive and negative effects on people, places and regions. • Religions and other belief systems unite and divide peoples of the Eastern Hemisphere. • The civilizations of the Eastern hemisphere have contributed important ideas, beliefs and traditions to human civilization. • Slavery has existed across eras and regions in the Eastern Hemisphere.
<p>b. Historical Understanding. <i>Students will analyze the meaning, implications, and import of historical events. They will recognize the contingency and unpredictability of history — how events could have taken other directions — by studying past ideas as they were thought, and past events as they were lived, by people of the time.</i></p>	
<p>c. Research, Evidence, and Point of View. <i>Students will be able to frame questions that can be answered by historical study and research; to collect, evaluate, and employ evidence from a diverse range primary and secondary sources, and to apply it in oral and written presentations; and to differentiate fact from interpretation.</i></p>	
<p>d. Society, Diversity, Commonality, and the Individual. <i>Students are expected to analyze the complex interplay that has existed from the beginning of our country between American ideals and American practice in the pursuit of realizing the goals of the Declaration of Independence for all people. While able to identify and analyze the distinct contributions that immigrants from various lands and of various creeds, along with Native Americans, have made to our nationhood, students will analyze above all the importance of our common citizenship and the imperative to treat all individuals with the respect for their dignity called for by the Declaration of Independence.</i></p>	
<p>e. Interdisciplinary Learning: Religion, Ethics, Philosophy, and Literature in History. <i>Students will analyze fundamental tenets of major world religions, basic ideals of ethics, including justice, consideration for others, and respect for human rights; differing conceptions of human nature; and influences over time of religion, ethics, and ideas of human nature in the arts, political and economic theories and ideologies, societal norms, education of the public, and the conduct of individual lives.</i></p>	
<p>f. Interdisciplinary Learning: Natural Science, Mathematics, and Technology in History. <i>Students will analyze major advances, discoveries, and inventions over time in science, mathematics, and technology, explain some of their effects and influences in the past and present on human life, thought, and health, including use of natural resources, production and distribution and consumption of goods, exploration, warfare, and communication.</i></p>	

2. GEOGRAPHY NYS Standard 3: Geography	
STANDARDS	KEY CONCEPTS
<p>a. Physical Spaces of the Earth. <i>Students will describe earth's natural features and their physical and biological characteristics. They will be able to visualize and map oceans and continents; mountain chains and rivers; forest, plain, and desert; resources both above and below ground; and conditions of climate and seasons.</i></p>	<ul style="list-style-type: none"> • The use of various grids, symbols and notations makes it possible to locate specific places and indicate distance and direction in the Eastern Hemisphere. • The nations and regions of the Eastern Hemisphere can be studied using maps, globes, aerial and other photographs and models. • Nations and regions can be analyzed in terms of spatial organization, places and regions, physical settings (including natural resources), human systems, and environment and society. • Civilizations develop in favorable geographic conditions, and these conditions influence land use. • Migration leads to cultural diffusion because people carry their ideas and ways of life with them when they move from one place to another. • Overpopulation and widespread poverty can threaten political stability . • The environment is affected by people as they interact with it. • Technology moderates the effects of geographic conditions.
<p>b. Places and Regions of the World. <i>Students will identify and explain the location and features of places and systems organized over time, including boundaries of nations and regions; cities and towns; capitals and commercial centers; roads, rails, and canals; dams, harbors, and fortifications; and routes of trade and invasion.</i></p>	
<p>c. The Effects of Geography. <i>Students will describe how physical environments have influenced particular cultures, economies, and political systems, and how geographic factors have affected population distribution, human migration, and other prehistoric and historical developments, such as agriculture, manufacturing, trade, and transportation.</i></p>	
<p>d. Human Alteration of Environments. <i>Students will describe ways human activity has changed the world, such as removing natural barriers; transplanting some animal and plant species, and eliminating others; increasing or decreasing the fertility of land; and the mining of resources. They explain how science, technology, and institutions of many kinds have affected human capacity to alter environments.</i></p>	

3. ECONOMICS NYS Standard 4: Economics	
STANDARDS	KEY CONCEPTS
<p>a. Fundamental Economic Concepts. <i>Students will describe fundamental economic concepts, including choice, ownership, exchange, cooperation, competition, purposive effort, entrepreneurship, incentive, and money. Students will identify and accurately use complex economic terms.</i></p>	<ul style="list-style-type: none"> • Three basic economic questions must be addressed by every society: What goods and service shall be produced and in what quantities? How shall goods and services be produced? For whom shall goods and services be produced? • Resource development, use and distribution affect economic and political life. • Resources are usually unavailable to meet demands. • Standards of living vary. • Basic concepts such as scarcity, supply, demand, markets, opportunity costs, resources, productivity, economic growth, and systems can be used to study the economies and economic systems of nations. • Traditional, market, command and mixed economies revolve around different methods of economic decision making guided by the past, consumer demand, government planning, and a combination, respectively.
<p>b. Economic Reasoning. <i>Students will apply basic economic analysis. They will demonstrate an understanding of supply and demand, price, labor markets, the costs of capital, factors affecting production, distribution, and consumption, relations among such factors, the nature of goods and services, incentives, financial markets, cost-benefit (including marginal cost-benefit) analysis, fairness, and the value of trade.</i></p>	
<p>c. US and NY State Economic History. <i>Students will describe the development of the American economy, including New York State, from colonial times to the present. The subjects the students will master will include the size of populations at intervals in our history; the relative concentration on agriculture, industry, and commerce; the rise and decline of particular industries; the history of labor, including organized labor; the growth of banking and finance; the record of economic expansions and recessions; and the influence of various views on how government can best serve the economic interests of the state and the nation.</i></p>	
<p>d. Today's Economy. <i>Students will describe the distinctive aspects of the contemporary economy of the United States and the world. The subjects the students will master will include the historically unprecedented speed of economic transactions, the role of quickly-disseminated information in the contemporary world economy, the growth in the size and scale of markets, the role of modern technology, the rise of service industries, and changes in the role of labor.</i></p>	
<p>e. Theories of Economy. <i>Students will compare and contrast several instances of the major theories of economy — feudalism, mercantilism, communism, capitalism, and free-market economies.</i></p>	

4. CIVICS, CITIZENSHIP, AND GOVERNMENT NYS Standard 5: Civics, Citizenship, and Government	
STANDARDS	KEY CONCEPTS
<p>a. Authority, Responsibility, and Power. <i>Students will explain the forms of authority in government and other institutions; explain purposes of authority and distinguish authority from mere power; as in “government of laws, but not of men”; and describe responsible and irresponsible exercise of both authority and power.</i></p>	<ul style="list-style-type: none"> • Political systems determine how law and order is maintained. • Present systems of government have their origins in the past. • Different political systems provide varying degrees of protection of human rights and place varying priority on the needs of human beings. • Core governmental documents and laws convey core societal values. • Political boundaries change over time and place.
<p>b. Founding Documents. <i>Students will analyze in great detail the content and history of the Founding Documents of the United States. They will assess the reasoning, purposes, and effectiveness of the documents. They will recite passages from memory. Students will trace how the core ideas of the Founding documents — the Declaration of Independence, the United States Constitution, the Federalist papers — are invoked over time.</i></p>	
<p>c. Principles and Practices of American Government. <i>Students will describe how the United States government functions at the local, state, national and international levels, with attention to the Constitution of State of New York; analyze the background and evolution of constitutional and democratic government in the United States to the present day; and explain the place of institutions of government in securing the rights of citizens.</i></p>	
<p>d. Citizenship. <i>Students will learn the rights and duties of citizens and the principle of equal rights for all; consider the nature of civic virtue in a school, a community, a nation; and identify major obstacles and threats to civil rights.</i></p>	
<p>e. Forms of Government. <i>Students will study, compare, contrast and analyze diverse forms of government; the ways of life and opportunities they permit, promote and prohibit; and their effects on human rights. They will evaluate forms of government in terms of justices, ordered liberty, efficiency, public safety, respect for women and for religious, racial, or political minorities; educational opportunity, and economic and social mobility.</i></p>	

Grade 6

THE ORIGINS OF DIFFERENCE: WORLD HISTORY TO 1500

Grade 6 History introduces students to early civilizations, with particular emphasis on the Eastern Hemisphere. In traversing a broad sweep of early history, students learn about how geography and economics develop and draw relationships and understandings about social, cultural, political and historic aspects of life in the Eastern Hemisphere, and as a set of tools applicable to further historical study beyond Grade 6. Students will explore the following content, exploring civilizations and cultures through the arts and sciences, key documents, and other important artifacts:

1. Early Civilizations

- a. Early civilizations in Mesopotamia, Egypt, China, India.
- b. Neolithic Revolution and early river civilizations, e.g. Mesopotamia, Egypt, the Indus Valley and Yellow River.

2. Classical Civilizations of the Ancient World (1000 B.C. to c. 500 A.D.)

- a. The origins, central teachings, and legacies of Judaism.
- b. Athenian democracy; principles and practices.
- c. Alexander the Great and the spread of Hellenism.
- d. Institutions and culture of the Roman Republic and Empire.
- e. The classical civilization of India; Hinduism, Buddhism.
- f. The classical civilization of China; Confucianism, Taoism.
- g. Origins, central teachings, and spread of Christianity.
- h. The growth of global trade routes in classical civilizations.

3. Growth of agricultural and commercial civilizations (c.500 A.D. to 1500)

- a. The Byzantine Empire; institutions, religion, and culture.
- b. The origins and principles of Islam; spread of Muslim power.
- c. Components of early European civilization: Roman, Christian, invaders.
- d. The Middle Empire in China; trade and arts; Chinese Buddhism.
- e. Japan's classical age; Shintoism, Buddhism, Sino-Japanese culture.
- f. Muslim expansion.
- g. Europe in the high Middle Ages; monarchs, parliaments, church, and culture.
- h. Mayan civilization in Mesoamerica.
- i. Early Russia.
- j. Crusades.
- k. Rise and Fall of the Mongols and their impact on Eurasia.
- l. Rise and Fall of African civilizations – Ghana, Mali, Axum, and Songhai empires.

Throughout the course the following understandings, commensurate with the NY State Standards, are emphasized:

1. HISTORICAL STUDY	
NYS Standard 1: History of the United States and New York NYS Standard 2: World History	
STANDARDS	KEY CONCEPTS
<p>a. Chronology & Cause. <i>Students will describe the chronological order of historical events. They will recognize the complexity of historical cause and effect, including the interaction of forces from different spheres of human activity, and the importance of ideas and of individual character and actions.</i></p>	<ul style="list-style-type: none"> • Time can be measured in years, decades, centuries and millennia. • The advent of agriculture in the river civilizations made population grow. • From the earliest times, trade networks have connected the various civilizations of the Eastern Hemisphere. • Key turning points and events in the histories of the Eastern Hemisphere nations can be organized into different historical time periods. • Different peoples and different individuals within a single people may view the same event or issue from different perspectives. • Across time, technological innovations have had both positive and negative effects on people, places and regions. • Religions and other belief systems unite and divide peoples of the Eastern Hemisphere. • The civilizations of the Eastern hemisphere have contributed important ideas, beliefs and traditions to human civilization. • Slavery has existed across eras and regions in the Eastern Hemisphere.
<p>b. Historical Understanding. <i>Students will analyze the meaning, implications, and import of historical events. They will recognize the contingency and unpredictability of history — how events could have taken other directions — by studying past ideas as they were thought, and past events as they were lived, by people of the time.</i></p>	
<p>c. Research, Evidence, and Point of View. <i>Students will be able to frame questions that can be answered by historical study and research, to collect, evaluate, and employ evidence from a diverse range primary and secondary sources, and to apply it in oral and written presentations; and to differentiate fact from interpretation.</i></p>	
<p>d. Society, Diversity, Commonality, and the Individual. <i>Students are expected to analyze the complex interplay that has existed from the beginning of our country between American ideals and American practice in the pursuit of realizing the goals of the Declaration of Independence for all people. While able to identify and analyze the distinct contributions that immigrants from various lands and of various creeds, along with Native Americans, have made to our nationhood, students will analyze above all the importance of our common citizenship and the imperative to treat all individuals with the respect for their dignity called for by the Declaration of Independence.</i></p>	
<p>e. Interdisciplinary Learning: Religion, Ethics, Philosophy, and Literature in History. <i>Students will analyze fundamental tenets of major world religions; basic ideals of ethics, including justice, consideration for others, and respect for human rights; differing conceptions of human nature; and influences over time of religion, ethics, and ideas of human nature in the arts, political and economic theories and ideologies, societal norms, education of the public, and the conduct of individual lives.</i></p>	
<p>f. Interdisciplinary Learning: Natural Science, Mathematics, and Technology in History. <i>Students will analyze major advances, discoveries, and inventions over time in science, mathematics, and technology, explain some of their effects and influences in the past and present on human life, thought, and</i></p>	

<p>health, including use of natural resources, production and distribution and consumption of goods, exploration, warfare, and communication.</p>	
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<p>2. GEOGRAPHY NYS Standard 3: Geography</p>	
STANDARDS	KEY CONCEPTS
<p>a. Physical Spaces of the Earth. <i>Students will describe earth's natural features and their physical and biological characteristics. They will be able to visualize and map oceans and continents; mountain chains and rivers; forest, plain, and desert; resources both above and below ground; and conditions of climate and seasons.</i></p>	<ul style="list-style-type: none"> • The use of various grids, symbols and notations makes it possible to locate specific places and indicate distance and direction in the Eastern Hemisphere. • The nations and regions of the Eastern Hemisphere can be studied using maps, globes, aerial and other photographs and models. • Nations and regions can be analyzed in terms of spatial organization, places and regions, physical settings (including natural resources), human systems, and environment and society. • Civilizations develop in favorable geographic conditions, and these conditions influence land use. • Migration leads to cultural diffusion because people carry their ideas and ways of life with them when they move from one place to another. • Overpopulation and widespread poverty can threaten political stability . • The environment is affected by people as they interact with it. • Technology moderates the effects of geographic conditions.
<p>b. Places and Regions of the World. <i>Students will identify and explain the location and features of places and systems organized over time, including boundaries of nations and regions; cities and towns; capitals and commercial centers; roads, rails, and canals; dams, harbors, and fortifications; and routes of trade and invasion.</i></p>	
<p>c. The Effects of Geography. <i>Students will describe how physical environments have influenced particular cultures, economies, and political systems, and how geographic factors have affected population distribution, human migration, and other prehistoric and historical developments, such as agriculture, manufacturing, trade, and transportation.</i></p>	
<p>d. Human Alteration of Environments. <i>Students will describe ways human activity has changed the world, such as removing natural barriers; transplanting some animal and plant species, and eliminating others; increasing or decreasing the fertility of land; and the mining of resources. They explain how science, technology, and institutions of many kinds have affected human capacity to alter environments.</i></p>	

3. ECONOMICS NYS Standard 4: Economics	
STANDARDS	KEY CONCEPTS
<p>a. Fundamental Economic Concepts. <i>Students will describe fundamental economic concepts, including choice, ownership, exchange, cooperation, competition, purposive effort, entrepreneurship, incentive, and money. Students will identify and accurately use complex economic terms.</i></p>	<ul style="list-style-type: none"> • Three basic economic questions must be addressed by every society: What goods and service shall be produced and in what quantities? How shall goods and services be produced? For whom shall goods and services be produced? • Resource development, use and distribution affect economic and political life. • Resources are usually unavailable to meet demands. • Standards of living vary. • Basic concepts such as scarcity, supply, demand, markets, opportunity costs, resources, productivity, economic growth, and systems can be used to study the economies and economic systems of nations. • Traditional, market, command and mixed economies revolve around different methods of economic decision making guided by the past, consumer demand, government planning, and a combination, respectively.
<p>b. Economic Reasoning. <i>Students will apply basic economic analysis. They will demonstrate an understanding of supply and demand, price, labor markets, the costs of capital, factors affecting production, distribution, and consumption, relations among such factors, the nature of goods and services, incentives, financial markets, cost-benefit (including marginal cost-benefit) analysis, fairness, and the value of trade.</i></p>	
<p>c. US and NY State Economic History. <i>Students will describe the development of the American economy, including New York State, from colonial times to the present. The subjects the students will master will include the size of populations at intervals in our history; the relative concentration on agriculture, industry, and commerce; the rise and decline of particular industries; the history of labor, including organized labor; the growth of banking and finance; the record of economic expansions and recessions; and the influence of various views on how government can best serve the economic interests of the state and the nation.</i></p>	
<p>d. Today's Economy. <i>Students will describe the distinctive aspects of the contemporary economy of the United States and the world. The subjects the students will master will include the historically unprecedented speed of economic transactions, the role of quickly-disseminated information in the contemporary world economy, the growth in the size and scale of markets, the role of modern technology, the rise of service industries, and changes in the role of labor.</i></p>	
<p>e. Theories of Economy. <i>Students will compare and contrast several instances of the major theories of economy — feudalism, mercantilism, communism, capitalism, and free-market economies.</i></p>	

4. CIVICS, CITIZENSHIP, AND GOVERNMENT NYS Standard 5: Civics, Citizenship, and Government	
STANDARDS	KEY CONCEPTS
<p>a. Authority, Responsibility, and Power. <i>Students will explain the forms of authority in government and other institutions; explain purposes of authority and distinguish authority from mere power; as in “government of laws, but not of men”; and describe responsible and irresponsible exercise of both authority and power.</i></p>	<ul style="list-style-type: none"> • Political systems determine how law and order is maintained. • Present systems of government have their origins in the past. • Different political systems provide varying degrees of protection of human rights and place varying priority on the needs of human beings. • Core governmental documents and laws convey core societal values. • Political boundaries change over time and place.
<p>b. Founding Documents. <i>Students will analyze in great detail the content and history of the Founding Documents of the United States. They will assess the reasoning, purposes, and effectiveness of the documents. They will recite passages from memory. Students will trace how the core ideas of the Founding documents — the Declaration of Independence, the United States Constitution, the Federalist papers — are invoked over time.</i></p>	
<p>c. Principles and Practices of American Government. <i>Students will describe how the United States government functions at the local, state, national and international levels, with attention to the Constitution of State of New York; analyze the background and evolution of constitutional and democratic government in the United States to the present day; and explain the place of institutions of government in securing the rights of citizens.</i></p>	
<p>d. Citizenship. <i>Students will learn the rights and duties of citizens and the principle of equal rights for all; consider the nature of civic virtue in a school, a community, a nation; and identify major obstacles and threats to civil rights.</i></p>	
<p>e. Forms of Government. <i>Students will study, compare, contrast and analyze diverse forms of government; the ways of life and opportunities they permit, promote and prohibit; and their effects on human rights. They will evaluate forms of government in terms of justices, ordered liberty, efficiency, public safety, respect for women and for religious, racial, or political minorities; educational opportunity, and economic and social mobility.</i></p>	

Grade 7

CITY, STATE, NATION: U.S. HISTORY TO 1877

Grade 7 History focuses on New York City and State and the United States. Students begin with their own communities – for instance, asking questions about how parts of our city life developed – and soon work outward to the greater context of New York State, and from there to the founding and evolution of the United States (the national picture is examined in greater detail in Grade 8). Students compare and contrast the development of New York State and the United States, for instance by closely reading the appropriate founding documents and considering that the State Constitution is one of the models for the United States Constitution. Students will explore the following content, exploring civilizations and cultures through the arts and sciences, key documents, and other important artifacts:

1. Early America and Americans (beginnings to 1650)

- a. Native Americans: differing economics and politics; peace and war.
- b. Major European societies, rivalries; 15th and 16th century explorations.
- c. Early European settlements; focus on the origins of New York City and State.

2. Settlements, Colonies, and Emerging American Identity (1600 to 1763)

- a. Political, religious, and economic motives of European colonizers.
- b. Colonial-era labor and the advent of North American slavery.
- c. Growing social and political divergence from England.

3. The American Revolution: Creating a New Nation (1750 to 1815)

- a. Events and interests behind the American Revolution.
- b. Leaders and turning points in the Revolutionary War.
- c. New York State's role in the national independence movement.
- e. Founding documents and debates.
- f. The U.S. Constitution (1789) in relation to the New York State Constitution of 1777 in relation to the U.S. Declaration of Independence (1776).
- g. The early Republic: Washington, Adams, Jefferson.
- h. The Monroe Doctrine.

Students will attain the following understandings, commensurate with the NY State Standards:

1. HISTORICAL STUDY NYS Standard 1: History of the United States and New York NYS Standard 2: World History	
STANDARDS	KEY CONCEPTS
<p>a. Chronology & Cause. <i>Students will describe the chronological order of historical events. They will recognize the complexity of historical cause and effect, including the interaction of forces from different spheres of human activity, and the importance of ideas and of individual character and actions.</i></p>	<ul style="list-style-type: none"> • History and the other social sciences provide a methodologies for a systematic study of human cultures. • Understand basic aspects of historical study including the difference between primary and secondary sources, the role of history and the historian, and the relation of history to other social sciences including anthropology, economics, geography, political science, psychology, and sociology. • Cultures and civilizations can be distinguished by differences such customs pertaining to (for instance) child-rearing practices, gender roles, and religious beliefs. • The worldviews held by cultures are dynamic, evolving in response to political, economic, and other factors. • Different people(s) view the same event or issues from a variety of perspectives. • 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. • Describe the political, economic, and social causes of the American Revolution.
<p>b. Historical Understanding. <i>Students will analyze the meaning, implications, and import of historical events. They will recognize the contingency and unpredictability of history — how events could have taken other directions — by studying past ideas as they were thought, and past events as they were lived, by people of the time.</i></p>	
<p>c. Research, Evidence, and Point of View. <i>Students will be able to frame questions that can be answered by historical study and research; to collect, evaluate, and employ evidence from a diverse range primary and secondary sources, and to apply it in oral and written presentations; and to differentiate fact from interpretation.</i></p>	
<p>d. Society, Diversity, Commonality, and the Individual. <i>Students are expected to analyze the complex interplay that has existed from the beginning of our country between American ideals and American practice in the pursuit of realizing the goals of the Declaration of Independence for all people. While able to identify and analyze the distinct contributions that immigrants from various lands and of various creeds, along with Native Americans, have made to our nationhood, students will analyze above all the importance of our common citizenship and the imperative to treat all individuals with the respect for their dignity called for by the Declaration of Independence.</i></p>	
<p>e. Interdisciplinary Learning: Religion, Ethics, Philosophy, and Literature in History. <i>Students will analyze fundamental tenets of major world religions; basic ideals of ethics, including justice, consideration for others, and respect for human rights; differing conceptions of human nature; and influences over time of religion, ethics, and ideas of human nature in the arts, political and economic theories and ideologies, societal norms, education of the public, and the conduct of individual lives.</i></p>	
<p>f. Interdisciplinary Learning: Natural Science, Mathematics, and Technology in History. <i>Students will analyze major advances, discoveries, and inventions over time in science, mathematics, and technology; explain some of their effects and influences in the past and present on human life, thought, and health, including use of natural resources, production and distribution and consumption of goods, exploration, warfare, and communication.</i></p>	

2. GEOGRAPHY NYS Standard 3: Geography	
STANDARDS	KEY CONCEPTS
<p>a. Physical Spaces of the Earth. <i>Students will describe earth's natural features and their physical and biological characteristics. They will be able to visualize and map oceans and continents; mountain chains and rivers; forest, plain, and desert; resources both above and below ground; and conditions of climate and seasons.</i></p>	<ul style="list-style-type: none"> • Maps provide information about people, places, and physical and cultural environments. • Geographical information can be presented in a variety of formats, including maps, tables, graphs, charts, diagrams, and computer-generated models. • Geography affects political, social, cultural, and economic life. • Key theories about original human settlement of the Americas.
<p>b. Places and Regions of the World. <i>Students will identify and explain the location and features of places and systems organized over time, including boundaries of nations and regions; cities and towns; capitals and commercial centers; roads, rails, and canals; dams, harbors, and fortifications; and routes of trade and invasion.</i></p>	
<p>c. The Effects of Geography. <i>Students will describe how physical environments have influenced particular cultures, economies, and political systems, and how geographic factors have affected population distribution, human migration, and other prehistoric and historical developments, such as agriculture, manufacturing, trade, and transportation.</i></p>	
<p>d. Human Alteration of Environments. <i>Students will describe ways human activity has changed the world, such as removing natural barriers; transplanting some animal and plant species, and eliminating others; increasing or decreasing the fertility of land; and the mining of resources. They explain how science, technology, and institutions of many kinds have affected human capacity to alter environments.</i></p>	

3. ECONOMICS NYS Standard 4: Economics	
STANDARDS	KEY CONCEPTS
<p>a. Fundamental Economic Concepts. <i>Students will describe fundamental economic concepts, including choice, ownership, exchange, cooperation, competition, purposive effort, entrepreneurship, incentive, and money. Students will identify and accurately use complex economic terms.</i></p>	<ul style="list-style-type: none"> • Societies and nations attempt to satisfy their basic needs and wants by utilizing scarce capital and natural and human resources. • Explore how the economic systems of Native Americans, European settlers, and modern New Yorkers attempt to answer the three basic economic questions: What goods and service shall be produced and in what quantities? How shall goods and services be produced? For whom shall goods and services be produced?
<p>b. Economic Reasoning. <i>Students will apply basic economic analysis. They will demonstrate an understanding of supply and demand, price, labor markets, the costs of capital, factors affecting production, distribution, and consumption, relations among such factors, the nature of goods and services, incentives, financial markets, cost-benefit (including marginal cost-benefit) analysis, fairness, and the value of trade.</i></p>	
<p>c. US and NY State Economic History. <i>Students will describe the development of the American economy, including New York State, from colonial times to the present. The subjects the students will master will include the size of populations at intervals in our history; the relative concentration on agriculture, industry, and commerce; the rise and decline of particular industries; the history of labor, including organized labor; the growth of banking and finance; the record of economic expansions and recessions; and the influence of various views on how government can best serve the economic interests of the state and the nation.</i></p>	
<p>d. Today's Economy. <i>Students will describe the distinctive aspects of the contemporary economy of the United States and the world. The subjects the students will master will include the historically unprecedented speed of economic transactions, the role of quickly-disseminated information in the contemporary world economy, the growth in the size and scale of markets, the role of modern technology, the rise of service industries, and changes in the role of labor.</i></p>	
<p>e. Theories of Economy. <i>Students will compare and contrast several instances of the major theories of economy — feudalism, mercantilism, communism, capitalism, and free-market economies.</i></p>	

4. CIVICS, CITIZENSHIP, AND GOVERNMENT NYS Standard 5: Civics, Citizenship, and Government	
STANDARDS	KEY CONCEPTS
<p>a. Authority, Responsibility, and Power. <i>Students will explain the forms of authority in government and other institutions; explain purposes of authority and distinguish authority from mere power, as in “government of laws, but not of men”; and describe responsible and irresponsible exercise of both authority and power.</i></p>	<ul style="list-style-type: none"> • Analyze how the values of a people affect the guarantee of civil rights and made provisions for human needs. • Consider the nature and evolution of a constitutional democracy, with particular emphasis on New York State and The United States. • Consider why the U.S. Constitution was necessary and how it relates to the Declaration of Independence. • Understand the underlying legal and political principles of the New York State and United States Constitutions, e.g. be able to explain how these documents support majority rule but also protect the rights of the minority.
<p>b. Founding Documents. <i>Students will analyze in great detail the content and history of the Founding Documents of the United States. They will assess the reasoning, purposes, and effectiveness of the documents. They will recite passages from memory. Students will trace how the core ideas of the Founding documents — the Declaration of Independence, the United States Constitution, the Federalist papers — are invoked over time.</i></p>	
<p>c. Principles and Practices of American Government. <i>Students will describe how the United States government functions at the local, state, national and international levels, with attention to the Constitution of State of New York; analyze the background and evolution of constitutional and democratic government in the United States to the present day; and explain the place of institutions of government in securing the rights of citizens.</i></p>	
<p>d. Citizenship. <i>Students will learn the rights and duties of citizens and the principle of equal rights for all, consider the nature of civic virtue in a school, a community, a nation; and identify major obstacles and threats to civil rights.</i></p>	
<p>e. Forms of Government. <i>Students will study, compare, contrast and analyze diverse forms of government; the ways of life and opportunities they permit, promote and prohibit; and their effects on human rights. They will evaluate forms of government in terms of justices, ordered liberty, efficiency, public safety, respect for women and for religious, racial, or political minorities; educational opportunity, and economic and social mobility.</i></p>	

Grade 8

U.S. HISTORY

Grade 8 History focuses on the post-Revolutionary U.S., building on topics covered in Grade 7. Students will explore the following content, exploring civilizations and cultures through the arts and sciences, key documents, and other important artifacts:

1. The American Revolution: Creating a New Nation (1750 to 1815)

- a. Review of the circumstances and documents of the American Revolution (as considered in Grade 7).

2. Expansion, Reform, and Economic Growth (1800-1861)

- a. Evolution of the Supreme Court.
- b. Northern vs. Southern Economies.
- c. Pre-Civil War reformers.

3. The Civil War and Reconstruction (1850 to 1877)

- a. Slave life; families, religion, and resistance in the American South.
- b. A nation divided; the failed attempts at compromise over slavery.
- c. Abraham Lincoln.
- d. *Uncle Tom's Cabin*.
- e. The Civil War.
- f. Emancipation Proclamation; the 13th, 14th, and 15th Amendments.
- g. Lincoln's Gettysburg Address, Second Inaugural, and assassination.
- h. Reconstruction.

4. The Advent of Modern America (1865 to 1920)

- a. *Plessy v. Ferguson*.
- b. Industry, Business and Labor.
- c. New immigration and migration and diversity.
- d. The United States as a World Power.
- e. Theodore Roosevelt, Woodrow Wilson.

5. The United States at Home (1914-1945)

- a. Campaign for women's suffrage; the 19th Amendment.
- b. The Jazz Age and the Harlem Renaissance.
- c. FDR's New Deal.

7. The Contemporary United States

- a. The African-American civil rights movement.

Throughout the course the following understandings, commensurate with the NY State Standards, are emphasized:

1. HISTORICAL STUDY	
NYS Standard 1: History of the United States and New York NYS Standard 2: World History	
STANDARDS	KEY CONCEPTS
<p>a. Chronology & Cause. <i>Students will describe the chronological order of historical events. They will recognize the complexity of historical cause and effect, including the interaction of forces from different spheres of human activity, and the importance of ideas and of individual character and actions.</i></p>	<ul style="list-style-type: none"> • History and the other social sciences provide a methodologies for a systematic study of human cultures. • Understand basic aspects of historical study including the difference between primary and secondary sources, the role of history and the historian, and the relation of history to other social sciences including anthropology, economics, geography, political science, psychology, and sociology. • Cultures and civilizations can be distinguished by differences such customs pertaining to (for instance) child-rearing practices, gender roles, and religious beliefs. • The worldviews held by cultures are dynamic, evolving in response to political, economic, and other factors. • Different people(s) view the same event or issues from a variety of perspectives. • 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. • Describe the political, economic, and social causes of the American Revolution.
<p>b. Historical Understanding. <i>Students will analyze the meaning, implications, and import of historical events. They will recognize the contingency and unpredictability of history — how events could have taken other directions — by studying past ideas as they were thought, and past events as they were lived, by people of the time.</i></p>	
<p>c. Research, Evidence, and Point of View. <i>Students will be able to frame questions that can be answered by historical study and research, to collect, evaluate, and employ evidence from a diverse range primary and secondary sources, and to apply it in oral and written presentations; and to differentiate fact from interpretation.</i></p>	
<p>d. Society, Diversity, Commonality, and the Individual. <i>Students are expected to analyze the complex interplay that has existed from the beginning of our country between American ideals and American practice in the pursuit of realizing the goals of the Declaration of Independence for all people. While able to identify and analyze the distinct contributions that immigrants from various lands and of various creeds, along with Native Americans, have made to our nationhood, students will analyze above all the importance of our common citizenship and the imperative to treat all individuals with the respect for their dignity called for by the Declaration of Independence.</i></p>	
<p>e. Interdisciplinary Learning: Religion, Ethics, Philosophy, and Literature in History. <i>Students will analyze fundamental tenets of major world religions; basic ideals of ethics, including justice, consideration for others, and respect for human rights; differing conceptions of human nature; and influences over time of religion, ethics, and ideas of human nature in the arts, political and economic theories and ideologies, societal norms, education of the public, and the conduct of individual lives.</i></p>	
<p>f. Interdisciplinary Learning: Natural Science, Mathematics, and Technology in History. <i>Students will analyze major advances, discoveries, and inventions over time in science, mathematics, and technology; explain some of their effects and influences in the past and present on human life, thought, and health, including use of natural resources, production and distribution and consumption of goods, exploration, warfare, and communication.</i></p>	

2. GEOGRAPHY NYS Standard 3: Geography	
STANDARDS	KEY CONCEPTS
<p>a. Physical Spaces of the Earth. <i>Students will describe earth's natural features and their physical and biological characteristics. They will be able to visualize and map oceans and continents; mountain chains and rivers; forest, plain, and desert; resources both above and below ground; and conditions of climate and seasons.</i></p>	<ul style="list-style-type: none"> • Maps provide information about people, places, and physical and cultural environments. • Geographical information can be presented in a variety of formats, including maps, tables, graphs, charts, diagrams, and computer-generated models. • Geography affects political, social, cultural, and economic life. • Key theories about original human settlement of the Americas.
<p>b. Places and Regions of the World. <i>Students will identify and explain the location and features of places and systems organized over time, including boundaries of nations and regions; cities and towns; capitals and commercial centers; roads, rails, and canals; dams, harbors, and fortifications; and routes of trade and invasion.</i></p>	
<p>c. The Effects of Geography. <i>Students will describe how physical environments have influenced particular cultures, economies, and political systems, and how geographic factors have affected population distribution, human migration, and other prehistoric and historical developments, such as agriculture, manufacturing, trade, and transportation.</i></p>	
<p>d. Human Alteration of Environments. <i>Students will describe ways human activity has changed the world, such as removing natural barriers; transplanting some animal and plant species, and eliminating others; increasing or decreasing the fertility of land; and the mining of resources. They explain how science, technology, and institutions of many kinds have affected human capacity to alter environments.</i></p>	

3. ECONOMICS NYS Standard 4: Economics	
STANDARDS	KEY CONCEPTS
<p>a. Fundamental Economic Concepts. <i>Students will describe fundamental economic concepts, including choice, ownership, exchange, cooperation, competition, purposive effort, entrepreneurship, incentive, and money. Students will identify and accurately use complex economic terms.</i></p>	<ul style="list-style-type: none"> • Societies and nations attempt to satisfy their basic needs and wants by utilizing scarce capital and natural and human resources. • Explore how the economic systems of Native Americans, European settlers, and modern New Yorkers attempt to answer the three basic economic questions: What goods and service shall be produced and in what quantities? How shall goods and services be produced? For whom shall goods and services be produced?
<p>b. Economic Reasoning. <i>Students will apply basic economic analysis. They will demonstrate an understanding of supply and demand, price, labor markets, the costs of capital, factors affecting production, distribution, and consumption, relations among such factors, the nature of goods and services, incentives, financial markets, cost-benefit (including marginal cost-benefit) analysis, fairness, and the value of trade.</i></p>	
<p>c. US and NY State Economic History. <i>Students will describe the development of the American economy, including New York State, from colonial times to the present. The subjects the students will master will include the size of populations at intervals in our history; the relative concentration on agriculture, industry, and commerce; the rise and decline of particular industries; the history of labor, including organized labor; the growth of banking and finance; the record of economic expansions and recessions; and the influence of various views on how government can best serve the economic interests of the state and the nation.</i></p>	
<p>d. Today's Economy. <i>Students will describe the distinctive aspects of the contemporary economy of the United States and the world. The subjects the students will master will include the historically unprecedented speed of economic transactions, the role of quickly-disseminated information in the contemporary world economy, the growth in the size and scale of markets, the role of modern technology, the rise of service industries, and changes in the role of labor.</i></p>	
<p>e. Theories of Economy. <i>Students will compare and contrast several instances of the major theories of economy — feudalism, mercantilism, communism, capitalism, and free-market economies.</i></p>	

4. CIVICS, CITIZENSHIP, AND GOVERNMENT NYS Standard 5: Civics, Citizenship, and Government	
STANDARDS	KEY CONCEPTS
<p>a. Authority, Responsibility, and Power. <i>Students will explain the forms of authority in government and other institutions; explain purposes of authority and distinguish authority from mere power; as in “government of laws, but not of men”; and describe responsible and irresponsible exercise of both authority and power.</i></p>	<ul style="list-style-type: none"> • Analyze how the values of a people affect the guarantee of civil rights and made provisions for human needs. • Consider the nature and evolution of a constitutional democracy, with particular emphasis on New York State and The United States. • Consider why the U.S. Constitution was necessary and how it relates to the Declaration of Independence. • Understand the underlying legal and political principles of the New York State and United States Constitutions, e.g. be able to explain how these documents support majority rule but also protect the rights of the minority.
<p>b. Founding Documents. <i>Students will analyze in great detail the content and history of the Founding Documents of the United States. They will assess the reasoning, purposes, and effectiveness of the documents. They will recite passages from memory. Students will trace how the core ideas of the Founding documents — the Declaration of Independence, the United States Constitution, the Federalist papers — are invoked over time.</i></p>	
<p>c. Principles and Practices of American Government. <i>Students will describe how the United States government functions at the local, state, national and international levels, with attention to the Constitution of State of New York; analyze the background and evolution of constitutional and democratic government in the United States to the present day; and explain the place of institutions of government in securing the rights of citizens.</i></p>	
<p>d. Citizenship. <i>Students will learn the rights and duties of citizens and the principle of equal rights for all; consider the nature of civic virtue in a school, a community, a nation; and identify major obstacles and threats to civil rights.</i></p>	
<p>e. Forms of Government. <i>Students will study, compare, contrast and analyze diverse forms of government, the ways of life and opportunities they permit, promote and prohibit; and their effects on human rights. They will evaluate forms of government in terms of justices, ordered liberty, efficiency, public safety, respect for women and for religious, racial, or political minorities; educational opportunity, and economic and social mobility.</i></p>	

Grade 9

WORLD HISTORY, 1450-1914

Grade 9 History focuses on global history, building on topics covered in Grades 6-8. Along with Grade 10 History, this course emphasizes the following concepts and themes in global history:

Belief Systems	Environment & Society	Nationalism
Change	Factors of Production	Nation State
Citizenship	Human & Physical Geography	Needs & Wants
Conflict	Human Rights	Political Systems
Culture & Intellectual Life	Imperialism	Power
Decision Making	Interdependence	Scarcity
Diversity	Justice	Science & Technology
Economic Systems	Movement of People & Goods	Urbanization

At the end of the Grade 9-10 sequence, students will be prepared to pass the Regents examination for global history and geography.

Students will explore the following content, exploring civilizations and cultures through the arts and sciences, key documents, and other important artifacts, including books and monographs, newspapers & periodicals, governments documents, manuscripts, diaries and autobiographies, maps, posters, films, prints, and engravings:

1. Emergence of a Global Age (1450 to 1750)

- a. The Renaissance and humanism.
- b. Human & Physical Geography.
- c. Shift in worldview from otherworldly to secular.
- d. Greco-Roman revival.
- e. Art & Architecture.
- f. Literature.
- g. Political Science.
- h. Scientific & Technological Innovations.
- i. The Reformation and Counter Reformation.
- j. Human & Physical Geography.
- k. Martin Luther's challenge to the Church.
- l. Anti-Semitic laws & policies.
- m. Henry VIII.
- n. Calvin.

- o. Ignatius, Loyola & Council of Trent.
- p. Roles of Men & Women in Churches.
- q. Religious Wars in Europe.
- r. China and Japan.
- s. The Glorious Revolution and the English Bill of Rights.
- t. The Ottoman Empire and its impact on the Middle East & Europe.
- u. Suleiman I.
- v. Disruption of Trade.
- w. Limits of Ottoman Europe.

2. The Age of Revolutionary Change (1750 to 1914)

- a. The Enlightenment and Scientific Revolutions.
- b. Copernicus & Galileo.
- c. Locke, Voltaire, Montesquieu, Rousseau.
- d. Enlightened despots.
- e. The French Revolution.
- f. Causes.
- g. Key individuals.
- h. Impact on France and other nations.
- i. Rise of Napoleon.
- j. Independence movements in Latin America.
- k. Case studies: Simon Bolivar, Toussaint L'Ouverture, José de San Martín.
- l. Causes and Impacts.
- m. The failure of democracy and the search for stability.
- n. Agricultural and Industrial Revolutions in the Western World.
- o. Democratic and social reform in Europe.
- p. The Chinese Revolution.

Throughout the course the following understandings, commensurate with the NY State Standards, are emphasized:

1. HISTORICAL STUDY	
NYS Standard 1: History of the United States and New York NYS Standard 2: World History	
STANDARDS	KEY CONCEPTS
<p>a. Chronology & Cause. <i>Students will describe the chronological order of historical events. They will recognize the complexity of historical cause and effect, including the interaction of forces from different spheres of human activity, and the importance of ideas and of individual character and actions.</i></p>	<ul style="list-style-type: none"> • Skills of historical analysis, including investigating interpretations and perspectives, considering why interpretations change over time, and explaining the importance of historical evidence. • Understanding change & continuity. • Time frames & periodization. • Roles & contributions of individuals and groups. • Oral histories.
<p>b. Historical Understanding. <i>Students will analyze the meaning, implications, and import of historical events. They will recognize the contingency and unpredictability of history — how events could have taken other directions — by studying past ideas as they were thought, and past events as they were lived, by people of the time.</i></p>	
<p>c. Research, Evidence, and Point of View. <i>Students will be able to frame questions that can be answered by historical study and research, to collect, evaluate, and employ evidence from a diverse range primary and secondary sources, and to apply it in oral and written presentations; and to differentiate fact from interpretation.</i></p>	
<p>d. Society, Diversity, Commonality, and the Individual. <i>Students are expected to analyze the complex interplay that has existed from the beginning of our country between American ideals and American practice in the pursuit of realizing the goals of the Declaration of Independence for all people. While able to identify and analyze the distinct contributions that immigrants from various lands and of various creeds, along with Native Americans, have made to our nationhood, students will analyze above all the importance of our common citizenship and the imperative to treat all individuals with the respect for their dignity called for by the Declaration of Independence.</i></p>	
<p>e. Interdisciplinary Learning: Religion, Ethics, Philosophy, and Literature in History. <i>Students will analyze fundamental tenets of major world religions; basic ideals of ethics, including justice, consideration for others, and respect for human rights; differing conceptions of human nature; and influences over time of religion, ethics, and ideas of human nature in the arts, political and economic theories and ideologies, societal norms, education of the public, and the conduct of individual lives.</i></p>	
<p>f. Interdisciplinary Learning: Natural Science, Mathematics, and Technology in History. <i>Students will analyze major advances, discoveries, and inventions over time in science, mathematics, and technology, explain some of their effects and influences in the past and present on human life, thought, and health, including use of natural resources, production and distribution and consumption of goods, exploration, warfare, and communication.</i></p>	

2. GEOGRAPHY NYS Standard 3: Geography	
STANDARDS	KEY CONCEPTS
<p>a. Physical Spaces of the Earth. <i>Students will describe earth's natural features and their physical and biological characteristics. They will be able to visualize and map oceans and continents; mountain chains and rivers; forest, plain, and desert; resources both above and below ground; and conditions of climate and seasons.</i></p>	<ul style="list-style-type: none"> • Elements of geography – human, physical, political, migration, trade, environment and society, uses of geography. • Asking and answering geographic questions, analyzing geographic theories, acquiring, organizing, and analyzing geographic information • Identifying and defining world regions.
<p>b. Places and Regions of the World. <i>Students will identify and explain the location and features of places and systems organized over time, including boundaries of nations and regions; cities and towns; capitals and commercial centers; roads, rails, and canals; dams, harbors, and fortifications; and routes of trade and invasion.</i></p>	
<p>c. The Effects of Geography. <i>Students will describe how physical environments have influenced particular cultures, economies, and political systems, and how geographic factors have affected population distribution, human migration, and other prehistoric and historical developments, such as agriculture, manufacturing, trade, and transportation.</i></p>	
<p>d. Human Alteration of Environments. <i>Students will describe ways human activity has changed the world, such as removing natural barriers; transplanting some animal and plant species, and eliminating others; increasing or decreasing the fertility of land; and the mining of resources. They explain how science, technology, and institutions of many kinds have affected human capacity to alter environments.</i></p>	

3. ECONOMICS NYS Standard 4: Economics	
STANDARDS	KEY CONCEPTS
<p>a. Fundamental Economic Concepts. <i>Students will describe fundamental economic concepts, including choice, ownership, exchange, cooperation, competition, purposive effort, entrepreneurship, incentive, and money. Students will identify and accurately use complex economic terms.</i></p>	<ul style="list-style-type: none"> • Major economic concepts – scarcity, supply/demand, opportunity costs, production, resources. • Economic decision making. • Interdependence of economic systems.
<p>b. Economic Reasoning. <i>Students will apply basic economic analysis. They will demonstrate an understanding of supply and demand, price, labor markets, the costs of capital, factors affecting production, distribution, and consumption, relations among such factors, the nature of goods and services, incentives, financial markets, cost-benefit (including marginal cost-benefit) analysis, fairness, and the value of trade.</i></p>	
<p>c. US and NY State Economic History. <i>Students will describe the development of the American economy, including New York State, from colonial times to the present. The subjects the students will master will include the size of populations at intervals in our history; the relative concentration on agriculture, industry, and commerce; the rise and decline of particular industries; the history of labor, including organized labor; the growth of banking and finance; the record of economic expansions and recessions; and the influence of various views on how government can best serve the economic interests of the state and the nation.</i></p>	
<p>d. Today's Economy. <i>Students will describe the distinctive aspects of the contemporary economy of the United States and the world. The subjects the students will master will include the historically unprecedented speed of economic transactions, the role of quickly-disseminated information in the contemporary world economy, the growth in the size and scale of markets, the role of modern technology, the rise of service industries, and changes in the role of labor.</i></p>	
<p>e. Theories of Economy. <i>Students will compare and contrast several instances of the major theories of economy – feudalism, mercantilism, communism, capitalism, and free-market economies.</i></p>	

4. CIVICS, CITIZENSHIP, AND GOVERNMENT NYS Standard 5: Civics, Citizenship, and Government	
STANDARDS	KEY CONCEPTS
<p>a. Authority, Responsibility, and Power. <i>Students will explain the forms of authority in government and other institutions; explain purposes of authority and distinguish authority from mere power, as in “government of laws, but not of men”; and describe responsible and irresponsible exercise of both authority and power.</i></p>	<ul style="list-style-type: none"> • Purposes of government. • Political systems around the world. • Power, authority, governance and law. • Rights and responsibilities of citizens across time and place. • Probing ideas and assumptions. • Evaluating evidence and forming rational conclusions. • Developing participatory skills.
<p>b. Founding Documents. <i>Students will analyze in great detail the content and history of the Founding Documents of the United States. They will assess the reasoning, purposes, and effectiveness of the documents. They will recite passages from memory. Students will trace how the core ideas of the Founding documents — the Declaration of Independence, the United States Constitution, the Federalist papers — are invoked over time.</i></p>	
<p>c. Principles and Practices of American Government. <i>Students will describe how the United States government functions at the local, state, national and international levels, with attention to the Constitution of State of New York; analyze the background and evolution of constitutional and democratic government in the United States to the present day; and explain the place of institutions of government in securing the rights of citizens.</i></p>	
<p>d. Citizenship. <i>Students will learn the rights and duties of citizens and the principle of equal rights for all; consider the nature of civic virtue in a school, a community, a nation; and identify major obstacles and threats to civil rights.</i></p>	
<p>e. Forms of Government. <i>Students will study, compare, contrast and analyze diverse forms of government; the ways of life and opportunities they permit, promote and prohibit; and their effects on human rights. They will evaluate forms of government in terms of justices, ordered liberty, efficiency, public safety, respect for women and for religious, racial, or political minorities; educational opportunity, and economic and social mobility.</i></p>	

Grade 10

WORLD HISTORY, 1900-PRESENT

Grade 10 History focuses on global history, building on topics covered in Grade 9. Throughout the course the following understandings, commensurate with the NY State Standards, are emphasized:

Students will explore the following content, exploring civilizations and cultures through the arts and sciences, key documents, and other important artifacts:

1. The World in the Era of Great Wars (1900 to 1945)

- a. World War I. Balkan nationalism; Sarajevo; Franz Ferdinand assassinated; the Black Hand.
- b. The Russian Revolution.
- c. Versailles Treaty.
- d. Post-War Colonialism.
- e. Communism.
- f. Fascism.
- g. World War II.
- h. The Holocaust.

2. The World from 1945 to the Present

- a. Postwar Europe and Japan.
- b. New nations in Africa and Asia; the end of European colonialism.
- c. The Cold War.
- d. The Soviet Empire collapses.
- e. Democracy and human rights; advances and retreats since 1945.

3. Current Events

For instance, a course taught in 2001-2002 might focus on:

- a. September 11, 2001. What happened? Why? If X or Y or Z had been different, might there have been a different outcome? What is involved in the War of Terrorism? These questions would lead to an inquiry into the various players, nations, religions, and political antecedents to the events of 9/11.
- b. Enron. What happened? Why? If X or Y or Z had been different, might there have been a different outcome? These questions would lead to an inquiry into the nature of a corporation, stock, shareholders, pension plans, and the relationships between law and commerce.

- c. Affirmative Action. How has it been practiced? How is it practiced in different sectors and institutions? Who benefits? Who loses? Is it necessary? What of California's Proposition 209?
- d. Cloning. Should the United States support the cloning of human beings? What is government's rightful role in adjudicating moral questions? What is government's role in supporting science?
- e. Who's Who in National and Local Politics?
- f. The Stock Market.

Throughout the course the following understandings, commensurate with the NY State Standards, are emphasized:

1. HISTORICAL STUDY	
NYS Standard 1: History of the United States and New York NYS Standard 2: World History.	
STANDARDS	KEY CONCEPTS
<p>a. Chronology & Cause. <i>Students will describe the chronological order of historical events. They will recognize the complexity of historical cause and effect, including the interaction of forces from different spheres of human activity, and the importance of ideas and of individual character and actions.</i></p>	<ul style="list-style-type: none"> • Skills of historical analysis, including investigating interpretations and perspectives, considering why interpretations change over time, and explaining the importance of historical evidence. • Understanding change & continuity. • Time frames & periodization. • Roles & contributions of individuals and groups. • Oral histories.
<p>b. Historical Understanding. <i>Students will analyze the meaning, implications, and import of historical events. They will recognize the contingency and unpredictability of history — how events could have taken other directions — by studying past ideas as they were thought, and past events as they were lived, by people of the time.</i></p>	
<p>c. Research, Evidence, and Point of View. <i>Students will be able to frame questions that can be answered by historical study and research, to collect, evaluate, and employ evidence from a diverse range primary and secondary sources, and to apply it in oral and written presentations; and to differentiate fact from interpretation.</i></p>	
<p>d. Society, Diversity, Commonality, and the Individual. <i>Students are expected to analyze the complex interplay that has existed from the beginning of our country between American ideals and American practice in the pursuit of realizing the goals of the Declaration of Independence for all people. While able to identify and analyze the distinct contributions that immigrants from various lands and of various creeds, along with Native Americans, have made to our nationhood, students will analyze above all the importance of our common citizenship and the imperative to treat all individuals with the respect for their dignity called for by the Declaration of Independence.</i></p>	
<p>e. Interdisciplinary Learning: Religion, Ethics, Philosophy, and Literature in History. <i>Students will analyze fundamental tenets of major world religions; basic ideals of ethics, including justice, consideration for others, and respect for human rights; differing conceptions of human nature; and influences over time of religion, ethics, and ideas of human nature in the arts, political and economic theories and ideologies, societal norms, education of the public, and the conduct of individual lives.</i></p>	
<p>f. Interdisciplinary Learning: Natural Science, Mathematics, and Technology in History. <i>Students will analyze major advances, discoveries, and inventions over time in science, mathematics, and technology; explain some of their effects and influences in the past and present on human life, thought, and health, including use of natural resources, production and distribution and consumption of goods, exploration, warfare, and communication.</i></p>	

2. GEOGRAPHY NYS Standard 3: Geography	
STANDARDS	KEY CONCEPTS
<p>a. Physical Spaces of the Earth. <i>Students will describe earth's natural features and their physical and biological characteristics. They will be able to visualize and map oceans and continents; mountain chains and rivers; forest, plain, and desert; resources both above and below ground; and conditions of climate and seasons.</i></p>	<ul style="list-style-type: none"> • Elements of geography – human, physical, political, migration, trade, environment and society, uses of geography. • Asking and answering geographic questions, analyzing geographic theories, acquiring, organizing, and analyzing geographic information • Identifying and defining world regions.
<p>b. Places and Regions of the World. <i>Students will identify and explain the location and features of places and systems organized over time, including boundaries of nations and regions; cities and towns; capitals and commercial centers; roads, rails, and canals; dams, harbors, and fortifications; and routes of trade and invasion.</i></p>	
<p>c. The Effects of Geography. <i>Students will describe how physical environments have influenced particular cultures, economies, and political systems, and how geographic factors have affected population distribution, human migration, and other prehistoric and historical developments, such as agriculture, manufacturing, trade, and transportation.</i></p>	
<p>d. Human Alteration of Environments. <i>Students will describe ways human activity has changed the world, such as removing natural barriers; transplanting some animal and plant species, and eliminating others; increasing or decreasing the fertility of land; and the mining of resources. They explain how science, technology, and institutions of many kinds have affected human capacity to alter environments.</i></p>	

3. ECONOMICS NYS Standard 4: Economics	
STANDARDS	KEY CONCEPTS
<p>a. Fundamental Economic Concepts. <i>Students will describe fundamental economic concepts, including choice, ownership, exchange, cooperation, competition, purposive effort, entrepreneurship, incentive, and money. Students will identify and accurately use complex economic terms.</i></p>	<ul style="list-style-type: none"> • Major economic concepts – scarcity, supply/demand, opportunity costs, production, resources. • Economic decision making. • Interdependence of economic systems.
<p>b. Economic Reasoning. <i>Students will apply basic economic analysis. They will demonstrate an understanding of supply and demand, price, labor markets, the costs of capital, factors affecting production, distribution, and consumption, relations among such factors, the nature of goods and services, incentives, financial markets, cost-benefit (including marginal cost-benefit) analysis, fairness, and the value of trade.</i></p>	
<p>c. US and NY State Economic History. <i>Students will describe the development of the American economy, including New York State, from colonial times to the present. The subjects the students will master will include the size of populations at intervals in our history; the relative concentration on agriculture, industry, and commerce; the rise and decline of particular industries; the history of labor, including organized labor; the growth of banking and finance; the record of economic expansions and recessions; and the influence of various views on how government can best serve the economic interests of the state and the nation.</i></p>	
<p>d. Today’s Economy. <i>Students will describe the distinctive aspects of the contemporary economy of the United States and the world. The subjects the students will master will include the historically unprecedented speed of economic transactions, the role of quickly-disseminated information in the contemporary world economy, the growth in the size and scale of markets, the role of modern technology, the rise of service industries, and changes in the role of labor.</i></p>	
<p>e. Theories of Economy. <i>Students will compare and contrast several instances of the major theories of economy – feudalism, mercantilism, communism, capitalism, and free-market economies.</i></p>	

4. CIVICS, CITIZENSHIP, AND GOVERNMENT NYS Standard 5: Civics, Citizenship, and Government	
STANDARDS	KEY CONCEPTS
<p>a. Authority, Responsibility, and Power. <i>Students will explain the forms of authority in government and other institutions; explain purposes of authority and distinguish authority from mere power, as in “government of laws, but not of men”; and describe responsible and irresponsible exercise of both authority and power.</i></p>	<ul style="list-style-type: none"> • Purposes of government. • Political systems around the world. • Power, authority, governance and law. • Rights and responsibilities of citizens across time and place. • Probing ideas and assumptions. • Evaluating evidence and forming rational conclusions. • Developing participatory skills.
<p>b. Founding Documents. <i>Students will analyze in great detail the content and history of the Founding Documents of the United States. They will assess the reasoning, purposes, and effectiveness of the documents. They will recite passages from memory. Students will trace how the core ideas of the Founding documents — the Declaration of Independence, the United States Constitution, the Federalist papers — are invoked over time.</i></p>	
<p>c. Principles and Practices of American Government. <i>Students will describe how the United States government functions at the local, state, national and international levels, with attention to the Constitution of State of New York; analyze the background and evolution of constitutional and democratic government in the United States to the present day; and explain the place of institutions of government in securing the rights of citizens.</i></p>	
<p>d. Citizenship. <i>Students will learn the rights and duties of citizens and the principle of equal rights for all; consider the nature of civic virtue in a school, a community, a nation; and identify major obstacles and threats to civil rights.</i></p>	
<p>e. Forms of Government. <i>Students will study, compare, contrast and analyze diverse forms of government, the ways of life and opportunities they permit, promote and prohibit; and their effects on human rights. They will evaluate forms of government in terms of justices, ordered liberty, efficiency, public safety, respect for women and for religious, racial, or political minorities; educational opportunity, and economic and social mobility.</i></p>	

Mathematics

Guiding Principles

Today's technological world requires mathematical competence in order to participate. And yet, even more than with respect to literacy, urban kids notoriously lag behind in demonstrated mathematical competence. At Village Academies, we want our students to be mathematically literate – to use basic mathematical tools accurately and automatically and to solve increasingly complex mathematical problems – to think mathematically – to approach problems in logical steps, to spot patterns, to apply small operations to big tasks – and to achieve mastery of advanced mathematical topics. Mathematics instruction at Village Academies will empower students to make pragmatic numerical decisions accurately and will enable students to approach and complete college mathematics courses or courses with mathematical applications with confidence. Mathematics education will also illuminate the power of mathematics as a set of tools available for understanding a vast array of subjects and societal issues.

At the completion of a Village Academies education, students will be able to:

- Compute fluently and make reasonable estimates;
- Represent situations using numbers, variables, and symbols;
- Apply mathematical concepts to problem solving in various disciplines;
- Approach new problems with confidence, applying previous knowledge to unknown situations;
- Develop and evaluate mathematical arguments and proofs;
- Communicate mathematical thinking coherently and clearly to peers;
- Appreciate the beauty of mathematical thought; and
- Appreciate the power of mathematics as a set of tools for understanding the world and acting within it.

Courses & Culmination

At Village Academies, in addition to ensuring that our students pass the NY Regents Exam (or the equivalent) in Math, our students' study is arranged as follows, culminating in annual portfolios of math achievement (problem-solving exercises and projects), and in a series of significant On Demand demonstrations of mathematical knowledge.

- Grade 5**
- **Topic.** Pre-Algebra I.
 - **On Demand Assessment.** Multiplication tables.
 - **Final Project.** Summary exam.

- Grade 6**
- **Topic.** Pre-Algebra II.
 - **On Demand Assessment.** Place Value; explain 3-digit subtraction with regrouping.
 - **Final Project.** Exam on pre-algebra and problem solving.
- Grade 7**
- **Topic.** Pre-Algebra III.
 - **On Demand Assessment.** Drills on fractions, decimals, and percents.
 - **Final Project.** Pre-Algebra Competency Test.
- Grade 8**
- **Topic.** Algebra.
 - **On Demand Assessment.** Teach someone how to solve simple and complex equations; explain the pieces of slope-intercept form; apply the quadratic formula.
 - **Final Project.** Algebra Competency Test.
 - **State Assessment.** New York State Eighth Grade Math Assessment.
- Grade 9**
- **Topic.** Geometry.
 - **On Demand Assessment.** Describe properties of triangles and parallel and perpendicular lines; go through a proof.
 - **Final Project.** Geometer’s SketchPad Project.
- Grade 10**
- **Topic.** Algebra II.
 - **On Demand Assessment.** Sketch trigonometric and rational functions.
 - **Final Project.** Algebra II Test.
 - **State Assessment.** New York State Math A Assessment (Regents).

We are conscious that a large percentage of the students we serve will be academically “at risk.” In Attachment 20, we outline in detail our plan to ensure that every one of our children will meet or exceed the standards set by the Board of Regents. Highlights include our longer school day and year (which includes a summer intensive session as well as a 4-week winter intersession – both designed for remediation), early diagnostic testing and intensive skill-building sessions, and support structures such as Advisory (personalized academic guidance for students) and Kounaikenshuu (school-based professional development for teachers).

Mathematics

Content Standards

Content and Process Standards

The Mathematics standards are divided into two types of standards: Content and Process. Content standards list the mathematical concepts that students will master, while Process standards represent the skills and methods with which students will approach problems. Each of the Process standards should be utilized in conjunction with each of the content standards.

The Village Academies Math Standards are built on the Arizona State Standards for Math as well as America's Choice New Standards. The Arizona standards were chosen because they were selected as exemplary standards by Achieve.org. The majority of the 10th Grade math standards come from the New York Standards for the Four-Year-Sequence in Math. Some of the "Core Goals" were inspired by the NCTM Overview of Principles and Standards for School Mathematics.

1. Number and Operations

A. NUMBERS AND SYSTEMS		
Grades 5-7 <i>NYS STANDARD 3.2</i> <i>(INTERMEDIATE)</i>	Grades 8-9 <i>NYS STANDARD 3.2</i> <i>(COMMENCEMENT)</i>	Grade 10 <i>NYS STANDARD 3.2</i> <i>(FOUR-YEAR SEQUENCE)</i>
<ul style="list-style-type: none"> • Compare and order rational numbers (e.g. 5, 1.2, $1\frac{3}{4}$, square root of 16) using concrete or illustrated models. • Demonstrate/describe the magnitude of rational numbers. • Represent place value of rational numbers (millions to millionths) using concrete or illustrated models. • Read and write whole numbers, integers, common fractions and decimals in real-world situations • Factor a whole number into a product of its primes. • Identify greatest common factor and least common multiple for a set of whole numbers. • Sort numbers by their properties (e.g. prime, composite, square, square root). • Develop an understanding of 	<ul style="list-style-type: none"> • Classify real numbers (counting, natural, integers, rationals, and irrationals). • Identify whether a given set of numbers is finite or infinite. • Find and understand an example of an irrational number. • Understand, represent, and use numbers in a variety of equivalent forms (integer, fraction, decimal, percent, exponential, expanded, and scientific notation). • Develop an understanding of number theory. • Recognize order relations for decimals, integers, and rational numbers. 	<ul style="list-style-type: none"> • Develop conceptual understanding of the complex number system. • Develop conceptual understanding of vectors. • Develop conceptual understanding of matrices. • Use integral exponents on integers and algebraic expressions. • Understand and use rational and irrational numbers.

<p>number theory (primes, factors, and multiples).</p> <ul style="list-style-type: none"> Recognize order relations for decimals, integers and rational numbers. 		
B. UNDERSTANDING OPERATIONS		
<p>Grades 5-7 <i>NYS STANDARD 3.3</i> <i>(INTERMEDIATE)</i></p>	<p>Grades 8-9 <i>NYS STANDARD 3.3</i> <i>(COMMENCEMENT)</i></p>	<p>Grade 10 <i>NYS STANDARD 3.3</i> <i>(FOUR-YEAR SEQUENCE)</i></p>
<ul style="list-style-type: none"> Represent the process of multiplication as repeated addition, using concrete or illustrative models using whole numbers, fractions, and decimals. Represent the process of division as repeated subtraction, partitioning a group and partitioning a whole, using concrete or illustrative models using whole numbers, fractions, and decimals. Write the family of equations using inverse operations for a given set of numbers. Apply multiplication and division with two-digit divisor, with remainders and rounding in context (e.g. percentages and money). Apply multiplication and division in context, including situations involving increase or decrease over time. Use grouping symbols to clarify order of operations (parentheses). Apply associative, commutative, and distributive properties and inverse and identity elements. Demonstrate appropriate proficiency with facts and algorithms. Apply concepts of ratio and percent to solve problems. 	<ul style="list-style-type: none"> Compare operations with regard to their properties (commutative, associative, distributive, inverse and closure of different sets of the real line). 	<ul style="list-style-type: none"> Add, subtract, multiply, and divide complex numbers. Add and subtract vectors. Perform scalar multiplication with vectors. Add, subtract, multiply, and invert matrices. Perform scalar multiplication with matrices. Recognize and identify symmetry and transformations on figures. Use field properties to justify mathematical procedures. Use rational exponents on real numbers and all operations on complex numbers.

C. PERFORMING OPERATIONS		
Grades 5-7 <i>NYS STANDARD 3.3</i> <i>(INTERMEDIATE)</i>	Grades 8-9 <i>NYS STANDARD 3.3</i> <i>(COMMENCEMENT)</i>	Grade 10 <i>NYS STANDARD 3.3</i> <i>(FOUR-YEAR SEQUENCE)</i>
<ul style="list-style-type: none"> • Add, subtract, multiply, and divide integers, positive fractions and decimals. • Demonstrate the relationship and equivalency among decimals, fractions, ratios, percents. • Factor numbers into prime form and express in exponential form. • Convert standard notation to scientific notation and vice versa with positive exponents. • Determine the square root of a perfect square. • Simplify numerical expressions using order of operations. • Express answers to the appropriate place or degree of precision (e.g. time, money, π). • Apply appropriate calculation strategies (e.g. estimation, approximation, rounding or exact numbers). • Interpret calculations and calculator results within a contextual situation. • Use the exponential form of powers of 2,3,5, and 10 and relate these forms to factoring. 	<ul style="list-style-type: none"> • Recognize when and how to apply the field properties. • Determine a rational estimate of an irrational number. • Convert standard notation to scientific notation, including negative exponents, and vice versa. • Define absolute value as the distance from the origin. • Solve real-world distance problems using absolute value. • Determine, among the solutions to a real-world problem, which, if any, is reasonable. • Choose the appropriate signed real number to represent a real-world value. • Use the appropriate form of a real number to express a real-world situation (e.g. choosing between a radical expression or rational approximation). • Understand and apply ratios, proportions, and percents through a wide variety of hands-on explorations. 	<ul style="list-style-type: none"> • Use appropriate techniques, including calculator and computer utilities, to perform basic operations on matrices. • Use rational exponents on real numbers and integral exponents on complex numbers. • Calculate powers and roots of real numbers, both rational and irrational, using technology • Represent graphically the sum and difference of two complex numbers. • Combine functions using the basic operations and the composition of two functions. • Work with vector quantities both algebraically and geometrically. • Model and solve problems that involve absolute value, vectors, and matrices. • Model the composition of transformations. • Use algebraic relationships to analyze the conic sections. • Use circular functions to study and model periodic real-world phenomena. • Illustrate spatial relationships using perspective, projections, and maps. • Analyze spatial relationships using the Cartesian coordinate system in three dimensions. • Represent problem situations using discrete structures such as finite graphs, matrices, sequences, and recurrence relations. • Develop and apply the concept of basic loci to compound loci. • Develop meaning for basic conic sections.

2. Geometry and Measurement

A. GEOMETRIC FIGURES		
Grades 5-7 <i>NYS STANDARD 3.4</i> <i>(INTERMEDIATE)</i>	Grades 8-9 <i>NYS STANDARD 3.4</i> <i>(COMMENCEMENT)</i>	Grade 10 <i>NYS STANDARD 3.4</i> <i>(FOUR-YEAR SEQUENCE)</i>
<ul style="list-style-type: none"> • Classify two-dimensional shapes and three-dimensional figures by their properties. • Design a simple geometric pattern (e.g. a basic quilt block) and use it to generate the whole quilt. • Label corresponding, supplementary, and complementary angles. • Measure and label specified angles (e.g. alternate interior, obtuse, acute, right, corresponding). • Identify the properties of geometric figures using appropriate terminology and vocabulary (e.g. parallelism, perpendicularity, and congruence). • Draw or build three-dimensional figures by applying significant properties of each (e.g. draw a rectangle with two sets of parallel sides and four right angles). • Design or draw a model (e.g., designing a playhouse, or garden) that demonstrates basic geometric relationships such as all of the above and proportionality and congruency • Draw or build a shape that has two or more lines of symmetry. • Illustrate, using concrete or pictorial models reflections, rotations and translations (e.g. tessellations). • Use properties polygons to classify them. • Explore relationships involving points, line, angles, and planes. • Develop readiness for basic concepts of right triangle trigonometry. 	<ul style="list-style-type: none"> • Sketch prisms, pyramids, cones, cylinders, and spheres. • Classify prisms, pyramids, cones, cylinders, and spheres by base shape and lateral surface shape. • Find similarities and differences among geometric shapes and designs using a given attribute (e.g. height, area, perimeter, diagonals, angles). • Recognize the three-dimensional figure represented by a two-dimensional drawing (e.g. what figures are represented by given nets, sketches, photographs?). • Make a model of a three-dimensional figure from a two-dimensional drawing and make a two-dimensional representation of a three-dimensional object (models and representations include scale drawings, perspective drawings, blueprints, or computer simulations). • State valid conclusions using given geometric definitions, postulates and theorems. • Use basic transformations to demonstrate similarity and congruence of figures • Identify arcs, chords, tangents, and secants of a circle. • Determine whether a given pair of figures in the plane represents a translation, reflection, rotation, and/or dilation. • Determine whether a planar figure is symmetric with respect to a line. • Classify transformations based on whether they produce congruent or similar non-congruent figures. • Apply transformational principles to practical situations (e.g. enlarge a photograph). • Sketch the planar figure that is the result of a given transformation. • Solve problems involving complementary, supplementary and congruent angles 	<ul style="list-style-type: none"> • Define the trigonometric functions in terms of the unit circle. • Relate trigonometric relationships to the area of a triangle and to the general solutions of triangles. • Deduce properties of figures using vectors. • Apply transformations, coordinates, and vectors in problem solving. • Use various functions to model real-world relationships. • Use algebraic relationships to analyze the conic sections. • Prove and apply theorems related to lengths of segments in a circle.

B. ANALYSIS OF FIGURES		
Grades 5-7 <i>NYS STANDARD 3.7</i> <i>(INTERMEDIATE)</i>	Grades 8-9 <i>NYS STANDARD 3.7</i> <i>(COMMENCEMENT)</i>	Grade 10 <i>NYS STANDARD 3.7</i> <i>(FOUR-YEAR SEQUENCE)</i>
<ul style="list-style-type: none"> • Draw or build a variety of shapes having the same perimeter and area. • Solve a problem using the iterative process. • Visualize, represent, and transform 2- and 3- dimensional shapes. • Use maps and scale drawings to represent real objects of places. • Use the coordinate plane to explore geometric ideas. 	<ul style="list-style-type: none"> • Calculate surface areas and volumes of three-dimensional geometric figures, given the required formulas. • Solve applied problems using angle and side-length relationships. • Solve applied problems using the Pythagorean theorem (e.g. determine whether a wall is square). • Represent pi as the ratio of circumference to diameter. • Solve applied problems using congruence and similarity relationships of triangles (e.g. use shadows to estimate the height of a building). • Determine the distance and midpoint between points within a coordinate system representative of a practical application. • Verify characteristics of a given geometric figure using coordinate formulas such as distance, midpoint, and slope to confirm parallelism, perpendicularity and congruency • Determine the effects of a transformation on linear and area measurements of the original planar figure • Describe the effect on perimeter, area, and volume when one dimension of an object is altered. • Give the new coordinates of a transformed planar figure 	<ul style="list-style-type: none"> • Understand and apply the law of sines. • Understand and apply the law of cosines. • Solve problems of angle measure using scalar products of vectors • Derive and apply formulas relating angle measure and arc degree measure in a circle. • Prove and apply theorems related to lengths of segments in a circle.
C. MEASUREMENT		
Grades 5-7 <i>NYS STANDARD 3.5</i> <i>(INTERMEDIATE)</i>	Grades 8-9 <i>NYS STANDARD 3.5</i> <i>(COMMENCEMENT)</i>	Grade 10 <i>NYS STANDARD 3.6</i> <i>(FOUR-YEAR SEQUENCE)</i>
<ul style="list-style-type: none"> • Record estimates and measurements for: distance in scale drawings; circumference; area; volume; mass; degrees of angles; capacity. • Develop a procedure or formula to calculate: area of polygons and circles; surface area of rectangular prisms; volume of rectangular prisms. • Use given formulas to find: 	<ul style="list-style-type: none"> • Compare weights, capacities, geometric measures, times, and temperatures within and between measurement systems (e.g., miles per hour and feet per second, cubic inches to cubic centimeters). • Construct and read drawings and models made to scale. • Use measures expressed as rates (e.g. speed, density) and measures 	<ul style="list-style-type: none"> • Estimate orders of magnitude (e.g. How many periods are in a newspaper?) • Use trigonometry as a method to measure indirectly. • Relate absolute value, distance between two points, and the slope of a line to the coordinate plane. • Explain the role of error in measurement.

<p>circumference of a circle; area of polygons and circles; surface area of rectangular prisms; volume of prisms</p> <ul style="list-style-type: none"> • Compare weight to mass and capacity to volume. • Estimate and compare measurements for both US customary and metric units within either system. • Estimate, make and use measurements in real-world situations. • Select appropriate standard and nonstandard measurement units and tools to measure to a desired degree of accuracy. • Develop measurement skills and informally derive and apply formulas in direct measurement activities. • Use statistical methods and measures of central tendency to display, describe and compare data. • Develop critical judgment for the reasonableness of measurement. 	<p>expressed as products (e.g. person-days) to solve problems; check the units of the solutions; and use dimensional analysis to check the reasonableness of the answer.</p>	
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3. Functions and Algebra

A. WRITING AND SOLVING EQUATIONS		
<p>Grades 5-7 NYS STANDARD 3.7 (INTERMEDIATE)</p>	<p>Grades 8-9 NYS STANDARD 3.7 (COMMENCEMENT)</p>	<p>Grade 10 NYS STANDARD 3.7 (FOUR-YEAR SEQUENCE)</p>
<ul style="list-style-type: none"> • Complete the iterative sequence (e.g. given these terms and assuming a constant difference, 21, ---, 63, -- -). • Generate subsequent terms of a recursive sequence (e.g. 3,3,6,9,15....) • Generate patterns using algebraic expressions. • Extend patterns and compute the <i>n</i>th term in numerical and geometric sequences • Evaluate an expression using substitution with four basic operations on whole numbers. • Translate a written phrase to an algebraic expression and vice versa (words to symbols and symbols to words; e.g. translate "the quotient of <i>x</i> and <i>y</i>"). • Describe how to solve a problem in context using a proportion • Compare quantities using ratios. 	<ul style="list-style-type: none"> • Translate verbal expressions and sentences to mathematical expressions and sentences. • Generate an algebraic sentence to model real-life situations, given a data set (limited to linear relationships). • Simplify numerical expressions using the order of operations, including exponents. • Evaluate algebraic expressions using substitution. • Simplify algebraic expressions using distributive property. • Simplify square roots and cube roots with monomial radicands that are perfect squares or perfect cubes. • Evaluate numerical and algebraic absolute value expressions. • Multiply and divide monomial expressions with integer 	<ul style="list-style-type: none"> • Describe patterns produced by processes of geometric change, formally connecting iteration, approximations, limits, and fractals. • Use matrices to solve linear systems • Identify and differentiate between direct and indirect isometries. • Solve equations involving fractions, absolute values, and radicals. • Solve equations involving one radical (restrict to square roots) • Solve simple right-triangle trigonometric equations involving sine, cosine and tangent. • Solve trigonometric equations and verify trigonometric identities. • Develop methods to solve trigonometric equations and verify trigonometric functions.

<ul style="list-style-type: none"> Express a simple inequality from a contextual situation (e.g. Joe earns more than \$5.00 an hour: therefore, $x > 5$). Solve a problem given a pattern both formally and informally (e.g. in a patterned necklace, how many red and green beads do you need for a 20-inch necklace?). Solve equations using whole numbers with one variable but multiple steps. Solve linear (first degree) equations using models/manipulatives, symbols and/or graphing in a one-step equation. Solve proportions using formal (e.g. cross product) or informal methods (e.g. diagrams or geometric models) 	<p>exponents.</p> <ul style="list-style-type: none"> Solve formulas for specified variables Solve linear equations and inequalities in one variable Solve absolute value equations containing a single absolute value expression Solve quadratic equations (integral roots only). Solve proportions which generate linear equations. Solve systems of linear equations in two variables (integral coefficients and solutions). 	
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B. FUNCTIONS

<p>Grades 5-7 <i>NYS STANDARD 3.7</i> <i>(INTERMEDIATE)</i></p>	<p>Grades 8-9 <i>NYS STANDARD 3.7</i> <i>(COMMENCEMENT)</i></p>	<p>Grade 10 <i>NYS STANDARD 3.7</i> <i>(FOUR-YEAR SEQUENCE)</i></p>
<ul style="list-style-type: none"> Produce the rule (function) that explains the relationship (pattern) between the numbers when a change in the first variable affects the second variable (t-chart, two-row table, or input/output machine). Distinguish between linear and nonlinear functions, given graphic examples. Recognize, describe and generalize a wide variety of patterns and functions. Describe and represent patterns and functional relationships, using tables, charts and graphs. And verbal descriptions. Apply the concept of similarity in relevant situations. 	<ul style="list-style-type: none"> Describe a real-world situation that is depicted by a given graph. Sketch a graph that models a given real-world situation. Determine whether a relation is a function, given the graphical representation. Express the relationship between two variables using a table, equation, graph and matrix Create a linear equation from a table of values. Create a graph from a table of values. Determine the effects of changing parameters of graphs of functions. Determine domain and range of a relation, given the graph or a set of points. Use the definitions of trigonometric functions to find the sine, cosine and tangent of the acute angles of a right triangle. Use polynomial, rational, trigonometric, and exponential functions to model real-world relationships. Recognize, describe and generalize a wide variety of patterns and functions. Describe and represent patterns 	<ul style="list-style-type: none"> Use technology to determine changes in the shape and behavior of polynomial functions. Analyze the graphs of polynomial, rational, radical and transcendental functions. Evaluate and form the composition of functions. Apply general graphing techniques to trigonometric functions. Explain the connections between trigonometric functions and polar coordinates, complex numbers and series. Perform operations on, and the general principles and behavior of, classes of functions (including logarithmic functions). Analyze inverse functions using transformations. Demonstrate technical facility with algebraic transformations, including techniques based on the theory of equations. Apply linear and quadratic functions in the solution of problems.

	<p>and functional relationships, using tables, charts, graphs, algebraic expressions, rules and verbal descriptions.</p> <ul style="list-style-type: none"> • Develop methods to solve basic linear and quadratic equations. 	
C. GEOMETRIC APPROACHES TO ALGEBRA		
<p>Grades 5-7 NYS STANDARD 3.5 (INTERMEDIATE)</p>	<p>Grades 8-9 NYS STANDARD 3.5 (COMMENCEMENT)</p>	<p>Grade 10 NYS STANDARD 3.5 (FOUR-YEAR SEQUENCE)</p>
<ul style="list-style-type: none"> • Plot points in (x, y) form using all four quadrants of a coordinate grid. • Graph given data points to represent a linear equation 	<ul style="list-style-type: none"> • Graph the solution set of a linear equation in two variables. • Graph the solution set of a linear inequality in two variables. • Determine slope and intercepts of a linear equation. • Write an equation of the line that passes through two given points. • Determine from two linear equations whether the lines are parallel, perpendicular, or coinciding. • Determine the solution to a system of equations in two variables, from a given graph. • Model quadratic inequalities both algebraically and graphically. • Determine the solution to a system of inequalities in two variables, from a given graph (e.g. which of the shaded regions represents the solution to the system?). • Develop and apply the Pythagorean principle in the solution of problems. • Explore and develop basic concepts of right triangle trigonometry. 	<ul style="list-style-type: none"> • Use an appropriate right-triangle trigonometric model to solve a real-life problem. • Solve equations with complex roots using a variety of algebraic and graphical methods with appropriate tools. • Apply the ideas of symmetries in sketching and analyzing graphs of functions. • Apply the relationship between the rectangular form and the polar form of a complex number. • Graph functions in the polar coordinate plane. • Transform between polar coordinates and Cartesian coordinates.

4. Statistics and Probability

A. DATA ANALYSIS		
<p>Grades 5-7 NYS STANDARD 3.4, 3.5 (INTERMEDIATE)</p>	<p>Grades 8-9 NYS STANDARD 3.4, 3.5 (COMMENCEMENT)</p>	<p>Grade 10 NYS STANDARD 3.6 (FOUR-YEAR SEQUENCE)</p>
<ul style="list-style-type: none"> • Construct histograms, stem-and-leaf plots, scatter plots, circle graphs, and flow charts. 	<ul style="list-style-type: none"> • Construct histograms, line graphs, circle graphs and box-and-whisker plots. 	<ul style="list-style-type: none"> • Apply a random variable to generate and interpret probability distributions including binomial,

<ul style="list-style-type: none"> • Choose an appropriate graphical format to organize and represent data. • Find the mean, median, mode and range of a data set. • Choose appropriate measures of central tendencies to describe given or derived data. 	<ul style="list-style-type: none"> • Use appropriate technology to calculate mean, median, mode, minimum and maximum. • Use mean, median, mode, quartiles and range as a means for effective decision making in analyzing the data and the outliers. • Determine, from a given plot of data, whether it has positive or negative correlation. • Identify graphic misrepresentations and distortions of sets of data (e.g. omissions of parts of axis range, unequal interval sizes). • Use appropriate technology to display data as lists, tables, matrices, and plots. 	<p>uniform and normal of data given the variance and standard deviation (e.g. compare sets of data with the same central tendency, but with different variance).</p>
<p>B. PROBABILITY</p>		
<p>Grades 5-7 <i>NYS STANDARD 3.6</i> <i>(INTERMEDIATE)</i></p>	<p>Grades 8-9 <i>NYS STANDARD 3.6</i> <i>(COMMENCEMENT)</i></p>	<p>Grade 10 <i>NYS STANDARD 3.6</i> <i>(FOUR-YEAR SEQUENCE)</i></p>
<ul style="list-style-type: none"> • Determine and compare experimental (empirical) and mathematical (theoretical) probabilities (e.g. flipping two-colored counters). • Express probability as a number between zero and one. • Understand and apply ratios, proportions, and percents through a wide variety of hands-on explorations. • Estimate the probability of events. • Use the simulation techniques to estimate probabilities. • Determine probabilities of independent events. 	<ul style="list-style-type: none"> • Explain probability as a ratio of the measure of outcomes of one kind to the measure of all outcomes. • Use simulations to estimate probabilities of real-world situations. • Use estimation to check the reasonableness of results obtained by computation, algorithms, or the use of technology. • Determine probabilities of independent and mutually exclusive events. 	<ul style="list-style-type: none"> • Design appropriate simulations to estimate probabilities of real-world situations (e.g. disk toss, cube toss, technological simulations). • Recognize whether experimental or theoretical methods were used to calculate a particular probability. • Use experimental observations to estimate probabilities of entire populations. • Distinguish between independent and dependent events. • Solve probability problems involving and or statements, with and without replacement. • Use a Bernoulli experiment to determine probabilities for experiments with exactly two outcomes. • Interpret probabilities in real-world situations. • Apply the concept of random variable to generate and interpret probability distributions. • Distinguish situations where a random variable is needed or used. • Judge reasonableness of results obtained from applications in algebra, geometry, trigonometry, probability, and statistics. • Use the concept of random variable in computing probabilities. • Use permutations and combinations to determine

		probability.
C. INFERENCE, MODELING, AND PREDICTION		
Grades 5-7 <i>NYS STANDARD 3.6</i> <i>(INTERMEDIATE)</i>	Grades 8-9 <i>NYS STANDARD 3.6</i> <i>(COMMENCEMENT)</i>	Grade 10 <i>NYS STANDARD 3.6</i> <i>(FOUR-YEAR SEQUENCE)</i>
<ul style="list-style-type: none"> • Formulate predictions from a given set of data and justify predictions. • Compare a given prediction with the results of an investigation. • Critique the conclusions and recommendations of others' statistics. • Consider the effects of missing or incorrect information. • Make predictions from the results of a student-generated experiment (empirical probability) involving two-stage events (e.g. two spinners). • Interpret and analyze data from graphical representations (such as histograms, stem-and-leaf plots, scatter plots, circle graphs and flow charts) and draw simple conclusions. • Represent numerical relationships in one- and two-dimensional graphs. • Use variables to represent relationships. • Use concrete materials and diagrams to describe the operations of real-world processes and systems. • Develop and Explore models that do and do not rely on chance/ • Investigate both 2- and 3-dimensional transformations. • Explore and produce graphic representations of data. 	<ul style="list-style-type: none"> • Differentiate between sampling and census. • Differentiate between a biased and an unbiased sample. • Recognize the impact of interpreting data from a biased sample. • Use appropriate technology to predict patterns in sets of data (e.g. "does a scatter plot appear to be linear?"). • Draw a line which closely fits a scatter plot. • Make a prediction from a linear pattern in plots of data. • Evaluate the reasonableness of conclusions drawn from data analysis. • Draw inferences from collections of data. • Draw and support inferences that are based on data analysis. • Draw conclusions about the "spread" of data. • Represent numerical relationships in one and two-dimensional graphs. 	<ul style="list-style-type: none"> • Use curve fitting to predict from data. • Draw a curve which closely fits a scatter plot. • Create and interpret applications of discrete and continuous probability distributions. • Make predictions based on interpolations and extrapolations from data. • Obtain confidence intervals and test hypotheses using appropriate statistical methods. • Distinguish the effects of using statistical measures obtained from a sample vs. those obtained from a census. • Recognize the misinterpretations of data from different representations of those same data. • Transform data to aid in data interpretation and prediction. • Apply curve fitting to determine the strength of the relationship between two data sets and to make predictions from data. • Determine the validity of sampling methods in studies. • Design a statistical experiment based on a given hypothesis. • Test hypotheses using appropriate statistics. • Create an appropriate data-gathering instrument (biased vs. unbiased questions; multiple-choice vs. open-ended). • Organize collected data into an appropriate graphical representation. • Determine if data gathered from a real-world situation fits a normal curve. • Describe the central tendency characteristics of the normal curve. • Make simple predictions from data represented on a given normal curve.

5. Discrete Math

A. COUNTING		
Grades 5-7 <i>NYS STANDARD 3.4</i> <i>(INTERMEDIATE)</i>	Grades 8-9 <i>NYS STANDARD 3.4</i> <i>(COMMENCEMENT)</i>	Grade 10 <i>NYS STANDARD 3.4</i> <i>(FOUR-YEAR SEQUENCE)</i>
<ul style="list-style-type: none"> Use a tree diagram or a chart of possible outcomes to count probable outcomes of an event. 	<ul style="list-style-type: none"> Find all possible outcome sets involving two or more sets of objects. Find all possible arrangements given a set (e.g. how many ways can you arrange a set of books on a shelf?). 	<ul style="list-style-type: none"> Determine when to use combinations in counting objects. Determine when to use permutations in counting objects. Use combinations and permutations to solve real-world problems not requiring the use of formulas. Use matrices and finite graphs to display data.
B. ALGORITHMS		
	Grades 8-9	Grade 10
	<ul style="list-style-type: none"> Determine the purpose of a given algorithm (simple, basic math algorithm). Determine whether given algorithms are equivalent (simple, basic math algorithms). Write an algorithm that explains a particular mathematical process (e.g. tell a younger child how to find the average of two numbers). 	<ul style="list-style-type: none"> Use simple or basic recursion formulas to solve real-life problems (e.g. compound interest). Use linear programming and difference equations in the solution of problems
C. GRAPH THEORY		
		Grade 10
		<ul style="list-style-type: none"> Interpret data using matrices and finite graphs (e.g. networks, street diagrams, tournament schedules, production schedules). Determine when a finite graph gives an accurate picture of a data set. Translate a finite graph into a matrix and vice versa.

6. Calculus

A. LIMITS AND LIMITING PROCESSES	
Grades 8-9 <i>NYS STANDARD 3.7 (COMMENCEMENT)</i>	Grade 10 <i>FOUR-YEAR SEQUENCE</i>
<ul style="list-style-type: none"> • Estimate the limit of a given infinite sequence (e.g. given the sequence $1/n$, as n gets larger) using appropriate mathematical reasoning (i.e. not using calculus). • Use the limiting process to analyze infinite sequences and series. • Compare the estimates of the area under a curve over a bounded interval, using progressively smaller rectangles (not using calculus). • Give examples of infinite sets. 	<ul style="list-style-type: none"> • Demonstrate an understanding of the conceptual foundations of limits, the area under a curve, the rate of change, and the slope of a tangent line, and their applications in other disciplines • Apply the conceptual foundation of limits, infinite sequences and series, the area under a curve, rate of change, inverse variation, and the slope of a tangent line to authentic problems in mathematics and other disciplines.
B. THE DERIVATIVE	
Grades 8-9	Grade 10
<ul style="list-style-type: none"> • Understand and sketch tangent lines to a curve 	<ul style="list-style-type: none"> • Understand the derivative as an instantaneous rate of change. • Use derivatives to find extremal and inflection points of a function. • Use the definition of a derivative to examine the properties of a function. • Solve optimization problems. • Determine optimization points on a graph.
C. INTEGRATION	
Grade 10	
<ul style="list-style-type: none"> • Describe the integral as giving the area under a curve. • Describe the integral as the inverse of the differential via the fundamental theorem of calculus. • Use integrals to solve problems involving continuous processes (e.g. how far does a car travel given its velocity profile). 	

Mathematics

Process Standards

PROBLEM SOLVING AND MATHEMATICAL REASONING		
Grades 5-7 <i>NYS STANDARD 3.1</i> <i>(INTERMEDIATE)</i>	Grades 8-9 <i>NYS STANDARD 3.1</i> <i>(COMMENCEMENT)</i>	Grade 10 <i>NYS STANDARD 3.1</i> <i>(FOUR-YEAR SEQUENCE)</i>
<ul style="list-style-type: none"> • Communicate how to solve problems involving ratios, proportions and percents. • Use concrete and illustrative models. • Design a method with a series of defined steps for solving a problem; justify the method. • Construct simple valid arguments using <i>if... then</i> statements based on geometric shapes proportional reasoning in probability syllogism. • Solve problems using deductive reasoning. • Apply a variety of reasoning strategies, including applying basic computational skills to problems from other subjects and situations, solving problems that illustrate the use of fractions and decimals, stating problems in own words, constructing physical representations for complex problems. • Make and evaluate conjectures and arguments using appropriate language. • Make conclusions based on inductive reasoning. • Justify conclusions involving simple and compound (and/or) statements. 	<ul style="list-style-type: none"> • Produce a valid conjecture by generalizing from a pattern of observations. • Construct a counterexample to show that a given invalid conjecture is false (e.g. Nina makes a conjecture that $x^3 > x^2$ for all values of x. Find a counterexample). • Determine whether a given algebraic expression and a possible simplified form are equivalent (e.g. show that $(x + y)^2 = x^2 + y^2$ is invalid). • Construct a simple informal deductive proof (e.g. write a proof of the statement: "given an airline schedule with cities and flight times, you can fly from Bombay to Mexico city"). • Draw a simple valid conclusion from a given <i>if... then</i> statement and a minor premise. • List related <i>if... then</i> statements in logical order. • Determine if the converse of a given statement is true or false. • Distinguish valid arguments from invalid arguments. • Determine whether a given procedure for solving an equation is valid. • Analyze assertions about everyday life by using principles of logic (e.g. examine the fallacies of advertising). 	<ul style="list-style-type: none"> • Prove elementary theorems within various mathematical structures. • Develop an understanding of the nature and purpose of axiomatic systems. • Investigate and compare the axiomatic structures of various geometries. • Construct proofs for mathematical assertions, including indirect proofs and proofs by mathematical induction. • Recognize the difference between a statement verified by mathematical proof (i.e. a theorem) and one verified by empirical data (e.g. women score higher than men on vocabulary tests). • Formulate problems: extract pertinent information; ask and answer a series of appropriate questions in pursuit of a solution. • Implement problem solving strategies: choose and employ effective problem solving strategies in dealing with non-routine and multi-step problems; select appropriate math concepts and techniques from different areas of math and apply them to the solution; apply mathematical concepts to new situations. • Conclusion of problem solving: conclude a solution process with a useful summary of results; evaluate the degree to which the results obtained satisfy the original question; formulate generalizations of the results obtained; carry out extension of the given problem to related problems. • Construct valid arguments including truth value of compound sentences and truth value of simple sentences.

MATHEMATICAL SKILLS AND TOOLS		
Grades 5-7 <i>NYS STANDARD 3.3, 3.5</i> <i>(INTERMEDIATE)</i>	Grades 8-10 <i>NYS STANDARD 3.3, 3.5</i> <i>(COMMENCEMENT & FOUR-YEAR SEQUENCE)</i>	
<ul style="list-style-type: none"> • Compute accurately with arithmetic operations on rational numbers. • Know and use the correct order of operations for arithmetic computations. • Estimate numerically and spatially. • Measure length, area, volume, weight, time, and temperature accurately. • Refer to geometric shapes and terms correctly. • Use equations, formulas, and simple algebraic notation appropriately. • Read and organize data on charts and graphs, including scatter plots, bar, line and circle graphs, and Venn diagrams; calculate mean, median, and mode. • Use recall, mental computations, pencil and paper, measuring devices, math texts, manipulatives, calculators, and computers to achieve solutions. • Use number line to model a variety of numbers. • Use appropriate tools to represent and verify geometric relationships. • Use estimation to check the reasonableness of results obtained by computation, algorithms, or the use of technology. • Use estimation to solve problems for which exact answers are inappropriate. 	<ul style="list-style-type: none"> • Carry out numerical calculations and symbol manipulations effectively, using mental math, pencil and paper, or technological aids as appropriate. • Use a variety of methods to estimate the values, in appropriate units, of quantities met in applications, and round numbers used in applications to an appropriate degree of accuracy. • Evaluate and analyze formulas and functions of various types. • Make and use rough sketches, schematic diagrams, or precise scale diagrams to enhance a solution. • Use the number line and Cartesian coordinates in the plane and in space. • Know how to use algorithms in math, such as the Euclidean Algorithm. • Use technology to create graphs or spreadsheets that contribute to the understanding of a problem. • Use tools such as rulers, tapes, compasses, and protractors in solving problems. • Use statistical methods and measures of central tendencies to display, describe, and compare data. • Develop critical judgment for the reasonableness of measurement. 	
MATHEMATICAL COMMUNICATION		
Grades 5-7 <i>NYS STANDARD 7.1, 7.2</i> <i>(INTERMEDIATE)</i>	Grades 8-9 <i>NYS STANDARD 7.1, 7.2</i> <i>(INTERMEDIATE & COMMENCEMENT)</i>	Grade 10 <i>NYS STANDARD 7.1, 7.2</i> <i>(COMMENCEMENT)</i>
<ul style="list-style-type: none"> • Use mathematical language and representations to communicate, including numerical tables and equations, simple algebraic equations and formulas, charts, graphs, and diagrams. 	<ul style="list-style-type: none"> • Explain mathematical concepts clearly enough to be of assistance to those who may have having difficulty. • Write succinct accounts of the mathematical results obtained in a 	<ul style="list-style-type: none"> • Write narrative accounts of the history and process of work on a mathematical problem or extended project. • Read mathematical texts and other writings about mathematics with

<ul style="list-style-type: none"> Organize work, explain facets of a solution orally and in writing, label drawings, and use other techniques to make meaning clear to the audience. Use mathematical language to make complex situations easier to understand. Exhibit developing reasoning abilities by justifying statements and defending work. Show understanding of concepts by explaining ideas not only to teachers and assessors but to fellow students or younger children. Comprehend math from reading assignments and other sources. 	<p>mathematical problem or extended project, with diagrams, graphs, tables, and formulas integrated into the text.</p> <ul style="list-style-type: none"> Communicate logical arguments clearly, showing why a given result makes sense and why the reasoning is valid. 	<p>understanding.</p> <ul style="list-style-type: none"> Be familiar with basic mathematical terminology, standard notation and use of symbols, common conventions for graphing, and general features of effective mathematical communication styles.
<p>PUTTING MATHEMATICS TO WORK</p>		
<p>Grades 5-7 <i>NYS STANDARD 7.1, 7.2</i> <i>(INTERMEDIATE)</i></p>	<p>Grades 8-9 <i>NYS STANDARD 7.1, 7.2</i> <i>(INTERMEDIATE & COMMENCEMENT)</i></p>	<p>Grade 10 <i>NYS STANDARD 7.1, 7.2</i> <i>(COMMENCEMENT)</i></p>
<ul style="list-style-type: none"> Carry out a study of data relevant to current civic, economic, scientific, health or social issues. Use methods of statistical inference to generalize from the data. Explain the purpose of the project, the organizational plan, and conclusions, and use an appropriate balance of different ways of presenting information. 	<ul style="list-style-type: none"> Carry out a study of a physical system or phenomenon by constructing a mathematical model to make generalizations about the structure of the system. Carry out a historical study tracing the development of a mathematical concept and the people who contributed to it. Explain the purpose of the project, the organizational plan, and conclusions, and use an appropriate balance of different ways of presenting information. 	<ul style="list-style-type: none"> Carry out a study of a business or public policy situation involving issues such as optimization, cost-benefit projections, and risks. Use decision rules and strategies both to analyze options and balance trade-offs and bring in mathematical ideas that serve to generalize the analysis across different conditions. Carry out mathematical investigation of a phenomenon or concept in pure mathematics. Use methods of mathematical reasoning and justification to make generalizations about the phenomenon. Use structural analysis (a direct analysis of the structure of the system) rather than numerical or statistical analysis (an analysis of data about the system). Include a discussion of the actual mathematical content and its place in the present day curriculum.

Science

Guiding Principles

Students at Village Academies study Science every year. We approach science as an inquiry into basic human questions awakened by our experiences of our world. What happens to my food when I swallow it? Where does a baby come from? Why does the apple fall when I throw it up into the air? Why does the Brooklyn Bridge stay up? Why do they put salt on the streets when it snows? How does aspirin fix my headache? We will consider our students successful scientists not because they can memorize the names of the parts of the digestive system but because they have rigorously practiced the scientific method – asked good questions, tested hypotheses, and provided tested answers. We are in strong agreement with the goals of the National Science Education Standards document, which are the source of the core principles below.

At the completion of a Village Academies education, students will:

- Use appropriate scientific processes and principles in making decisions;
- Engage intelligently in public discourse and debate about matters of scientific and technological concern;
- Maintain a curiosity about scientific principles and hone the ability to tackle scientific problems; and
- Approach and complete college-level science courses with confidence.

Courses & Culmination

At Village Academies, in addition to ensuring that our students pass the NYS Regents exam (or the equivalent) in Science, our students' study of science is arranged as follows, culminating in annual projects (investigations and papers) and ultimately in a final investigation, and in a series of significant On Demand demonstrations of scientific knowledge and laboratory skills. In Grade 9 and again in Grade 10, students will engage in a minimum of 1200 minutes of laboratory work, in order to prepare them to take the NYS Regents exam.

- Grade 5**
- **Topic.** Introduction to The Sciences.
 - **On Demand Assessment.** Analysis of animal habitat.
 - **Final Project.** Short essay on New York State geology.

- Grade 6**
- **Topic.** Earth Science.
 - **On Demand Assessment.** Diagram the solar system; explain gravitational force.
 - **Final Project.** Model of tides, weather patterns, clouds, atmosphere.

- Grade 7**
- **Topic.** Life Science.
 - **On Demand Assessment.** “What Do You Think?” questions which require application of biology content knowledge and scientific reasoning.
 - **Final Project.** Comparative Structure and Function Project.
- Grade 8**
- **Topic.** Physical Science.
 - **On Demand Assessment.** Lab Skills.
 - **Final Project.** Physical Science Lab Notebook.
- Grade 9**
- **Topic.** Biology.
 - **On Demand Assessment.** NY Regents Open Response Questions; name the parts of the cell and describe the function of each structure.
 - **Final Project.** The Human Body Project.
- Grade 10**
- **Topic.** Chemistry.
 - **On Demand Assessment.** AP Chemistry Free Response Questions; identify and explain trends in the Periodic Table.
 - **Final Project.** Chemistry Lab Notebook.

We are conscious that a large percentage of the students we serve will be academically “at risk.” In Attachment 20, we outline in detail our plan to ensure that every one of our children will meet or exceed the standards set by the Board of Regents. Highlights include our longer school day and year (which includes a summer intensive session as well as a 4-week winter intersession – both designed for remediation), early diagnostic testing and intensive skill-building sessions, and support structures such as Advisory (personalized academic guidance for students) and Kounaikenshoo (school-based professional development for teachers).

Science

Standards and Curriculum

The Village Academies Science Standards are based on the *National Science Education Standards*, the State of Virginia Science Standards, and the New York Math, Technology and Science Standards. The standards for AP Biology and AP Chemistry were developed from the course guide provided by the College Board.

1. Science as Inquiry

A. ABILITIES NECESSARY TO DO SCIENTIFIC INQUIRY		
Grades 5-8 NYS STANDARD 1.1, 1.2, 1.3 (INTERMEDIATE SCIENTIFIC INQUIRY) NYS STANDARD 7.1, 7.2 (INTERMEDIATE)	Grade 9 NYS STANDARD 1.1, 1.2, 1.3 (COMMENCEMENT SCIENTIFIC INQUIRY) NYS STANDARD 7.1, 7.2 (INTERMEDIATE & COMMENCEMENT)	Grade 10 NYS STANDARD 1.1, 1.2, 1.3 (COMMENCEMENT SCIENTIFIC INQUIRY) NYS STANDARD 7.1, 7.2 (COMMENCEMENT)
<ul style="list-style-type: none"> Identify independent and dependent variables. Identify relationships among variables including: direct, indirect, cyclic, constant; identify non-related material. Apply mathematical equations to describe relationships among variables in the natural world Use inductive reasoning to construct, evaluate, and validate conjectures and arguments, recognizing that patterns and relationships can assist in explaining and extending mathematical phenomena. Interpolate and extrapolate from data. Quantify patterns and trends. Apply mathematical knowledge to solve real-world problems and problems that arise from the investigation of mathematical ideas, using representations such as pictures, charts, and tables. Use appropriate scientific tools to solve problems about the natural world. Formulate questions about natural phenomena. Identify appropriate references to 	<ul style="list-style-type: none"> Elaborate on basic scientific and personal explanations of natural phenomena, and develop extended visual models and mathematical formulations to represent one's thinking. Understand that scientific explanations are built by combining evidence that can be observed with what people already know about the world. Understand that learning about the historical development of scientific concepts or about individuals who have contributed to scientific knowledge provides a better understanding of scientific inquiry and the relationship between science and society. Understand that science provides knowledge, but values are also essential to making effective and ethical decisions about the application of scientific knowledge. Hone ideas through reasoning, library research, and discussion with others, including experts. Understand that inquiry involves asking questions and locating, interpreting, and processing information from a variety of 	<ul style="list-style-type: none"> Use algebraic and geometric representations to describe and compare data. Organize, graph, and analyze data gathered from laboratory activities or other sources. This includes being able to identify independent and dependent variables; to create appropriate axes with labels and scale; and to identify graph points clearly Measure and record experimental data and use data in calculations. This includes being able to choose appropriate measurement scales and use units in recording; to show mathematical work, stating formula and steps for solution; to estimate answers; to use appropriate equations and significant digits; to show uncertainty in measurement by the use of significant figures; to identify relationships within variables from data tables; and to calculate percent error. Recognize and convert various scales of measurement, e.g. for temperature, length, mass, and pressure. Use knowledge of geometric arrangements to predict particle

<p>investigate a question.</p> <ul style="list-style-type: none"> • Refine and clarify questions so that they are subject to scientific investigation. • Construct explanations independently for natural phenomena, especially by proposing preliminary visual models of phenomena. • Independently formulate a hypothesis • Propose a model of a natural phenomenon • Differentiate among observations, inferences, predictions, and explanations • Represent, present, and defend their proposed explanations of everyday observations so that they can be understood and assessed by others. • Seek to clarify, to assess critically, and to reconcile with their own thinking the ideas presented by others, including peers, teachers, authors, and scientists. • Use conventional techniques and those of their own design to make further observations and refine their explanations, guided by a need for more information. • Demonstrate appropriate safety techniques • Conduct an experiment designed by others • Design and conduct an experiment to test a hypothesis • Use appropriate tools and conventional techniques to solve problems about the natural world, including measuring, observing, describing, classifying, and sequencing. • Develop, present, and defend formal research proposals for testing their own explanations of common phenomena, including ways of obtaining needed observations and ways of conducting simple controlled experiments. • Include appropriate safety procedures. • Design scientific investigations (e.g., observing, describing, and comparing; collecting samples; seeking more information, conducting a controlled experiment; discovering new 	<p>sources.</p> <ul style="list-style-type: none"> • Understand that inquiry involves making judgments about the reliability of the source and relevance of information. • Be able to work toward reconciling competing explanations; clarify points of agreement and disagreement. • Understand that scientific explanations are accepted when they are consistent with experimental and observational evidence and when they lead to accurate predictions. • Understand that all scientific explanations are tentative and subject to change or improvement. • Understand that each new bit of evidence can create more questions than it answers. This leads to increasingly better understanding of how things work in the living world. • Coordinate explanations at different levels of scale, points of focus, and degrees of complexity and specificity, and recognize the need for such alternative representations of the natural world. • Understand that well-accepted theories are ones that are supported by different kinds of scientific investigations often involving the contributions of individuals from different disciplines. • Devise ways of making observations to test proposed explanations. • Refine research ideas through library investigations, including electronic information retrieval and reviews of the literature, and through peer feedback obtained from review and discussion. • Understand that the development of a research plan involves researching background information and understanding the major concepts in the area being investigated. Recommendations for methodologies, use of technologies, proper equipment, and safety precautions should also be included. • Develop and present proposals including formal hypotheses to test explanations; i.e., predict what 	<p>properties or behavior</p> <ul style="list-style-type: none"> • Use deductive reasoning to construct and evaluate conjectures and arguments, recognizing that patterns and relationships in mathematics assist them in arriving at these conjectures and arguments. • Interpret a graph constructed from experimentally obtained data. This includes being able to identify relationships (direct, inverse) and to apply data showing trends to predict information. • Critical thinking skills are used in the solution of mathematical problems. • Apply algebraic and geometric concepts and skills to the solution of problems. • State assumptions which apply to the use of a particular mathematical equation and evaluate these assumptions to see if they have been met. • Evaluate the appropriateness of an answer, based on given data. • Elaborate on basic scientific and personal explanations of natural phenomena, and develop extended visual models and mathematical formulations to represent thinking. • Use theories and/or models to represent and explain observations. • Use theories and/or principles to make predictions about natural phenomena. • Develop models to explain observations. • Locate data from published sources to support/defend/explain patterns observed in natural phenomena • Evaluate the merits of various scientific theories and indicate why one theory was accepted over another • Beyond the use of reasoning and consensus, scientific inquiry involves the testing of proposed explanations involving the use of conventional techniques and procedures and usually requiring considerable ingenuity. • Devise ways of making observations to test proposed explanations. • Design and/or carry out experiments, using scientific methodology to test proposed calculations
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<p>objects or phenomena; making models).</p> <ul style="list-style-type: none"> • Design a simple controlled experiment. • Identify independent variables (manipulated), dependent variables (responding), and constants in a simple controlled experiment • Choose appropriate sample size and number of trials. • Carry out their research proposals, recording observations and measurements (e.g., lab notes, audiotape, computer disk, videotape) to help assess the explanation. • Use appropriate safety procedures. • Conduct a scientific investigation. • Collect quantitative and qualitative data. • Observations made while testing proposed explanations, when analyzed using conventional and invented methods, provide new insights into phenomena. • Design charts, tables, graphs, and other representations of observations in conventional and creative ways to help them address their research question or hypothesis. • Organize results, using appropriate graphs, diagrams, data tables, and other models to show relationships • Generate and use scales, create legends, and appropriately label axes • Interpret the organized data to answer the research question or hypothesis and to gain insight into the problem. • Accurately describe the procedures used and the data gathered. • Identify sources of error and the limitations of data collected. • Evaluate the original hypothesis in light of the data. • Formulate and defend explanations and conclusions as they relate to scientific phenomena. • Form and defend a logical argument about cause-and-effect relationships in an investigation. • Make predictions based on experimental data. • Suggest improvements and recommendations for further studying. • Use and interpret graphs and data 	<p>should be observed under specific conditions if the explanation is true.</p> <ul style="list-style-type: none"> • Understand that hypotheses are predictions based upon both research and observation. • Understand that hypotheses are widely used in science for determining what data to collect and as a guide for interpreting the data. • Understand that the development of a research plan for testing a hypothesis requires planning to avoid bias (e.g., repeated trials, large sample size, and objective data-collection techniques). • Carry out a research plan for testing explanations, including selecting and developing techniques, acquiring and building apparatus, and recording observations as necessary. • Use various methods of representing and organizing observations (e.g., diagrams, tables, charts, graphs, equations, matrices) and insightfully interpret the organized data. • Understand that interpretation of data leads to development of additional hypotheses, the formulation of generalizations, or explanations of natural phenomena. • Apply statistical analysis techniques when appropriate to test if chance alone explains the results. • Assess correspondence between the predicted result contained in the hypothesis and actual result, and reach a conclusion as to whether the explanation on which the prediction was based is supported. • Based on the results of the test and through public discussion, revise the explanation and contemplate additional research. • Understand that hypotheses are valuable, even if they turn out not to be true, because they may lead to further investigation. • Understand that claims should be questioned if the data are based on samples that are very small, biased, or inadequately controlled or if the conclusions are based on the faulty, incomplete, or misleading use of numbers. • Understand that claims should be questioned if fact and opinion are 	<ul style="list-style-type: none"> • Use library investigations, retrieved information, and literature reviews to improve the experimental design of an experiment • Develop research proposals in the form of "if X is true and a particular test Y is done, then prediction Z will occur." • Determine safety procedures to accompany a research plan • Use various means of representing and organizing observations (e.g., diagrams, tables, charts, graphs, equations, and matrices) and insightfully interpret the organized data. • Organize observations in a data table, analyze the data for trends or patterns, and interpret the trends or patterns, using scientific concepts. • Apply statistical analysis techniques when appropriate to test if chance alone explains the result. • Assess correspondence between the predicted result contained in the hypothesis and the actual result, and reach a conclusion as to whether or not the explanation on which the prediction is supported. • Evaluate experimental methodology for inherent sources of error and analyze the possible effect on the result. • Compare the experimental result to the expected result; calculate the percent error as appropriate • Using results of the test and through public discussion, revise the explanation and contemplate additional research. • Develop a written report for public scrutiny that describes the proposed explanation, including a literature review, the research carried out, its results, and suggestions for further research. • Formulate a testable hypothesis and demonstrate the logical connections between the scientific concepts guiding the hypothesis and the design or experiment. • Design and conduct a scientific investigation; organize and display data; present and defend findings publicly; use evidence; apply logic; construct an argument for proposed explanations; engage in discussions and arguments that result in the revision of
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<p>tables.</p> <ul style="list-style-type: none"> • Modify their personal understanding of phenomena based on evaluation of their hypothesis. • Design and conduct a scientific investigation: develop skills of systematic observation, accurate measurement. • Communicate scientific procedures and explanations. • Identify questions that can be answered through scientific investigations. • Refine and refocus broad and ill-defined questions. • Use appropriate tools and techniques to gather, analyze, and interpret data. • Think critically and logically to make the relationships between evidence and explanations. • Recognize and analyze alternative explanations and predictions. • Use mathematics in all aspects of scientific inquiry. 	<p>intermingled, if adequate evidence is not cited, or if the conclusions do not follow logically from the evidence given.</p> <ul style="list-style-type: none"> • Develop a written report for public scrutiny that describes the proposed explanation, including a literature review, the research carried out, its result, and suggestions for further research. • Understand that one assumption of science is that other individuals could arrive at the same explanation if they had access to similar evidence. Scientists make the results of their investigations public; they should describe the investigations in ways that enable others to repeat the investigations. • Understand that scientists use peer review to evaluate the results of scientific investigations and the explanations proposed by other scientists. They analyze the experimental procedures, examine the evidence, identify faulty reasoning, point out statements that go beyond the evidence, and suggest alternative explanations for the same observations. 	<p>explanations.</p> <ul style="list-style-type: none"> • Create physical, conceptual and mathematical models to account for scientific phenomena. • Analyze an argument: review current scientific understanding, weigh the evidence, examine the logic to determine which model is best. • Use scientific criteria to determine the preferred explanations.
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B. UNDERSTANDINGS ABOUT SCIENTIFIC INQUIRY

<p>Grades 5-7 <i>NYS STANDARD 1.1, 1.2, 1.3</i> <i>(INTERMEDIATE SCIENTIFIC INQUIRY)</i></p>	<p>Grades 8-9 <i>NYS STANDARD 1.1, 1.2, 1.3</i> <i>(COMMENCEMENT SCIENTIFIC INQUIRY)</i></p>	<p>Grade 10 <i>NYS STANDARD 1.1, 1.2, 1.3</i> <i>(COMMENCEMENT SCIENTIFIC INQUIRY)</i></p>
<ul style="list-style-type: none"> • Decide which type of scientific investigation to embark upon based on a careful analysis of the question at hand. • Use technology to enhance accuracy and allow analysis and quantification of results. • Identify the elements of a scientific explanation. • Understand the process by which scientists question and evaluate the work of other scientists. 	<ul style="list-style-type: none"> • Apply the elements of a scientific explanation. 	<ul style="list-style-type: none"> • Explain how conceptual principles and knowledge, and historical and current scientific knowledge guide scientific inquiry. • Describe how scientists use technology to enhance the gathering and manipulation of data. • Apply criteria for sound scientific explanations: logical consistency, abundance by rules of evidence, openness to questions and modification, based in historical and current scientific knowledge.

2. Physical Science

A. STRUCTURE AND PROPERTIES OF MATTER	
Grades 8-9 <i>NYS STANDARD 4.3</i> <i>(INTERMEDIATE – PHYSICAL SETTING)</i>	Grade 10 <i>NYS STANDARD 4.3</i> <i>(COMMENCEMENT – PHYSICAL SETTING)</i>
<ul style="list-style-type: none"> • Provide evidence of characteristic properties of substances. • Use characteristic properties to identify substances in a mixture. • Categorize substances based on similar behaviors in reactions. • Explain why mass is conserved in chemical reactions. • Investigate chemical elements in the laboratory. • Investigate chemical compounds. 	<ul style="list-style-type: none"> • Measure and describe properties of atoms. • Diagram the structure of an atom's nucleus. • Describe nuclear forces and reactions. • Apply the concepts of radioactive isotopes to explain how radioactive decay can be used to estimate the age of materials. • Describe the process of transferring and sharing electrons between atoms. • Distinguish the characteristics of an element. • Delineate characteristics of the periodic table. • Define elements and compounds. • Characterize physical properties of compounds by the nature of the structure of and interactions among their molecules. • Compare and contrast liquid, solid, and gaseous forms of matter. • Diagram bonding of carbon atoms.
B. CHEMICAL REACTIONS	
Grades 8-9 <i>NYS STANDARD 4.3</i> <i>(INTERMEDIATE – PHYSICAL SETTING)</i>	Grade 10 <i>NYS STANDARD 4.3</i> <i>(COMMENCEMENT – PHYSICAL SETTING)</i>
<ul style="list-style-type: none"> • Understand chemical reactions as a process of moving and sharing electrons. 	<ul style="list-style-type: none"> • Classify chemical reactions by those that release or consume energy. • Classify chemical reactions as oxidation/reduction reactions, acid/base reactions, reactions between ions, molecules or atoms, or radical reactions. • Explain reaction rates. • Describe the purpose of a catalyst.
C. MOTIONS AND FORCES	
Grades 8-9 <i>NYS STANDARD 4.5</i> <i>(INTERMEDIATE – PHYSICAL SETTING)</i>	Grade 10
<ul style="list-style-type: none"> • Describe the motion of an object through describing its position, direction of motion, and speed. • Measure and represent motion on a graph. • Internalize Newton's Second Law: an object not subjected to a force and moving in one direction will continue to move in a straight line. • Understand how multiple forces acting on one object reinforce or cancel each other. • Describe the effect of unbalanced forces on an object's 	<ul style="list-style-type: none"> • Use laws of motion to calculate the effects of force on the motion of objects. • Apply the universal law of gravity. • Explain the electric force between two charged objects. • Compare and contrast electrical force and gravitational force. • Describe the basic interactions of electromagnetic force.

3. Life Science

A: STRUCTURE AND FUNCTION IN LIVING SYSTEMS		
Grades 5-7 <i>NYS STANDARD 4.1</i> (INTERMEDIATE – LIVING ENVIRONMENT)	Grades 8-9 <i>NYS STANDARD 4.1</i> (COMMENCEMENT – LIVING ENVIRONMENT)	Grade 10
<ul style="list-style-type: none"> • Diagram levels of organization in living systems including: cells, organs, tissues, organ systems, whole organisms, and ecosystems. • Provide evidence that all organisms are composed of cells. • Describe the life functions of the cell: intake of nutrients, growth, division, energy creation. • Compare and contrast the specialized functions of cells in multi-cellular organisms. • Classify each type of cell, tissue, and organ by its structure and functions that serve the organism as a whole. • Explain disease as a breakdown in structures or functions of an organism. 	<ul style="list-style-type: none"> • Provide evidence supporting the cell theory. • Build analogies between the activities of a single cell and a whole organism. • Model the cell membrane, cell communication, and cell recognition. • Diagram the structures of the cell in detail and explain the functions of each structure. • Apply knowledge of chemical reactions to explain cell functions. • Explain the processes by which cells store and use information. • Describe cell regulation. • Model the process of cell differentiation. • Compare and contrast the structures of monerans, protists, fungi, plants, and animals, including humans. • Compare the metabolic activities of monerans, protists, fungi, plants, and animals, including humans. • Explain how organisms maintain homeostasis. • Compare viruses and organisms. 	<ul style="list-style-type: none"> • Explain how the physical and chemical properties of water make life on earth possible. • Define the role of carbon in the molecular diversity of life. • Describe how cells synthesize and break down macromolecules. • Explain the relationship between the structures and functions of significant molecules (carbohydrates, lipids, proteins, nucleic acids). • Explain how the laws of thermodynamics relate to the biochemical processes that provide energy to living systems. • Compare and contrast prokaryotic and eukaryotic cells. • Describe the evolutionary relationships between prokaryotic and eukaryotic cells. • Explain how variations in membrane structure account for functional differences among membranes. • Describe how the structural function of membranes provides for transport and recognition. • Describe various mechanisms by which substances cross membranes. • Describe how compartmentalization organizes a cell's functions. • Relate the structures of subcellular organelles to their functions. • Explain how organelles function together in cellular processes. • Describe which factors limit cell size • Explain how the cell cycle assures genetic continuity. • Explain the role of ATP in coupling the cell's anabolic and catabolic processes. • Explain how chemiosmosis functions in bioenergetics. • Explain how structure and function are related in the various organ systems.

motion.	
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D. ENERGY	
Grades 8-9 <i>NYS STANDARD 4.4</i> <i>(INTERMEDIATE – PHYSICAL SETTING)</i>	Grade 10 <i>NYS STANDARD 4.4, 4.5</i> <i>(COMMENCEMENT – PHYSICAL SETTING)</i>
<ul style="list-style-type: none"> • Observe and describe energy as associated with heat, light, electricity, mechanical motion, sound, nuclei, and the nature of a chemical. • Describe the process of heat transfer. • Explain how light interacts with matter by transmission (including refraction), absorption, or scattering (including reflection). • Explain how electrical circuits transfer electrical energy when heat, light, sound, and chemical changes are produced. • Diagram the transfer of energy (heat, light, mechanical motion, or electricity) into or out of a system in a chemical or nuclear reaction. • Provide evidence of the process by which the sun acts as a source of energy on the earth. 	<ul style="list-style-type: none"> • Provide evidence that the total energy of the universe is constant. • Describe the concept of entropy. • Classify energy as kinetic, potential, or field energy. • Describe the make up of heat. • Diagram the properties and interactions of sound, seismic, and light waves. • Classify the spectrum of electromagnetic waves. • Use characteristic wavelengths to identify substances. • Differentiate between conductivity of different materials. • Understand and apply the first law of thermodynamics (law of conservation of energy): that change in energy is comprised of heat and work. • Understand and apply the second law of thermodynamics (tendency toward equilibrium): entropy of an isolated system never decreases. • Understand and apply the third law of thermodynamics (absolute zero): no isolated system can reach absolute zero.

		<ul style="list-style-type: none"> • Describe how the organ systems of animals interact. • Give examples of adaptive features which have contributed to the success of various plants and animals on land.
B. REPRODUCTION AND HEREDITY		
<p>Grades 5-7 NYS STANDARD 4.2, 4.4 (INTERMEDIATE – LIVING ENVIRONMENT)</p>	<p>Grades 8-9 NYS STANDARD 4.2, 4.4 (COMMENCEMENT – LIVING ENVIRONMENT)</p>	<p>Grade 10 NYS STANDARD 4.2, 4.4 (COMMENCEMENT – LIVING ENVIRONMENT)</p>
<ul style="list-style-type: none"> • Provide evidence that reproduction is a characteristic of all living systems. • Compare and contrast sexual and asexual reproduction. • Describe the process of sexual reproduction in plants and animals. • Explain how hereditary information is passed from one generation to the next through genes and chromosomes. 	<ul style="list-style-type: none"> • Describe the evolution of the DNA model. • Model sex cell formation. • Diagram cell specialization. • Predict inheritance of traits based on the laws of heredity. • Describe effects of genetic recombination and mutation. • Put in chronological order events involved in the construction of proteins. • Describe the relationship between and purpose of genes and chromosomes. 	<ul style="list-style-type: none"> • Describe patterns of reproduction and development in plants and animals. • Identify the important features of meiosis in sexual reproduction. • Explain why meiosis is important in heredity. • Relate meiosis to gametogenesis. • Compare and contrast gametogenesis in plants and animals. • Explain how genetic information is organized in the eukaryotic chromosome. • Describe the significance of Mendel's work in the foundation of modern genetics. • Identify the principal patterns of inheritance. • Explain how mitosis allows for the even distribution of genetic information to new cells. • Relate the structure of nucleic acids to their functions of information storage and protein synthesis. • Compare and contrast prokaryotic and eukaryotic genomes. • Describe some of the mechanisms by which gene expression is regulated in prokaryotes and eukaryotes. • Describe how genetic information can be altered and some of the effects of genetic modification. • Diagram the structure of viruses. • Diagram the major steps in viral reproduction. • Explain how viruses transfer genetic material between cells. • Describe current recombinant technologies. • Identify some practical applications of nucleic acid technology. • Evaluate some of the legal and

		ethical problems which may arise from recombinant technologies.
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C. REGULATION AND BEHAVIOR		
Grades 5-7 <i>NYS STANDARD 4.5</i> (<i>INTERMEDIATE – LIVING ENVIRONMENT</i>)	Grades 8-9 <i>NYS STANDARD 4.5</i> (<i>COMMENCEMENT – LIVING ENVIRONMENT</i>)	Grade 10 <i>NYS STANDARD 4.5</i> (<i>COMMENCEMENT – LIVING ENVIRONMENT</i>)
<ul style="list-style-type: none"> • Explain how various organisms obtain and use resources, grow, reproduce, and maintain stable internal conditions while living in a constantly changing environment. • Diagram the process by which an organism regulates its internal environment by changing its physiological activities. • Describe a behavioral response as a set of actions determined in part by heredity and in part from experience. • Provide evidence that a species moves, obtains food, reproduces and responds to danger are based in the species' evolutionary history. 	<ul style="list-style-type: none"> • Compare and contrast photosynthesis and respiration. • Diagram water chemistry and explain its impact on life processes. • Investigate the structure and function of macromolecules. • Explain the nature of enzymes. • Model the key components of the nervous system and its functions. • Describe behavioral responses to internal changes and external stimuli. • Classify behaviors as a result of natural selection. • Link behavioral biology, psychology, sociology, and anthropology. 	<ul style="list-style-type: none"> • Describe the mechanisms of cytokineses. • Explain how cell cycle is regulated. • Describe how cell cycle aberrations lead to tumors. • Explain how enzymes regulate the rate of chemical reactions. • Describe how the specificity of an enzyme depends on its structure. • Explain how the activity of an enzyme is regulated. • Explain how the organization of cells, tissues, and organs determines structure and function in plant and animal systems. • Describe the relationships between photosynthesis and cellular respiration. • Describe how organic molecules are broken down by catabolic pathways. • Explain the role of oxygen in energy-yielding pathways. • Explain how cells generate ATP in the absence of oxygen. • Explain how photosynthesis converts light energy into chemical energy. • Describe the coupling of chemical products of light-trapping reactions and the synthesis of carbohydrates.
D. POPULATIONS AND ECOSYSTEMS		
Grades 5-7 <i>NYS STANDARD 4.6</i> (<i>INTERMEDIATE – LIVING ENVIRONMENT</i>)	Grades 8-9 <i>NYS STANDARD 4.7 (INTERMEDIATE)</i> <i>NYS STANDARD 4.1, 4.6</i> (<i>COMMENCEMENT.</i>) (<i>LIVING ENVIRONMENT</i>)	Grade 10 <i>NYS STANDARD 4.6</i> (<i>COMMENCEMENT – LIVING ENVIRONMENT</i>)
<ul style="list-style-type: none"> • Define a population. • Categorize populations of organisms by the functions they serve in an ecosystem (producers, consumers, decomposers). • Diagram a food web for a given ecosystem. • Explain the process by which energy enters and is transferred 	<ul style="list-style-type: none"> • Give examples of the interdependence of organisms. • Examine evidence found in fossil records to understand how populations. • Investigate how variation of traits, reproductive strategies, and environmental pressures impact on the survival of populations. 	<ul style="list-style-type: none"> • Give examples of responses of plants and animals to environmental cues and how hormones mediate them. • Use models to describe the growth of a population. • Explain how population size is regulated by abiotic and biotic factors.

<p>through an ecosystem.</p> <ul style="list-style-type: none"> • Explain the factors that cause population growth and decline. 	<ul style="list-style-type: none"> • Explain how adaptations lead to natural selection. • Diagram nutrient cycling and energy flow through ecosystems. • Give examples of organisms that cooperate and compete in ecosystems. • Describe interactions within and among populations including carrying capacities, limiting factors, and growth curves. • Analyze the effects of natural events and human influences on ecosystems. • Analyze local ecosystems. 	<ul style="list-style-type: none"> • Describe how energy flow through an ecosystem is related to trophic structure. • Diagram how elements (e.g. carbon, nitrogen, phosphorus, sulfur, oxygen) cycle through ecosystems. • Explain how organisms affect the cycling of elements and water through the biosphere. • Explain how biotic and abiotic factors affect community structure and ecosystem function. • Give examples of ways in which humans are affecting biogeochemical cycles.
<p>E. DIVERSITY AND ADAPTATIONS OF ORGANISMS</p>		
<p>Grades 5-7 <i>NYS STANDARD 4.3</i> <i>(INTERMEDIATE – LIVING ENVIRONMENT)</i></p>	<p>Grades 8-9 <i>NYS STANDARD 4.3</i> <i>(COMMENCEMENT – LIVING ENVIRONMENT)</i></p>	<p>Grade 10 <i>NYS STANDARD 4.3, 4.6</i> <i>(COMMENCEMENT – LIVING ENVIRONMENT)</i></p>
<ul style="list-style-type: none"> • Analyze internal structures, chemical processes and evidence of common ancestry to define similarities among species. • Apply the concept of biological evolution to give examples of biological adaptations which account for diversity of species. • Describe how a species becomes extinct. 	<ul style="list-style-type: none"> • Classify organisms into a hierarchy of groups based on structural similarities which reflect their evolutionary relationships. • Interpret fossil records to classify organisms. • Compare developmental stages in different organisms to prove descent from a common ancestor. • Examine protein similarities and differences among organisms. • Compare DNA sequences in organisms. • Diagram how species evolve over time. • Explain the process of natural selection through examples. • Provide evidence for the process of evolution. 	<ul style="list-style-type: none"> • Identify the current biological models for the origins of biological macromolecules. • Explain the current models for the origins of prokaryotic and eukaryotic cells. • Give evidence of an evolutionary view of life. • Describe the role of natural selection in the process of evolution. • Explain how heredity and natural selection are involved in the process of evolution. • Identify the mechanisms which account for speciation and macroevolution. • Describe different patterns of evolution and what mechanisms are responsible for each of the patterns. • Diagram the major body plans of plants and animals. • Give examples of representative members of the Monera, Fungi, and Protista. • Give examples of major animal phyla and plant divisions. • Give examples of distinguishing characteristics of each group (kingdoms and the major phyla and divisions of animals and plants). • Explain the adaptive significance of alternation of generations in the major groups of plants.

		<ul style="list-style-type: none">• Give evidence to prove that organisms are related to each other.• Describe how scientists study evolutionary relationships among organisms.• Give examples of photosynthetic adaptations which have evolved in response to different environmental conditions.
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4. Earth and Space Science

A. THE EARTH SYSTEM	
Grades 5-7 NYS STANDARD 4.2 (INTERMEDIATE – PHYSICAL SETTING)	Grade 10 NYS STANDARD 4.1, 4.2 (COMMENCEMENT – PHYSICAL SETTING)
<ul style="list-style-type: none"> • Understand the scale of geologic time including the age of the earth. • Diagram the layers of earth. • Explain the cause and effects of lithospheric plate movements. • Describe the process of the creation of land forms. • Explain the “rock cycle” which forms new rocks from old rocks. • Identify the components of soil and soil layers. • Diagram earth’s “water cycle.” • Compare properties of the atmosphere at various elevations. • List the components of the atmosphere. • Explain the process by which clouds are formed. • Explain how global patterns of atmospheric movement influence local weather. 	<ul style="list-style-type: none"> • Explain complex phenomena including tides, variations in day length, solar insolation, motion of the planets, and annual traverse of constellations. • Use concepts of density and heat energy to explain observations of weather patterns, seasonal changes, and the movements of the Earth’s plates.
B. HISTORY OF EARTH AND EARTH SYSTEM	
Grades 5-7	Grade 10
<ul style="list-style-type: none"> • Compare the earth process of today to those that occurred in the past (erosion, movement of plates, changes in atmospheric composition). • Use fossils to understand how life and environmental conditions have changed. 	<ul style="list-style-type: none"> • Describe and use various methods to estimate geologic time.
C. EARTH IN THE SOLAR SYSTEM	
Grades 5-7 NYS STANDARD 4.1 (INTERMEDIATE – PHYSICAL SETTING)	Grade 10 NYS STANDARD 4.1 (COMMENCEMENT – PHYSICAL SETTING)
<ul style="list-style-type: none"> • Diagram the solar system. • Explain how the motion of objects in the solar system account for the day, the year, phases of the moon, and eclipses. • Apply a basic understanding of gravity to explain how humans are held to the earth’s surface and how tides occur. • Describe how seasons result from variations in the amount of the sun’s energy hitting the earth’s surface. 	<ul style="list-style-type: none"> • Describe current theories about the origin of the universe including the “big bang” theory. • Explain the formation of stars and galaxies and the production of elements through stars.
D. THE UNIVERSE	
Grades 5-7	Grade 10

<ul style="list-style-type: none">• Understand the hierarchy of structure in the universe (stars, galaxies, clusters of galaxies).	<ul style="list-style-type: none">• Describe current theories about the origin of the universe including the “big bang” theory.• Explain the formation of stars and galaxies and the production of elements through stars.
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5. Science and Technology

A. ABILITIES OF TECHNOLOGICAL DESIGN		
Grades 5-7	Grades 8-9	Grade 10
<ul style="list-style-type: none"> Identify and select appropriate problems for technological design. 	<ul style="list-style-type: none"> Design a solution or product Implement a proposed design. Evaluate completed technological designs or products. 	<ul style="list-style-type: none"> Use computers for the collection, analysis, and display of data. Demonstrate thoughtful planning for a piece of technology or technique. Propose designs and choose between alternative solutions. Test a technology solution against the needs and criteria it was designed to meet.
B. UNDERSTANDINGS ABOUT SCIENCE AND TECHNOLOGY		
Grades 5-7	Grades 8-9	Grade 10
<ul style="list-style-type: none"> Compare and contrast scientific inquiry and technological design. Research contributions to technology from people in different cultures. Provide evidence for the principle that perfectly designed solutions do not exist. 	<ul style="list-style-type: none"> Identify constraints of technological designs. Identify intended benefits and unintended consequences of a given technological solution. 	<ul style="list-style-type: none"> Demonstrate how the contributions of individuals in different scientific disciplines are required in order to develop scientific explanations. Explain how new technologies extend the current levels of scientific understanding and introduce new areas of research. Provide evidence of the effects of technology on society.

Spanish

Guiding Principles

In requiring students to gain proficiency in a language in addition to English, we aim to equip them with an essential tool for our increasingly global world. We select Spanish because so many new Americans are from Spanish-speaking countries. At the completion of a Village Academies education, students will be able to perform the following activities in a language other than English:

- engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions;
- understand and interpret written and spoken language on a variety of topics;
- present information, concepts, and ideas to an audience of listeners or readers on a variety of topics;
- use the language both inside and outside of school; and
- show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Courses & Culmination

Spanish instruction begins in Grade 8 because Grades 5-7 are dedicated to redressing deficits in reading English. It is paramount that students have a solid foundation in English before they can begin to tackle a second language.

At Village Academies, students must pass the NY Regents Exam (or equivalent) in Spanish. Our students' study of Spanish is arranged as follows, culminating in annual portfolios of Spanish achievement, and in a series of significant On Demand demonstrations of Spanish:

- Grade 8**
- **Topic.** Spanish I.
 - **On Demand Assessment.** Basic conversation in present tense.
Conjugate regular/irregular verbs in present tense.
 - **Final Project.** Essay and conversation.
- Grade 9**
- **Topic.** Spanish II.
 - **On Demand Assessment.** Conjugate regular and irregular verbs in the present, future, and preterite tenses.
 - **Final Project.** Conversation, in past and present tense, about interests and description of life as a young child.

- Grade 10**
- **Topic.** Spanish III.
 - **On Demand Assessment.** Conjugate regular and irregular verbs in the imperfect tense.
 - **Final Project.** Basic Essay.
Oral Presentation on a topic of choice.

We are conscious that a large percentage of the students we serve will be academically “at risk.” In Attachment 20, we outline in detail our plan to ensure that every one of our children will meet or exceed the standards set by the Board of Regents. Highlights include our longer school day and year (which includes a summer intensive session as well as a 4-week winter intersession – both designed for remediation), early diagnostic testing and intensive skill-building sessions, and support structures such as Advisory (personalized academic guidance for students) and Kounaikenshuu (school-based professional development for teachers).

Spanish

Curriculum and Standards

The Village Academies Spanish Standards are built on a combination of the New York State Standards and the Standards for Foreign Language Learning, published by the American Council on the Teaching of Foreign Languages, Inc.

GRADES	LISTENING AND SPEAKING	READING AND WRITING
8-9	<ul style="list-style-type: none"> • Exchange information about personal events, memorable experiences, and other school subjects with peers and/or native Spanish speakers. (NYS Standard 1.) • Use knowledge acquired in other settings and from other subject areas to comprehend spoken and written Spanish. (NYS Standard 1, 2.) • Comprehend the main idea of more extended conversations with some unfamiliar vocabulary and structures. (NYS Standard 1.) • Recognize cognates of English words and use these to deduce the meanings of Spanish words. (NYS Standard 1.) • Comprehend language consisting of simple vocabulary and structures in face-to-face conversation with peers and familiar adults. (NYS Standard 1.) • Comprehend the main idea of more extended conversations with some unfamiliar vocabulary and structures as well as cognates of English words. (NYS Standard 1.) • Call upon repetition, rephrasing, and nonverbal cues to derive or convey meaning. (NYS Standard 1.) • Use appropriate strategies to initiate and engage in simple conversations with more fluent or native speakers of the same age group, familiar adults, and providers of common public services. (NYS Standard 1.) • Comprehend messages and short conversations when listening to peers, familiar adults, and providers of public services either in face-to-face interactions or on the telephone. (NYS Standard 1.) • Understand the main idea and some discrete information in television, radio, or live presentations. (NYS Standard 1.) • Initiate and sustain conversations, face to face or on the phone, with native-speaking or more fluent individuals. • Select vocabulary appropriate to a range of topics, employ simple and complex sentences in present, 	<ul style="list-style-type: none"> • Understand the main idea and some details of simple informative materials written for native speakers. (NYS Standard 1, 2.) • Compose short, informal notes to exchange information with native Spanish speakers. (NYS Standard 1, 2.) • Read and comprehend materials written for native speakers when the topic and language are familiar. (NYS Standard 1, 2.) • Use cognates and contextual and visual cues to derive meaning from texts that contain unfamiliar words, expressions, and structures. (NYS Standard 1, 2.) • Read simple materials independently, but may have to guess at meanings of longer or more complex material. (NYS Standard 1, 2.) • Write short notes, uncomplicated personal and business letters, brief journals, and short reports. (NYS Standard 1, 2.) • Write brief analyses of more complex content when given the opportunity for organization and advance preparation, though errors may occur more frequently. (NYS Standard 1, 2.) • Produce written narratives and expressions of opinion about radio and television programs, newspaper and magazine articles, and selected stories, songs, and literature of the target language. (NYS Standard 1, 2.)

	<p>past, and future time frames, and express details and nuances by using appropriate modifiers. (NYS Standard 1.)</p> <ul style="list-style-type: none"> • Exhibit spontaneity in their interactions, particularly when the topic is familiar, but often rely on familiar utterances. • Use repetition and circumlocution as well as gestures and other nonverbal cues to sustain conversation. (NYS Standard 1.) 	
<p>10</p>	<ul style="list-style-type: none"> • Exchange, support, and discuss opinions and individual perspectives with peers and/or native Spanish speakers on a variety of topics, including both contemporary and historical issues. (NYS Standard 1, 2.) • Demonstrate an increasing understanding of the cultural nuances of meaning in written and spoken language as expressed by speakers and writers of both formal and informal Spanish. (NYS Standard 1.) • Understand the main idea and some discrete information in television, radio, or live presentations. (NYS Standard 1.) • Select vocabulary appropriate to a range of topics; employ simple and complex sentences in past, present, and future tenses. (NYS Standard 1.) • Draw on a broad range of learned vocabulary, idioms, and structures as well as language acquired through independent reading. (NYS Standard 1.) • Comprehend language consisting of simple vocabulary and structures in face-to-face conversation with peers and familiar adults. (NYS Standard 1.) • Comprehend the main idea of more extended conversations with some unfamiliar vocabulary and structures as well as cognates of English words. (NYS Standard 1.) • Call upon repetition, rephrasing, and nonverbal cues to derive or convey meaning. (NYS Standard 1.) • Use appropriate strategies to initiate and engage in simple conversations with more fluent or native speakers of the same age group, familiar adults, and providers of common public services. (NYS Standard 1.) • Comprehend messages and short conversations when listening to peers, familiar adults, and providers of public services either in face-to-face interactions or on the telephone. (NYS Standard 1.) • Understand the main idea and some discrete information in television, radio, or live presentations. (NYS Standard 1.) • Initiate and sustain conversations, face to face or on the phone, with native-speaking or more fluent individuals. • Select vocabulary appropriate to a range of topics, 	<ul style="list-style-type: none"> • Use cognates and contextual and visual clues to derive meaning from texts that contain unfamiliar words, expressions, and structures. (NYS Standard 1.) • Prepare a research-based analysis of a current event in Spanish. (NYS Standard 1, 2.) • Produce written narratives and expressions of opinion about radio and television programs, newspaper and magazine articles, and selected stories, songs, and literature in Spanish. (NYS Standard 1, 2.) • Write essays, journals, personal and business letters, and creative texts in which thoughts are presented in an organized fashion. (NYS Standard 1.) • Read and comprehend materials written for native speakers when the topic and language are familiar. (NYS Standard 1, 2.) • Use cognates and contextual and visual cues to derive meaning from texts that contain unfamiliar words, expressions, and structures. (NYS Standard 1, 2.) • Read simple materials independently, but may have to guess at meanings of longer or more complex material. (NYS Standard 1, 2.) • Write short notes, uncomplicated personal and business letters, brief journals, and short reports. (NYS Standard 1, 2.) • Write brief analyses of more complex content when given the opportunity for organization and advance preparation, though errors may occur more frequently. (NYS Standard 1, 2.) • Produce written narratives and expressions of opinion about radio and television programs, newspaper and magazine articles, and selected stories, songs, and literature of the target language. (NYS Standard 1, 2.)

	<p>employ simple and complex sentences in present, past, and future time frames, and express details and nuances by using appropriate modifiers. (NYS Standard 1.)</p> <ul style="list-style-type: none"> • Exhibit spontaneity in their interactions, particularly when the topic is familiar, but often rely on familiar utterances. • Use repetition and circumlocution as well as gestures and other nonverbal cues to sustain conversation. (NYS Standard 1.) 	
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Technology

Guiding Principles

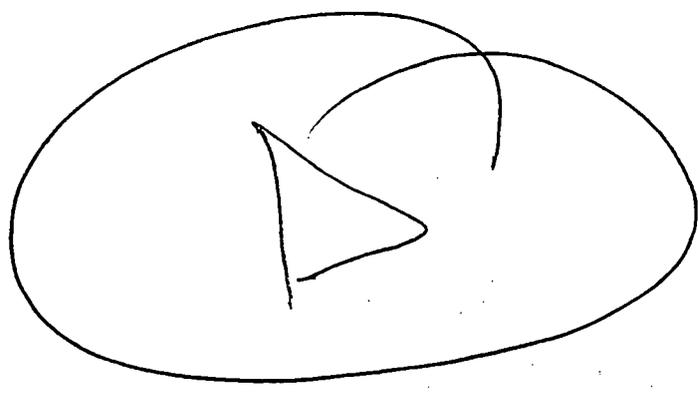
In schools preparing students for the 21st century, technology is an integral part of teaching and learning, in every class, in every discipline. Hence, while we emphatically embrace the New York State learning standards for technology, and we expect students to meet them across the curriculum rather than as part of a separate class.

Technology Standards

NYS STANDARD <i>from the Learning Standards for Mathematics, Science and Technology</i>	VILLAGE ACADEMY STANDARDS	COURSES EMPHASIZED
<p>Standard 2. Students will access, generate, process, and transfer information using appropriate technologies.</p>	<ul style="list-style-type: none"> • Students will use the computer to word-process all written work, including letters, effectively employing the spell-check function, tabs, fonts, margins and line spacing. • Students will use spread sheets and database software to collect, process, display, and analyze information. • Students systematically obtain information to enrich understanding or support/refute arguments using research databases, foundations, organizations, libraries, museums, governmental agencies, industries, individuals, and electronic communication networks, including the internet. • Students use technology ethically. 	<ul style="list-style-type: none"> • All classes in all disciplines; especially emphasized in 6th Grade English and History. • Emphasized in History, Mathematics, and Science, beginning in Grade 6. • Emphasized in History, beginning in Grade 6. • Emphasized in all classes across the curriculum, and in the school's discipline code.
<p>Standard 5. Students will apply technological knowledge and skills to design, construct, use and evaluate products and systems to satisfy human and environmental needs.</p>	<ul style="list-style-type: none"> • Students will describe how the evolution of technology led to the shift in society from an agricultural base to an industrial base to an information base. • Students will describe the contributions of people of different genders, races, and ethnic groups to technological development. • Students will describe how outputs of a technological system can be desired, undesired, expected, or unexpected. 	<ul style="list-style-type: none"> • All classes in all disciplines; especially emphasized in Science and in 7th Grade History.
<p>Standard 7. Students will apply the knowledge and thinking skills of . . . technology to address real-life problems and make informed decisions.</p>	<ul style="list-style-type: none"> • analyze science/technology/society problems and issues that affect their home, school, or community. 	

Technology Standards

<p>NYS STANDARD <i>from the Learning Standards for Mathematics, Science and Technology</i></p>	<p>VILLAGE ACADEMY STANDARDS</p>	<p>COURSES EMPHASIZED</p>
<p>Standard 2. Students will access, generate, process, and transfer information using appropriate technologies.</p>	<ul style="list-style-type: none"> • Students will use the computer to word-process all written work, including letters, effectively employing the spell-check function, tabs, fonts, margins and line spacing. • Students will use spread sheets and database software to collect, process, display, and analyze information. • Students systematically obtain information to enrich understanding or support/refute arguments using research databases, foundations, organizations, libraries, museums, governmental agencies, industries, individuals, and electronic communication networks, including the internet. • Students use technology ethically. 	<ul style="list-style-type: none"> • All classes in all disciplines; especially emphasized in 6th Grade English and History. • Emphasized in History, Mathematics, and Science, beginning in Grade 6. • Emphasized in History, beginning in Grade 6. • Emphasized in all classes across the curriculum, and in the school's discipline code.
<p>Standard 5. Students will apply technological knowledge and skills to design, construct, use and evaluate products and systems to satisfy human and environmental needs.</p>	<ul style="list-style-type: none"> • Students will describe how the evolution of technology led to the shift in society from an agricultural base to an industrial base to an information base. • Students will describe the contributions of people of different genders, races, and ethnic groups to technological development. • Students will describe how outputs of a technological system can be desired, undesired, expected, or unexpected. 	<ul style="list-style-type: none"> • All classes in all disciplines; especially emphasized in Science and in Grade 7 History.
<p>Standard 7. Students will apply the knowledge and thinking skills of . . . technology to address real-life problems and make informed decisions.</p>	<ul style="list-style-type: none"> • analyze science/technology/society problems and issues that affect their home, school, or community. 	



D. By-Laws for Proposed School

Please provide a set of by-laws for the proposed school, which includes the charter school's method for appointment/election of trustees and the length of the terms established for each trustee position.

Following are the draft by-laws for the proposed East Harlem Village Academy Charter School.

EAST HARLEM VILLAGE ACADEMY CHARTER SCHOOL

Draft By-Laws

Article I: Name

The name of the corporation is the East Harlem Village Academy Charter School (the "Corporation").

Article II: Membership

The Corporation has no members. The rights which would otherwise vest in the members of the Corporation vest in the members of the Board of Trustees (the "Trustees") of the Corporation. 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 (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;
5. To carry on the business of operating a charter school;
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 received only from private sources and to 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 seven (7) or more than nine (9). The Board shall fix the exact number of Trustees, within these limits, by Board resolution or amendment of these Bylaws.

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 as a Trustee any person who is at least eighteen (18) years of age and who the Board in its discretion believes will serve the interests of the Corporation faithfully and effectively.

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3. **Interested Persons.** Not more than 49% of the Trustees 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 twelve (12) months, whether as a full-time or part-time employee, independent contractor or otherwise; (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; or (3) voting members who are affiliated with any entity other than the school itself or another charter school.
4. **Term of Office.**
- a. The Trustees shall be divided into three (3) 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, except the term of any Trustee who is a parent of a child enrolled in the Corporation's charter school and elected to the board as a representative of a parents' organization shall be one (1) year.
 - c. The term of office of a Trustee elected to fill a vacancy in these Bylaws shall begin on the date of the Trustee's election, and shall continue: (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 authorized number of Trustees.
 - 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 these 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 these Bylaws or other Board action.

5. **Time of Elections.** The Board shall elect Trustees at the Annual Meeting for that year, and may at any Regular Meeting designated for that purpose, or at 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 President or the 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 President, the Secretary or the Board 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 the Corporation's business.

Article IV: Principal Office

The Corporation's principal office shall be at the following address: _____, or at any such other place as the Board may select by resolution or amendment of these Bylaws. The Secretary shall note any change in principal office on the copy of these 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 such other reasonably convenient place as the Board may designate.

B. ANNUAL MEETINGS

An Annual Meeting shall be held in the month of June 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 no less frequently than once every two (2) months throughout the year and at other times as the Board determines.

D. SPECIAL MEETINGS

A Special Meeting shall be held at any time called by the President, 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 Board meeting, whether or not a quorum, may adjourn the meeting to another time and place.

F. NOTICES

Public notice of Board meetings shall be consistent with Article 7 of the Public Officers Law. Notices of Board meetings shall be given to the Board as follows:

1. Annual Meetings and Regular Meetings may be held without notice if these Bylaws or the Board fixes the time and place of such meetings.
2. Special Meetings shall be held upon four (4) days' notice by first-class mail or two (2) 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 its commencement, of the lack of notice. The Secretary shall incorporate all such waivers, consents and approvals into the minutes of the meeting. This provision shall not permit waiver of the public notice provisions contained in Article 7 of the Public Officers Law (the Open Meetings Law).

Article VI: Action by The Board

A. QUORUM

Unless a greater proportion is required by law, a majority of the entire Board 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 Participation by Other Means.** In all events, a quorum of Trustees must be present, either physically or through use of video-conferencing technology, to lawfully conduct a Board Meeting of the charter school. Trustees other than in person or by video-conferencing, shall not vote. Trustees participating by means of video-conferencing shall do so from a site, at which the public may attend, listen and observe.

C. COMMITTEES

1. **Appointment of Committees.** The Board may create standing committees of three (3) or more Trustees and special committees for

any purpose, and the President shall appoint members to and designate the chairs of such committees, with the consent of the Board. Members of committees 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 Board 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 these Bylaws or the adoption of new Bylaws; and
 - e. The amendment or repeal of resolutions of the Board, which by their terms shall not be so amended or repealed.
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 shall be governed by the provisions of these Bylaws with respect to the calling of meetings, including compliance with the Open Meetings Law.
4. **Standing Committees.** The following standing committees of the Board shall be created.
 - a. **Finance.** This committee will work on the annual audit and will handle any other budget and accounting matters.
 - b. **Community Outreach.** This committee will seek to develop on-going positive relations within the community.
 - c. **Complaints.** This committee will handle public complaints about the operation of the school and ensure that these complaints are handled in accordance with the law.

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 these 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 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 of which such Trustee is a member, except that 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 uniquely; or (d) any other matter at the reasonable discretion of a majority of the Trustees then present.

G. DUTY TO MAINTAIN BOARD CONFIDENCES

Every Trustee has a duty to maintain the confidentiality of all Board actions, which are not required by law to be open to the public, including discussions and votes, which take place at any Executive Sessions of the Board. Any Trustee violating this confidence may be removed from the Board.

Article VII: Officers

A. OFFICERS

The Officers of the Corporation consist of a President, Vice President, a Secretary and a Treasurer. The Corporation also may have such other Officers, as the Board deems advisable.

1. **President.** Subject to Board control, the President 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 President shall preside at Board meetings.
2. **Vice President.** If the President is absent or disabled, the Vice President shall perform all the President's duties and, when so acting, shall have all the President's powers and be subject to the same restrictions. The Vice President 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 these Bylaws, with amendments; (c) give or cause to be given notice of the Board and Board Committee meetings as required by these 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 or cause to be rendered to the President 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 or cause to be prepared 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 or 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 President.
3. **Term of Office.** Each Officer serves at the pleasure of the Board, holding office until resignation, removal or disqualification from office, or until his or her successor is elected and duly qualifies.

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, and may advance expenses of defense upon receipt of an undertaking as provided in Section 723 of the Not-for-Profit Corporation Law.

Article X: Self-Dealing Transactions

The Corporation shall not engage in any self-dealing transactions, except as duly 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. Notwithstanding this definition, a transaction is not a self-dealing transaction, and is subject to the Board's general standard of care, if it 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 benefited by the program.

Article IX: Other Provisions

A. FISCAL YEAR

The fiscal year of the Corporation begins on July 1 of each year and ends on June 30.

B. EXECUTION OF INSTRUMENTS

Except as otherwise provided in these Bylaws or in a resolution of the Board, the President is authorized, and the Board may adopt a resolution authorizing any other 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 President, Treasurer or Principal. For amounts greater than \$1,000, two authorized signatures are required.

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 reference and convenience only, and are not intended to limit or define the scope or effect of any provisions.

E. INTERPRETATION OF CHARTER

Whenever any provision of these Bylaws is in conflict with the provisions of the Charter, the provisions of the Charter shall control.

Article XII: Amendment

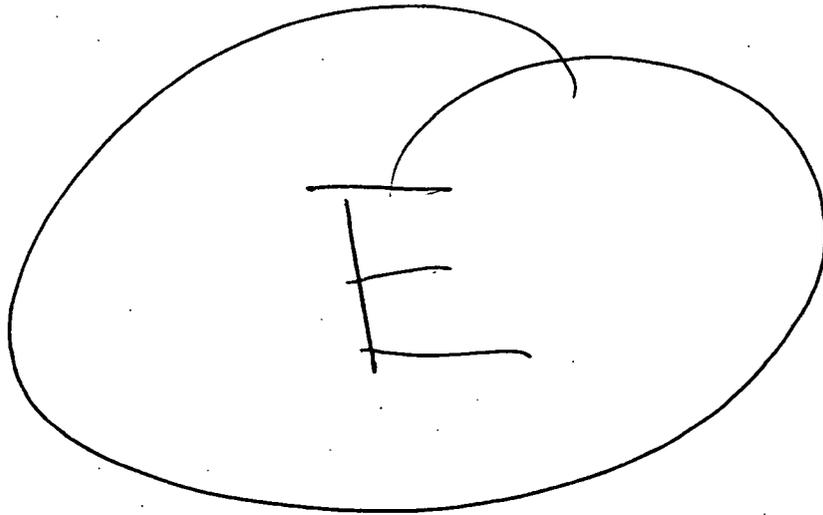
A majority of the Trustees may adopt, amend or repeal these Bylaws.

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.

SECRETARY

DATE



1.000

E. Compliance with Freedom of Information Law

Attachment 37. Attach the proposed school's policies and procedures for complying with the New York State Freedom of Information Law (Article 6 of the New York Public Officers Law).

Requests for public information must be in writing and submitted to the designated Records Access Officer of the East Harlem Village Academy Charter School whom shall be designated by the Principal. Upon the receipt of a request for school records and information, the request will be responded to in the following manner: Within five business days of receipt of a written request, the school will, depending on the requested information, either make the information available at the School's principal location during normal business hours to the person requesting it, deny the request in writing, or provide a written acknowledgment of receipt of the request that supplies an approximate date for when the request will be granted or denied.

1. If the person requesting information is denied access to a record, he or she may, within 30 days, appeal such denial to the principal of the school or his or her designee.
2. Upon timely receipt of such an appeal, the school will, within 10 business days of the receipt of the appeal, fully explain the reasons for further denial or provide access to the record(s) sought. The school will also forward a copy of the appeal, as well as its ultimate determination, to the Committee on Open Government.
3. In the event appeal is denied, the person requesting the information may bring a proceeding for review of such denial pursuant to Article 78 of the Civil Practice Law and Rules.

The school may deny access to requested records, including that

- such records are specifically exempted from disclosure by state or federal statute;
- such access would constitute an unwarranted invasion of personal privacy;
- such records, if disclosed, would impair present or imminent contract awards or collective bargaining negotiations;
- such records are trade secrets or are submitted to the school by a commercial enterprise or derived from information obtained from a

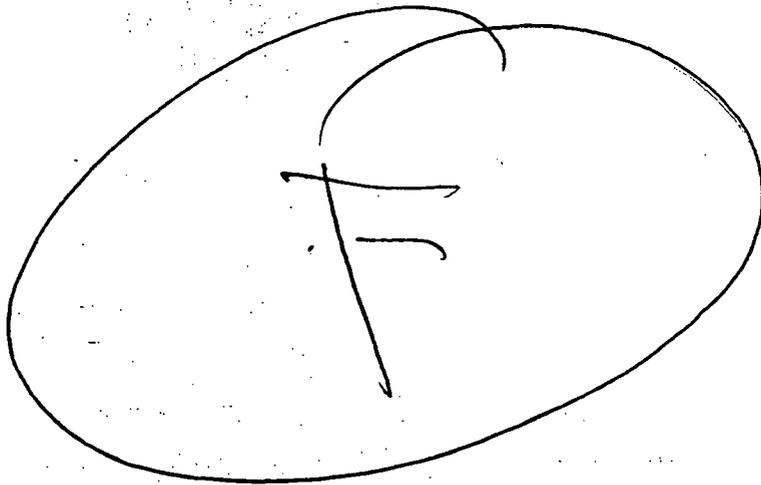
commercial enterprise and which, if disclosed, would cause substantial injury to the competitive position of such enterprise;

- such records are compiled for law enforcement purposes and which, if disclosed, would meet the conditions set forth in Public Officers Law §87(2)(e);
- such records, if disclosed, would endanger the life or safety of any person;
- such records are computer access codes;
- such records are inter-agency or intra-agency materials which are not statistical or factual tabulations of data, instructions to staff that affect the public, a final policy or external audits.

The school will not disclose any information from a student's permanent record except as authorized pursuant to the Federal Education Rights and Privacy Act or in response to a subpoena as required by law. The parents or guardians of a student under the age of 18 years of age, or a student 18 years of age or older, is entitled to access to the student's school records by submitting a written request to the principal.

The school will maintain (a) a record of the final vote of each trustee in every proceeding in which the trustees vote; (b) a record setting forth the name, public office address, title and salary of every officer or employee of the education corporation; and (c) a reasonably detailed current list, by subject matter, of all records in the education corporation's custody or possession.

The school may charge a copying fee for each page requested to be copied. The fee can be no more than the fee allowed by state law.



F. Compliance with Open Meetings Law

38. Attach the proposed school's policies and procedures for complying with the New York State Open Meetings Law (Article 7 of the New York Public Officers Law).

Board Meetings

Every meeting of the Board of Trustees of the East Harlem Village Academy Charter School shall be open to the general public, except when an executive session is called. Reasonable efforts will be made to ensure meetings are held in barrier-free facilities to allow all persons equal opportunity to attend a meeting. A calendar of regular meetings shall be posted at the school in a location that is open to the public. Public notice of the time and place of all meetings scheduled one week in advance shall be conspicuously posted at the school in a location that is open to the public and provided to the news media at least 72 hours in advance. Public notice of the time and place of every other meeting shall be provided to the news media to the extent practicable and shall be conspicuously posted in the school in a location that is open to the public at a reasonable time prior to such meetings.

Conduct of Executive Sessions

An executive session may be held with a majority vote of the members taken in an opening meeting, identifying the areas of consideration. An executive session may be held for the items below, provided no formal action shall be taken to appropriate public moneys:

- matters which will imperil the public safety if disclosed;
- any matter which may disclose the identity of a law enforcement agent or informer;
- information relating to current or future investigation or prosecution of a criminal offense which would imperil effective law enforcement if disclosed;
- discussions regarding proposed, pending or current litigation;
- collective negotiations pursuant to article fourteen of the civil service law;
- the medical, financial, credit or employment history of a particular person or corporation, or matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal or removal of a particular person or corporation;

- the preparation, grading or administration of examinations; and
- the proposed acquisition, sale or lease of real property or the proposed acquisition of securities, or sale or exchange of securities held by such public body, but only when publicity would substantially affect the value.

Attendance at an executive session shall be permitted to any member of the public body and any person authorized by the public body.

Minutes

Minutes shall be recorded at all open meetings of a public body consisting of a summary of all motions, proposals, resolutions and any other matter formally voted upon and the vote thereon.

Minutes shall be taken at executive session of any action taken by a formal vote, which shall consist of a summary of the final determination of such action and the date and vote thereon. The summary need not include any matter that is not required to be made public by the freedom of information law.

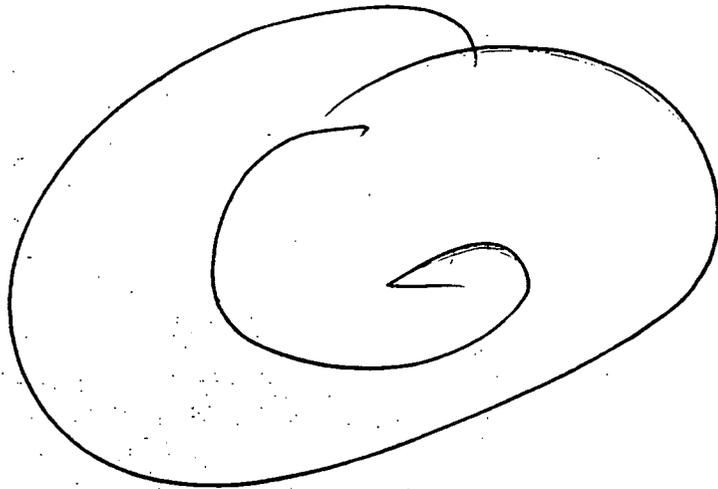
Except for minutes of Executive Sessions, which shall be available within one week, minutes shall be made available to the public within two weeks of the date of the meeting.

Grievances

A person having a grievance against the school for failure to enforce or comply with the Open Meetings Law (Article 7 of the Public Officers Law) may commence a proceeding pursuant to Article 78 of the Civil Practice Law and Rules and/or an action for declaratory judgment and injunctive relief.

Exemptions

These policies shall not apply to any matter made confidential by applicable federal or state law including, but not limited to judicial or quasi-judicial proceedings, or any confidential matter regarding a particular students' records or children with disabilities.



G. School Personnel Policies

Attachment 41. Attach a copy of the proposed school's personnel policies. The attached policies should include at least the following information:

- the procedures for hiring and dismissing school personnel;*
- the school's qualifications for hiring teachers, school administrators and other employees; and*
- a description of responsibilities for staff members.*

The personnel policy manual for the proposed East Harlem Village Academy Charter School follows.

EAST HARLEM VILLAGE ACADEMY CHARTER SCHOOL

Personnel Policy Manual

Draft

Introduction

All policies and procedures set forth herein are presented only as a matter of information. These policies and procedures may be changed or deleted and new policies or procedures may be added by the organization at any time. This manual and the policies and procedures set forth herein are not intended to create or constitute a contract between this organization and its employees or to change the nature of the employment relationship between the organization and its employees, which is at will. Please note: we expect that these policies will be refined by the principal once he or she is hired, and so until such time, we regard the following to be the *draft* Personnel Policy Manual.

Employment Administration

I. EQUAL OPPORTUNITY EMPLOYER

It is the policy of this school to seek and employ the best-qualified personnel without regard to race, religion, color, creed, national origin, citizenship, age, sex, sexual orientation, marital status, or disability. It is further this school'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.

II. HIRING

Upon employment by this school, all employees are required to complete any and all necessary financial forms and benefit applications as deemed necessary by the Principal 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 school or a prospective employee's likelihood of being hired.

III. REGULAR FULL-TIME AND TEMPORARY EMPLOYMENT

Employees may be hired as regular full-time employees, and as such will be placed on the school's payroll, will be eligible for all benefits as described in this manual, and will accrue leave as described in this manual.

The school 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 or leave accruals as stated in this manual, unless specially arranged and provided for by the Principal as a condition of employment. The Principal or his or her designee may grant time off work without pay for part-time employees.

IV. ADJUSTMENTS TO EMPLOYEE STATUS

The Principal may at any time, but for specified reasons, adjust the salary, benefits (excluding any benefits required by law to be provided), leave accruals, titles, privileges, or other personnel policies for any employee either upwards or downwards, within parameters established by the Board of Trustees. Adjustments to employee status may be based upon, but in no way are restricted to, promotions, demotions, changes in job duties, disciplinary actions, and performance adjustments.

V. PHASING-OUT AND ELIMINATION OF POSITIONS

From time-to-time, it may be necessary to phase-out or eliminate certain positions previously established within the school. An orderly process will be established by the school to guide such phase-out or elimination of positions if necessary.

Anyone whose employment with the school is terminated because their position is eliminated or phased-out is entitled to compensation for accrued and unused leave as eligible and described in the chapter of this manual entitled "Time And Attendance."

VI. UNAUTHORIZED ABSENCE

An employee who is absent for a period of at least three days without notifying the Principal will be considered to have resigned without giving the required two-week notice (see Section VII), with such resignation effective on the initial date of absence. The determination of unauthorized absence will be made by the Principal.

If an employee is absent unauthorized as described above, that employee will forfeit compensation for any unused accrued vacation leave as described in the chapter of this manual entitled "Time And Attendance," unless an exception is made by the Principal. Such an employee will remain eligible for any salary due.

VII. CESSATION OF EMPLOYMENT WITH EHVACS

Resignation

An employee who wishes to resign is required to give to the Principal, in writing, a minimum of two weeks notice prior to the desired resignation date, unless an exception is made by the Principal.

Regular full-time employees who resign in accordance with the provisions of this section may be provided with compensation for accrued and unused leave as described in the chapter of this manual entitled "Time And Attendance."

If an employee fails to give a minimum of two weeks notice prior to the desired resignation date, that employee shall forfeit compensation for any unused accrued vacation leave he or she may have, unless an exception is made by the Principal. Such an employee remains eligible for any salary due.

Dismissing

All employees serve at the will of the Principal, and the authority to dismiss an employee is vested with the Principal or his or her designee, and may include but is in no way limited to a decision based upon a violation of any of the policies, procedures, regulations, or restrictions set forth in this manual.

Terminated regular full-time employees eligible to accrue vacation leave may be provided compensation for accrued vacation leave as described in the chapter of this manual entitled "Time and Attendance."

Time and Attendance

I. TERM OF EMPLOYMENT

Employees at East Harlem Village Academy Charter School are employed on a year-round basis. The calendar is a twelve-month calendar, which starts on July 1 each year. This start date enables teachers and administrators to be preparing for the school year through planning and professional development opportunities. Any teacher who joins after July 1 will have his or her salary and benefits adjusted on a pro-rated basis.

II. WORK DAYS AND WORK WEEKS

Unless otherwise provided for or as approved by the Principal, all employees are required to work a minimum of 8 hours each day, Monday through Friday, (9 on Wednesday, but there will be more individual and group prep time on Wednesday), and a minimum total of 41 hours each week. This does not include the one-hour non-working lunch each day. Unless

otherwise provided for by the Principal, all employees are expected to work at least from 7:45 a.m. to 4:45 p.m. each workday. Additionally, classroom instructional staff is expected to work such hours that ensure the timely start of the school day, an orderly process for ending the school day, and sufficient interaction with other instructional staff and administrators to help support the educational mission of the school.

Each employee may take a one-hour non-working lunch break each day, around which the minimum daily work hour requirement must be met. Some days, the employee may have lunch duty during the time that the students eat lunch, but this employee is then entitled to take a lunch break at a different point in the day.

No time used for any personal endeavor within the workday is to be counted towards the daily or weekly minimum work hour requirements. Further, any employee wishing to engage in such personal activities must receive the prior approval of the Principal or his or her designee.

III. PAY PERIODS

Pay periods are two weeks (14 calendar days) in length, and run from Monday through the second Friday. All regular full-time employees are subject to a lag payroll equal to one pay period. Other employees, subject to a determination by the Principal, also may be subject to the lag payroll.

Benefits: Paid Leave

I. VACATION LEAVE

Administrative Staff: Accrual

Unless otherwise provided for or as approved by the Principal, Vacation Leave for regular full-time administrative employees — where “Administrative employees” includes all non-instructional staff — shall be accrued as follows:

- Each employee is granted up to ten days of paid Vacation Leave per year, with one day of Vacation Leave accrued at the end of each of the first ten calendar months every year of employment.
- No accrual of Vacation Leave will occur for a new employee before that employee has completed five full calendar months of employment, at which time such employee will be granted five days of Vacation Leave, and then will begin the stated pattern of accrual.

- Unused vacation leave may be rolled-over from year to year, with a maximum accumulation of twenty days.

Administrative Staff: Use

Unless otherwise provided for or as approved by the Principal, Vacation Leave is to be used by regular full-time administrative employees in accordance with the following provisions:

- Vacation Leave may be used for any purpose of an employee's choosing. Vacation Leave is time off of work with pay. Only five of these days may be used when classes are in session.
- Unless an exception is made by the Principal, all employees must request of the Principal the use of accrued Vacation Leave, and the granting of such leave is conditional upon the approval of the Principal or his or her designee. Denial of a leave request may consist solely of the fact that school is in session for the time period requested.
- Vacation Leave is to be used in increments of one-half workday, except as provided below.
- Any employee whom the Principal has determined to be eligible to accrue "Comp" Time Leave (see Section VII) may use accrued Vacation Leave in increments of one-half (0.5) hour.

Instructional Staff

Vacation Leave for regular full-time instructional employees — where "instructional employees" includes all classroom teaching staff and aides — shall be provided only when classes are not in session, and is time off work with pay. The Principal will annually prepare the school session calendar, noting which days instructional staff is not expected to report. For the school year 2003-04, such Vacation Leave shall include the following 39 days (7.8 weeks):

July 1-25	19 days
November 28	1 day
December 22- January 2	9 days (January 1 is a holiday)
February 16-20	5 days
April 5-9	5 days

II. HOLIDAY LEAVE

In addition to the eight weeks of Vacation Leave provided as noted, the school shall observe official government holidays as well as those holidays recognized by the New York City schools, and school will be closed and all staff will not be expected to report to work. For the school year, this includes the following nine Holidays:

Monday, September 1	Labor Day
Monday October 6	Yom Kippur
Monday, October 13	Columbus Day
Tuesday, November 11	Veterans Day
Thursday, November 25	Thanksgiving
Monday, January 1	New Year's Day
Monday, January 19	MLK, Jr. Day
Monday, February 16	Presidents Day
Monday, May 30	Memorial Day

Any staff member is free to choose to work any of these Holidays, conditional upon prior approval of the Principal. Only employees determined to be eligible to accrue "Comp" Time Leave (see Section VII) shall be able to receive any compensation for this extra work, and such compensation shall be in the form of accrued Comp Time Leave.

III. WEATHER DAYS AND OTHER CLOSURES

The school may be closed due to inclement weather or other situations. An orderly process for notification of public media outlets and, if practical, parents shall be developed and implemented if necessary. At the discretion of the Principal, any classroom days lost to closure due to inclement weather or other reasons may be made up by adding an equal number of days to what was scheduled to be the end of the school year.

IV. PERSONAL LEAVE

Accrual

Unless otherwise provided for or as approved by the Principal, Personal Leave for regular full-time employees shall be accrued as follows:

- Each employee is granted three days of Personal Leave on September 1 of each year to be available for use over the following 12 months.
- Employees hired after September 1 in any given year are granted a *pro rata* portion of the three days of Personal Leave for that 12-month period immediately upon the first day of employment, rounded up to the next highest 1/2-day increment.

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- Unused Personal Leave may not be rolled-over from year to year.

Use

Unless otherwise provided for or as approved by the Principal, Personal Leave is to be used by regular full-time administrative employees in accordance with the following provisions:

- Personal Leave may be used for purposes determined by the employee (appointments, errands, etc.) but is not to be used as a substitute for or as a supplement to Vacation Leave. Personal Leave is time off work with pay.
- Unless an exception is made, all administrative employees must request of the Principal the use of Personal Leave, and the granting of such leave is conditional upon the approval of the Principal or his or her designee.
- Instructional employees shall make every reasonable attempt to use Personal Leave only when the use of such leave would not conflict with classroom instruction time.
- Personal Leave is to be used in increments of one-half workday.
- Any employee whom the Principal has determined to be eligible to accrue "Comp" Time Leave (see Section VII of this chapter) may use accrued Personal Leave in increments of one-half hour.

V. SICK LEAVE

Accrual

Unless otherwise provided for or as approved by the Principal, Sick Leave for regular full-time employees shall be accrued as follows:

- Each employee is granted five days of Sick Leave on September 1 of each year.
- Employees hired after September 1 in any given year are granted immediately upon the first day of employment a *pro rata* portion of the five days of sick leave for that school year, rounded up to the next highest ½-day increment.
- Unused sick leave may not be rolled-over from year to year.
- In the case of extended illness or justifiable depletion of available accrued sick leave, additional sick time may be granted at the discretion of the Principal. The Principal retains the right to require the use of other accumulated leave, the enactment of Medical Leave, and/or the granting

of leave without pay prior to the granting of additional sick leave (see also Section VII , "Medical Leave").

Use

Unless otherwise provided for or as approved by the Principal, Sick Leave is to be used by regular full-time employees in accordance with the following provisions:

- Sick Leave is to be used only in the event of illness of the employee, or of the employee's immediate family, and for no other purpose. Misuse of Sick Leave is cause for termination of employment. For the purposes of this section, "immediate family" is defined as a spouse, child, sibling, parent, grandparent, any other relative permanently residing with the employee, or any other person as defined by the Principal.
- Notice of absence from work due to illness should be provided to the Principal or his or her designee by 6:00 a.m. on the day of illness, if possible, or as soon thereafter as is reasonable, allowing reasonably enough time for the Principal to find a substitute teacher, in the instance of instructional employees, or temporary help, in the instance of administrative staff.
- When possible, such as in the event of foreseeable extended illnesses and planned medical procedures, advance notice of the use of Sick Leave should be given to the Principal or his or her designee.
- Notice of total Sick Leave used should be provided to the Principal or his or her designee upon an employee's return to work.
- Sick Leave shall be used in increments of one-half workday.

VI. OVERTIME AND COMPENSATORY TIME LEAVE

Exempt Employees

Exempt Employees, as defined by law or other regulation and including all instructional employees, are not eligible to automatically earn compensatory time leave ("Comp" Time Leave) because of working more than the required minimum work day or minimum work week. Although all hours worked should be noted on an employee's time sheet, Exempt Employees will not be paid for such "overtime."

Non-Exempt Employees

Non-Exempt Employees, as defined by law or other regulation, are eligible to earn overtime pay. "Overtime" is defined as any time outside of normal and required business hours when

a Non-Exempt Employee works at the express request of his or her supervisor. Non-Exempt Employees may not work overtime unless they receive the express prior approval of the Principal.

For each half hour of approved overtime worked in a given week, Non-Exempt Employees will be compensated for any at a rate of time-and-a-half, earning one and one-half hours of available time off for each hour of approved overtime worked.

VII. MEDICAL LEAVE OF ABSENCE

Employees who have completed at least ninety (90) days of continuous employment with the school are eligible for an unpaid Medical Leave of Absence due to illness, injury, or pregnancy-related circumstances. Employees may request a Medical Leave of Absence by providing the Principal or his or her designee with a written notice of their disability, including a doctor's certificate stating the nature of the disability, the date until which the employee will be able to work, and the expected date of return to work.

Medical Leaves of Absence will be granted for a period of up to one month, but may be extended with the approval of the Principal on a month-to-month basis for a maximum of three months. An employee wishing an extension of a Medical Leave of Absence must submit to the Principal a written request prior to the beginning of each month with proof of continued disability from an attending health care provider.

The school will continue to provide health insurance coverage for any employee on an authorized Medical Leave of Absence through the first full calendar month from the date that the Leave began. After that period, employees may continue health insurance coverage by making arrangements with the school for payment of the appropriate monthly premium.

Employees on Medical Leaves of Absence should provide the school with at least one week's written notice of their intended return to work. Included in this notice should be a doctor's certification stating the ability to return to work. The school reserves the right to require a medical examination by a physician of the school's choosing prior to an employee's resumption of duties.

The school will make a reasonable effort to return an employee on a Medical Leave of Absence to the same or similar job as held prior to the Leave upon his or her return to work, subject to staffing needs and school needs that may exist.

An employee's continued absence from work beyond the Leave granted, without other arrangement made with an approved by the Principal, will be deemed a voluntary resignation from employment.

VII. MATERNITY AND PATERNITY LEAVE

East Harlem Village Academy Charter School will abide by the Family Medical Leave Act (FMLA). FMLA entitles eligible employees to take up to 12 weeks of unpaid, job-protected leave in a 12-month period for specified family and medical reasons. The employer may elect to use the calendar year, a fixed 12-month leave or fiscal year, or a 12-month period prior to or after the commencement of leave as the 12-month period.

The law contains provisions on employer coverage; employee eligibility for the law's benefits; entitlement to leave, maintenance of health benefits during leave, and job restoration after leave; notice and certification of the need for FMLA leave; and, protection for employees who request or take FMLA leave. The law also requires employers to keep certain records.

To be eligible for FMLA benefits, an employee **must**

1. Work for a covered employer;
2. Have worked for the employer for a total of 12 months;
3. Have worked at least 1,250 hours over the previous 12 months; and
4. Work at a location in the United States or in any territory or possession of the United States where at least 50 employees are employed by the employer within 75 miles.

A covered employer must grant an eligible employee up to a total of 12 workweeks of **unpaid** leave during any 12-month period for one or more of the following reasons:

- for the birth and care of the newborn child of the employee;
- for placement with the employee of a son or daughter for adoption or foster care;
- to care for an immediate family member (spouse, child, or parent) with a serious health condition; or
- to take medical leave when the employee is unable to work because of a serious health condition.

Spouses employed by the same employer are jointly entitled to a **combined** total of 12 work-weeks of family leave for the birth and care of the newborn child, for placement of a child for adoption or foster care, and to care for a parent who has a serious health condition.

Leave for birth and care, or placement for adoption or foster care must conclude within 12 months of the birth or placement.

Under some circumstances, employees may take FMLA leave intermittently — which means taking leave in blocks of time, or by reducing their normal weekly or daily work schedule.

- If FMLA leave is for birth and care or placement for adoption or foster care, use of intermittent leave is subject to the employer's approval.

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- FMLA leave may be taken intermittently whenever **medically necessary** to care for a seriously ill family member, or because the employee is seriously ill and unable to work.

Also, subject to certain conditions, employees or employers may choose to use accrued **paid** leave (such as sick or vacation leave) to cover some or all of the FMLA leave.

The employer is responsible for designating if an employee's use of paid leave counts as FMLA leave, based on information from the employee.

VIII. GENERAL LEAVE WITH OR WITHOUT PAY

General Leave with or without pay may be granted at the discretion of the Principal according to an orderly process established for such purpose.

IX. PRINCIPAL

Leave policies for the Principal differ from that offered to other employees, subject to a determination by the Board of Trustees and applicable laws.

X. JURY DUTY

Full-time employees who are called to serve on a jury panel will be eligible to receive \$15.00 per day for the first three days of jury duty. Thereafter, for the extent of the jury duty, employees will be granted unpaid leave. Subject to the approval of the Principal or his or her designee, an employee may request the use of accrued leave of any type instead of or in combination with the leave provisions noted in this section.

Any employee called to jury duty should present to the Principal a copy of his or her jury duty papers as soon as they are received. Leave arrangements may be made as soon as possible thereafter.

XI. STATEMENT OF LEAVE STATUS

Statements of the status of each employee's accrual and use of leave may be provided periodically to that employee by the Principal or by his or her designee. Any employee may request of the Principal a status report on his or her leave use to date, available leave accruals, or similar information, at any time.

XII. OTHER LEAVE

The Principal retains the right to at any time declare a "School Holiday," whereby classes shall be canceled and employees will be granted a day off work with pay without charge to any leave accruals. The declaration of a "School Holiday" shall be communicated by the Principal to all employees, students, and parents.

XIII. UNUSED LEAVE ACCRUALS

Unless otherwise provided for or as approved by the Principal, no payment will be made as compensation for unused Sick or Personal Leave remaining at the time of an employee's resignation or termination, or if an employee is dismissed because he or she holds a position that is phased-out or eliminated. For instructional employees, no payment will be made as compensation for Vacation periods falling after the date of resignation or termination.

Administrative employees who resign, are terminated, or are in positions that have been eliminated or phased-out and are dismissed are eligible to be compensated for a maximum amount of accrued but unused Vacation Leave, as determined by the Principal.

Benefits: Insurance

I. MEDICAL INSURANCE

The Principal or his or her designee will select a medical insurance plan, which may include more than one option of provider or provider networks, that the 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; and so on). Employee contributions for health care coverage will be automatically withheld from employee paychecks, in an amount in accordance with a schedule maintained by the Principal or his or her designee.

II. DENTAL INSURANCE

The Principal or his or her designee will select a dental insurance plan that the school will provide to each employee. The school will fully cover the costs of an individual or family plan.

III. LIFE INSURANCE

The Principal or his or her designee will select life insurance and long-term disability insurance policies that the school will provide to each employee, in an amount and of a type determined by the Principal and in accordance with applicable law.

IV. VISION CARE

The Principal or his or her designee may select or devise a vision care plan that the school will, if developed, provide to each employee, in an amount and of a type determined by the Principal and in accordance with applicable law.

V. WORKERS' COMPENSATION INSURANCE

Injury resulting from accidents that occur while performing official duties on behalf of this school 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 Principal 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.

VI. DISABILITY INSURANCE

The school carries 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 Principal 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.

VII. DECLINATION OF INSURANCE BENEFITS

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

Benefits: Other Benefits

I. RETIREMENT

Upon determination by the Board of Trustees, the school may submit an application join the Teachers Retirement System, and if accepted, all teachers, substitute teachers, business administrators, guidance counselors, nurse teachers, and teacher assistants shall be eligible for membership in the System.

The school will assume all obligations of participating employers as determined by the System, including liabilities for employer payments and recordkeeping.

II. DEFERRED COMPENSATION

The school may, subject to approval by the Principal and the Board of Trustees, offer a deferred compensation (403(b)) program either just to employees who are not eligible to join the Teachers Retirement System or to all employees. Under such 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 Principal.

Employees may join the deferred compensation program only on the first pay day in September or on the first pay day in March, and the amount of income to be deferred must be the same for each pay period throughout that half school year. Employees may opt out of the program at any time, subject to sufficient notification to the Principal or his or her designee.

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.

III. PROFESSIONAL DEVELOPMENT

The school may make payments relating to the continuing education of its employees. Such payments shall be for tuition costs, professional development expenses, and similar fees. However, most of the professional development opportunities for East Harlem Village Academy Charter School staff will be offered and paid for through the Village Academies Foundation.

An employee shall submit a request for tuition or other payments in advance and in writing to the Principal, and such request shall include a declaration of how such education or training will benefit the school. Payments shall be authorized to be made only upon approval of this request by the Principal. Payment by the school for such employee education or training can range up to full payment, depending upon factors including but not limited to a determination by the Principal of how beneficial the requested education will be to the school, relevance to job performance, and the percentage coverage requested by the employee. Total payments for an employee may be subject to an annual limit.

IV. UNEMPLOYMENT COMPENSATION

This school contributes to the Unemployment Compensation plan administered by the State of New York.

Employees seeking reimbursement for meal expenses must list on a form provided by the Principal all reasonable and appropriate expenses.

II. MILEAGE

Business Use of Personal Vehicle

Employees are eligible for reimbursement from the school for business use of their personal vehicle while in travel status on official business for the school. To be eligible for travel expense reimbursement, travel status must be approved and granted by the Principal or his or her designee. Regular commuting time and mileage is not to be reimbursed. Reimbursement for approved and authorized travel shall be at the IRS and/or state rate as determined by the Principal. All requests for travel reimbursement must be listed on a form provided for such purpose, unless the Principal makes an exception.

Personal Use of School Vehicles

Employees are liable for reimbursement to the school for personal use of a vehicle owned, leased, or otherwise provided by the school. Such liability to the school shall reflect the IRS and/or state rate as determined by the Principal. Any employee incurring such liabilities is required to reimburse the school in full by the end of the calendar month immediately following the month in which such liabilities were billed to the employee, unless the Principal makes an exception.

Personal mileage incurred by an employee on a vehicle owned, leased, or otherwise provided by the school must be documented on a form provided for such purpose by the Principal, unless the Principal makes an exception.

III. PERSONAL TELEPHONE CALLS

Employees shall not charge personal long-distance telephone calls to the school, unless the Principal makes an exception. Employees are liable for the costs of any personal phone calls he or she may make which are billed to the school. In general, employees should use a personal calling card for personal long distance calls made from the school.

IV. OTHER REIMBURSEMENTS

Employees are eligible for reimbursement from the school for business expenses paid with their personal funds. All such expenses, if anticipated in advance, must be approved by the Principal or his or her designee. Requested reimbursement for such expenses must be specified in writing to the Principal 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 Principal or his or her designee.

V. SCHOOL CREDIT CARDS

Any employee who is authorized to use a school credit card is not allowed to charge personal expenses of any kind on the card. Each employee charging any purchases to the school credit card is required to provide to the Principal or his or her designee timely accounting of such charges, including all necessary receipts and justification for such expenditures.

Anti-Discrimination

I. ANTI-DISCRIMINATION POLICY

It is the policy of East Harlem Village Academy Charter School to employ and promote individuals qualified and/or trainable for positions by virtue of job-related standards of education, experience, and ability. Thus, it is the objective of East Harlem Village Academy Charter School that all actions which relate to employment including recruitment, hiring, training, education, promotion, transfer, termination, compensation, benefits, company sponsored social and recreational activities, and use of company facilities, shall be administered without regard to race, religion, gender, national origin, age, sexual orientation, handicap, ancestry, or status as a Vietnam-era disabled veteran. This policy is consistent with the business objectives and practices of East Harlem Village Academy Charter School and members involved who have knowledge of the matter. The decision of the Personnel Committee on the matter shall be final.

East Harlem Village Academy Charter School shall comply with the intent of the Americans with Disabilities Act of 1990 and shall not knowingly discriminate against individuals with disabilities. East Harlem Village Academy Charter School will consider modifying schedules and other adjustments to reasonably accommodate employees with disabilities.

Any grievance regarding discrimination shall be handled through the Equal Employment Opportunity Commission officer (the chief executive or designee) of East Harlem Village Academy Charter School and in consultation with the Personnel Committee when appropriate. The complainant should contact the EEOC officer (the principal or, if the complaint is against the principal, the chair of the board personnel committee), who shall provide information and assistance on filing and pursuing the complaint.

Specifically, no person within East Harlem Village Academy Charter School will intentionally commit any of the following acts for reasons prohibited by this policy.

- Discriminate in the recruitment, hiring, training, compensation, benefits, promotion, transfer termination, lay-off, reduction in workforce, or any other terms or conditions of employment.
- Make any comments, display or distribute any materials that constitute unlawful harassment based on an individual's membership in a legally protected class.
- Deny a person any service, other program benefits, or financial aid based on the individuals legally protected classification.
- An East Harlem Village Academy Charter School employee who has become aware of violations of this provision has the affirmative obligation to report the conduct to their immediate supervisor, or if the supervisor is engrossed in the conduct, to another member of the management team.

II. NON-DISCRIMINATION STATEMENT

It is the policy of East Harlem Village Academy Charter School, its employees, and its volunteers to provide information and program services to any and all interested parties in need of said services and for those interested in serving in a volunteer capacity, without regard to race, color, sexual orientation, age, national origin, handicap, gender and/or ability to pay.

Grievance Policy

I. ADMINISTRATIVE REVIEW (GRIEVANCE) POLICY

It is the policy of East Harlem Village Academy Charter School to treat employees in a fair and impartial manner. East Harlem Village Academy Charter School is firmly committed to the belief that undisclosed problems will remain unresolved and eventually lead to a decay of work relationships, dissatisfaction in working conditions, and a decline in operational efficiency. East Harlem Village Academy Charter School has therefore established the administrative review system that follows, the intent of which is to solve problems as quickly, fairly, and informally as possible and it should not be interpreted by any person as anything more than a method of solving problems before they reach damaging proportions.

This policy will be applicable only to regular non-supervisory/non-management employees, as management and supervisory personnel have a more direct means of resolving matters related to their employment.

Employees who seek resolution of employment situations by using established procedures are assured that they will not be subjected to discrimination or retaliation or be penalized in any way for their use of these procedures.

II. MATTERS COVERED BY THE GRIEVANCE POLICY

Eligible employees who have complaints, problems, concerns, or disputes with another employee, the nature of which causes a direct adverse effect upon the aggrieved employee, may initiate an informal or formal administrative review according to established procedures. Such matters must have to do with specific working conditions, safety, unfair treatment, disciplinary actions, compensation, job classification, reassignments or any form of alleged discrimination.

III. INFORMAL ADMINISTRATIVE REVIEW PROCEDURES

An employee having a problem, complaint, or dispute as defined is to make every effort to resolve the matter through informal discussion with the immediate supervisor within five (5) working days of the occurrence or cause of such matter. The supervisor(s) will take the matter under the consideration and attempt to resolve it verbally or provide a satisfactory explanation within five (5) working days unless additional time is needed to gather adequate information.

IV. FORMAL ADMINISTRATIVE REVIEW PROCEDURES

If the employee's matter is unresolved, or not resolved to the employee's satisfaction through informal procedures, the aggrieved employee may file a written administrative review request with the Principal within five (5) working days following the supervisor's informal response. Within five (5) working days of receiving the employee's written request, the Principal may arrange a meeting with the employee to allow the employee to present a personal and complete description of the situation. Thereafter, the Principal will take the matter under consideration, including any necessary investigation or evaluation of the facts related to the situation, and render a written decision, response, or explanation as expeditiously as possible but not to exceed fifteen (15) working days. Such a decision or response will be final and conclusive.

V. EXCEPTIONS TO PROCEDURAL STEPS

The agency recognizes that there may arise certain circumstances in which it may be inappropriate for employees to pursue the resolution of a problem in the prescribed sequence. Consequently, the following exceptions are instances where an employee may bypass steps to seek resolution of a situation by the next higher authority. Employees who are uncertain as to the proper authority or the method are to discuss the matter confidentially with the Principal.

- If the complaint or problem involves a known or suspected violation of the law;
- If the complaint or problem is clearly not within the authority of the employee's supervisor to resolve;
- If the employee and supervisor mutually agree to bypass the supervisor's step; or,
- If the nature of the complaint, problem, or dispute involves or has been caused by the employee's supervisor and the employee has reason to believe the supervisor may be less than impartial.
- In the event that the complaint involves a procedure, action, or directive of the Principal, an employee may file a written complaint with the Chair of the Board of Trustees. In such instances, the Chair of the Board of Trustees or his or her designee will be the investigator and final arbiter of the complaint.

Sexual Harassment

I. SCHOOL POLICY

It is the policy of this school to prohibit sexual harassment from occurring in the workplace or at any other place where an 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 school'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:

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- Submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual's employment with this 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. 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 Principal, his or her designee, or any other school official with whom that employee feels comfortable.

All reports of sexual harassment will be promptly investigated by the Principal, 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 Principal, as directed by the Board of Trustees, shall take appropriate corrective action which may, upon a determination by the Principal, 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.

Evaluations

I. EMPLOYEE EVALUATIONS

Evaluations at East Harlem Village Academy Charter School are an essential part of the school's program and its success. While teacher performance and progress will be continually assessed and discussed by the Master and Lead Teachers, official evaluations by the Principal will be performed at a minimum of twice annually, on or about an employee's

anniversary date or on or about a fixed annual date, subject to a determination by the Principal. Not only will the Principal evaluate the Lead and Master Teachers, but he or she will also evaluate all staff. Evaluations will be conducted by the Principal, with input from an employee's immediate supervisor, if applicable. These evaluations will be maintained in the personnel file for each employee.

The Principal will determine the format of the evaluation. Such evaluation may include: the date of the evaluation, the time period covered by the evaluation, and an assessment of the employee's work performance during that time period. Goals of the employee and the organization will be discussed at this time. An attempt will be made to identify areas in which the employee needs to improve, especially if the employee's employment status is in jeopardy. The employee will be notified of any changes in salary, whether up or down, that are warranted based on this evaluation.

Written evaluations as described above need not be performed for officers of the school upon a determination of the Board.

Miscellaneous

I. CONFIDENTIALITY

Employees of this school shall not, in any way, release any information about this school, its activities, or the activities of its personnel except as normally required by their duties, expressly permitted by the Principal, and in conformity with the requirements of applicable Freedom of Information laws.

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 school, unless otherwise provided by the Principal. Any document or other material containing such information is required to be returned to the Principal upon an employee's termination or resignation.

II. PERSONNEL INQUIRIES

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

III. RETURN OF OFFICE MATERIALS

An employee who is terminated or who resigns must return all office keys, identification, security cards and codes, and office materials and supplies in such employee's possession to the Principal. No information or copies of information, including but in no way limited to files, memos, computer-stored items, lists, *Rolodex* items, or other similar information, may be taken by such employee without the express permission of the Principal.

IV. BAN ON ACCEPTANCE OF GIFTS

The Principal and other school employees are not permitted to accept gifts of any kind of a value exceeding fifty dollars (\$50.00) — including but not limited to money, goods, food, entertainment, or services — directly or indirectly from: (a) individuals, schools, or companies serving as vendors or potential vendors for this school; (b) elected officials or their representatives; (c) candidates for public office or their representatives; or (d) political party officials or their representatives. Exceptions may be made by the Principal, including in instances where such gifts intended for and will be used by the school. Offers of such gifts in excess of \$50.00, even when refused, must be communicated immediately by the employee receiving such an offer to the Principal.

V. CHANGE OF PERSONNEL STATUS

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

VI. EXAMINATION OF PERSONNEL FILES

Any employee may examine his or her personnel file(s) at any time but only in the presence of the Principal 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 Principal or his or her designee.

VII. COPYRIGHTS

Copyrights, payments and/or royalties which occur as a result of a project of any employee or employees of this school remain the property of the school. The Principal may assign copyrights, royalties, or other payments to the author or authors or project participants.

VIII. PROFESSIONAL ATTIRE

All East Harlem Village Academy Charter School staff must dress professionally for work. Men should wear a shirt and tie; women should dress appropriately for the workplace.

Employment Qualification and Responsibilities

East Harlem Village Academy Charter School will ensure that the teaching staff will meet all certification requirements as designated by the New York State Charter Schools Act. In addition, the school may seek to hire teachers who are not certified but that qualify for employment under §2854(3)(a-1) of the Education Law.

Outlined below are the qualifications the school seeks in candidates for the various positions. A single individual may assume the responsibilities of multiple positions, especially during the school's early years. In addition, role definition may change so as to maximize individual employee strengths and experience.

Note

*The following job descriptions are subject to the principal's review,
and are therefore currently in draft form.*

PRINCIPAL

- *Position Summary:* The principal represents the school's mission, vision, and the highest hopes of its parents, students and board of trustees. He or she is responsible for ensuring that all means deployed achieve the desired ends, as articulated in this charter application and in any forthcoming state-approved accountability plan. Centrally, the principal is responsible for student achievement and ensuring that faculty are supervised and supported to maximize their effectiveness in the classroom.
- *Qualifications:* The principal of East Harlem Village Academy Charter School must have teaching experience (preferred minimum four years) as well as leadership experience, preferably in a school setting.
- *Reports to:* Executive Director.
- *Evaluated by:* Executive Director.
- *Supervises:* Master Teachers, College Counselor, Dean of Students, Special Education Teacher/Coordinator.

-
- *Goal:* To ensure student performance results by effectively managing the academic programs and business of East Harlem Village Academy Charter School.

• *Performance Responsibilities:*

1. Student Performance Results

- a. With the Executive Director, set standards for student achievement and strategy for achievement.
- b. Support Master Teachers in continually assessing and evaluating teaching performance and student results.
- c. Work with parents to achieve maximum involvement in order to ensure student performance.

2. Site Management and Administration

- a. Achieve organizational goals and objectives consistent with the mission and vision of East Harlem Village Academy Charter School and any forthcoming state-approved accountability plan.
- b. Ensure that school performance objectives are met.
- c. Work with Business Manager to ensure compliance with funding sources and regulatory requirements with the state chartering entity.
- d. Provide information for evaluation of the organization's activities.
- e. Manage student recruitment and enrollment process.
- f. Ensure a safe and orderly environment.
- g. Represent the faculty to the Board of Directors and to the community of the school.

3. Fiscal

- a. Approve expenditures.
- b. Revise budget allocations—with Board approval—in response to student performance data.

4. Personnel

- a. Hire and, when necessary, fire faculty and staff according to proper (legal) procedures.
- b. Ensure that all personnel are practicing teamwork, getting and giving feedback, wisely using feedback to improve instruction or job performance, and are "boundaryless" learners in relentless pursuit of student achievement.
- c. Administer board-approved personnel policies.

-
- d. Ensure code of conduct is enforced, with respect for due process, confidentiality, and required notification, and that rights of the whole are properly balanced with those of the single individual.
 - e. Provide for adequate supervision, training and evaluation of all staff and volunteers.
 - f. Embody and evangelize the school's mission and vision.
 - h. Create an effective team of people jointly responsible for the attainment of school goals and committed to the school's values, practices, and aims.
 - i. Create a learning organization for the adults as well as the students, where teamwork, feedback and "boundaryless" learning are expected, practiced and enjoyed.
 - j. Attend to the small details that embody the big vision, so that the daily look, feel and tone of the institution and its teachers and students convey its highest purpose and aspirations.

5. Board Relations

- a. Establish and maintain close working relationship with the Board, especially its chair.
- b. Assist the board chair in planning the agenda and materials for board meetings.
- c. Initiate and assist in developing policy recommendations and in setting priorities.

6. Public Relations

- a. Represent the school to the public—media, community organizations, state authorizers, parents, prospective students, community partners, vendors, legislative bodies and other groups and constituents.
- b. Work with the Executive Director to complete and publicly present the annual school progress report.
- c. Serve as chief liaison with specific community groups.

MASTER TEACHER

- *Position Summary:* Master teachers are responsible for supervising, observing, coaching, coordinating and evaluating instruction at East Harlem Village Academy Charter School. Master teachers spend their time observing instruction, sharing observation and performance data with teachers, leading grade level *Kounaikenshoo*, and data-driven instructional strategies, providing feedback to teachers, and evaluating teachers. Master teachers may teach only as much as these critical duties permit.
- *Qualifications:* Master teachers at East Harlem Village Academy Charter School must have a minimum of a Bachelor's Degree and five years teaching experience.
- *Reports to:* Principal.
- *Evaluated by:* Principal.
- *Supervises:* Lead Teachers and Teachers and Teaching Assistants in his or her academy.
- *Goal:* To develop and coordinate instruction of all teachers at East Harlem Village Academy Charter School to maximize student achievement.
- *Performance Responsibilities:*
 1. Instructional Manager.
 - a. Manage grade level teaching teams in his or her academy.
 - b. Provide instructional leadership in advancing proven teaching and learning practices.
 - c. Observe classes regularly.
 - d. Lead data-driven sessions about improving instruction, based on set Village Academies protocols.
 - e. Develop long and short term plans for individual teachers to address deficits and build on strengths of teaching strategies
 - f. Establish a culture of teamwork and "boundaryless" learning among staff.
 - g. Report to principal weekly to discuss progress of teachers and strategies for improvement.
 - h. Support the development of a network of student support systems.
 - i. Monitor progress of all students in his or her academy.

- j. Ensure that continuous improvement processes address the achievement of all students
- k. Ensure teachers are in ongoing communication with student families regarding academic progress.
- l. Supervise and mentor all teachers.
- m. With input from the principal, evaluate all members of teaching team.

LEAD TEACHER

- *Position Summary:* Lead teachers are curricular specialists. They are experts in their fields. They are classroom teachers, as well as organizers of departmental team meetings and strategies. They are not responsible for teacher evaluation.
- *Qualifications:* Lead teachers at East Harlem Village Academy Charter School must have a minimum of a Bachelor's Degree and three years teaching experience or other in-depth experience in their chosen discipline.
- *Reports to:* Master Teacher.
- *Evaluated by:* Master Teacher with input from the Principal.
- *Supervises:* No one.
- *Goal:* To ensure that the vertical experience within his/her discipline is coherent and effective for the students of East Harlem Village Academy Charter School.
- *Performance Responsibilities:*
 1. Curricular Refinement.
 - a. Serve as curriculum coordinator.
 - b. Collaborate with departmental teaching team to refine curriculum
 - c. Seek outside expertise in refining curriculum
 - d. Model implementation of curriculum for teaching team
 - e. Assist with the integration of technology when appropriate
 - f. Assist with coordination of professional development, taking initiative around areas of curriculum development
 2. Teaching (like all teachers)
 - a. Evaluate student progress.
 - b. Prepare bi-weekly individual student achievement reports for parents and students.

- c. Effectively manage classes.
- d. Develop lesson plans.
- e. Teach classes that maximize students' opportunity to engage in active and meaningful work.
- f. Coordinate lesson plans with other teachers as appropriate to maximize interdisciplinary learning.
- g. Coordinate instructional strategies with grade level team members, implement agreed upon strategies, and use common rubrics and assessments.
- h. Ensure that all students internalize curricular standards and criteria of assessment, and provide students with meaningful and timely feedback that encourages them to want to improve.
- i. Share student work with colleagues.
- j. Demonstrate "boundaryless" learning, openness to feedback, eagerness for teamwork, and a relentless desire to ensure that all students achieve.

TEACHER

- *Position Summary:* Teachers are responsible for ensuring that their students produce a high quantity of high quality work, and for being "boundaryless" learners who relentlessly promote the achievement of all of their students.
- *Qualifications:* Teachers at East Harlem Village Academy Charter School must have a minimum of a Bachelor's Degree and ideally at least two years of (preferably urban) teaching and/or comparable experience.
- *Reports to:* Master Teacher.
- *Evaluated by:* Master Teacher with input from Principal.
- *Supervises:* No one.
- *Goal:* To ensure student achievement at the highest levels possible, and to be a "boundaryless" learner in pursuit of their achievement.
- *Performance Responsibilities:*

1. Teaching

- a. Evaluate student progress.
- b. Prepare bi-weekly individual student achievement reports for parents and students.
- c. Effectively manage classes.

- d. Develop lesson plans.
- e. Teach classes that maximize students' opportunity to engage in active and meaningful work.
- f. Coordinate lesson plans with other teachers as appropriate to maximize interdisciplinary learning.
- g. Coordinate instructional strategies with grade level team members, implement agreed upon strategies, and use common rubrics and assessments.
- h. Ensure that all students internalize curricular standards and criteria of assessment, and provide students with meaningful and timely feedback that encourages them to want to improve.
- i. Share student work with colleagues.
- j. Demonstrate "boundaryless" learning, openness to feedback, eagerness for teamwork, and a relentless desire to ensure that all students achieve.

DEAN OF STUDENTS

- *Position Summary:* The Dean of Students is responsible for positively promoting and enforcing the school's values and code of conduct, and maintaining an atmosphere conducive to teaching and learning at East Harlem Village Academy Charter School. He or she works with the Principal, the parents, and the teachers to ensure that the students are afforded a safe and orderly environment in which to learn.
- *Qualifications:* The Dean of Students has at least 5 years experience working with adolescents, with a minimum of 3 years working in schools.
- *Reports to:* Principal.
- *Evaluated by:* Principal.
- *Supervises:* No one.
- *Goal:* To maintain a safe and orderly environment in which maximum learning is achieved.
- *Performance Responsibilities:*
 1. Creating and Maintaining a Learning Atmosphere.
 - a. Work with faculty and staff to ensure that all staff internalizes the code of conduct for students.
 - b. Analyze data on student infractions to detect trends and develop strategies to address these trends.

- c. Develop proactive and comprehensive disciplinary strategies in consultation, with parents, community organization, and, when necessary, local law enforcement.
- d. Work with the principal to ensure that the student codes of conduct and disciplinary procedures are maximally effective.
- e. Ensure that major infractions are handled with full respect for due process and confidentiality, that all appropriate parties are notified as needed, and that the safety of all other students is maintained.

2. Accountability

- a. Keep up to date on all state reporting requirements.
- b. Maintain accurate and updated records of student interactions.
- c. Maintain relationships with parents to ensure that all parties are well informed.

SPECIAL EDUCATION TEACHER/COORDINATOR

- *Position Summary:* The Special Education Teacher/Coordinator ensures that the needs of Special Education students are met and that the school works effectively with the CSE.
- *Qualifications:* Special Education certification, as well as demonstrated experience, knowledge of regulations and variety of teaching methods and access to resources.
- *Reports to:* Principal.
- *Evaluated by:* Principal.
- *Supervises:* No one.
- *Goal:* To ensure the school's compliance with special education provisions such that students who need IEPs get them, and students on IEPs achieve.
- *Performance Responsibilities:*
 1. Obtain IEPs for enrolling students.
 2. Meet with and communicate with CSE as needed.
 3. Serve students on IEPs and observe as needed.
 4. Work with content area teachers of special education students.
 5. Communicate with parents, as needed.

TEACHING ASSISTANT

- *Position Summary:* Teaching Assistants will assist in classes as needed, working with students or collecting qualitative data per a teacher's request, coach reading, and assist with end-of-the-day academic coaching.
- *Qualifications:* Teaching Assistants at East Harlem Village Academy Charter School must have a minimum of a Bachelor's Degree and some experience working with children, preferably in an educational context, and must desire to be a results-driven urban teacher.
- *Reports to:* Master Teacher.
- *Evaluated by:* Master Teacher.
- *Supervises:* No one.
- *Goal:* To serve the students and teachers of the East Harlem Village Academy Charter School, and in so doing, prepare to become an effective urban teacher.
- *Performance Responsibilities:*

1. Teaching

- a. Evaluate student progress
- b. Prepare bi-weekly individual student achievement reports for parents and students
- c. Engage in Effective and appropriate classroom management
- d. Maintain and enrich experience in subject area
- e. Develop lesson plans
- f. Coordinate lesson plans with other teachers as appropriate to maximize interdisciplinary learning

COLLEGE COUNSELOR

- *Position Summary:* The College Counselor helps students prepare for and navigate the college application process.
- *Qualifications:* Bachelor's degree, plus minimum 2 years work experience, preferably in college counseling.
- *Reports to:* Principal.
- *Evaluated by:* Principal.
- *Supervises:* No one.
- *Goal:* To relentlessly focus students and parents on the reality of college. To develop student skills and strategies for gaining acceptance to college. To assist students in obtaining financial aid and scholarships. To introduce colleges and universities to the

students and academic program at East Harlem Village Academy Charter School. To package students and the school to colleges.

• *Performance Responsibilities:*

1. College Awareness and Passion about Going.

- a. Develop in students the assumption that they WILL go to college.
- b. Develop in students a strategy for "How to Get to College."
- c. Educate parents about why college is a MUST for their children, and about the process for getting in to college.
- d. Relentlessly pursue college scholarships options for individual students.
- e. Assist students to identify meaningful summer experiences that will broaden their horizons and deepen their intellectual and/or social skills.
- f. Help students to target the college that will match their academic and career interests, and talents.
- g. Introduce colleges to the students and academic program at East Harlem Village Academy Charter School through ambitious networking and marketing.
- h. Bring college representatives to East Harlem Village Academy Charter School to get to know and love our kids.
- i. Serve as chief liaison with college representatives.
- j. Assist in application process, ensuring that each student is "packaged" magnificently.
- k. Assist in coordination of test preparation for college entry tests.

BUSINESS MANAGER

- *Position Summary:* The business manager is responsible for all operational, financial and administrative functions, and for supervising non-pedagogic staff.
- *Qualifications:* Minimum Bachelor's Degree plus business and financial experience, knowledge and skills.
- *Reports to:* Executive Director.
- *Evaluated by:* Executive Director, with input from Principal.

-
- *Supervises:* All non-pedagogic staff and service providers, including Nurse, Security Guard, Secretary, and other contracted service providers such as lawyers, accountants, and the like.
 - *Goal:* To maintain the fiscal solvency and operational effectiveness of the East Harlem Village Academy Charter School, to ensure compliance with all laws, regulations and policies; and to work with the principal to ensure all daily operations run smoothly in support of teaching and learning.
 - *Performance Responsibilities:*

1. Fiscal

- a. Develop, recommend, and monitor annual and other budgets in collaboration with the principal and Executive Director.
- b. Ensure effective audit trails.
- c. Provide for proper fiscal record keeping and reporting.
- d. Submit bi-monthly financial statements to the board of directors.
- e. Manage banking, petty cash, purchasing, payables, and payroll functions.
- f. Gather, interpret, and disseminate short- and long-term budget information to Village Academies Foundation.
- g. Submit regular reports to district, state, charter authority, and Village Academies Foundation.

2. Management and Administration

- a. Oversee business development.
- b. Provide professional development to staff for business processes and procedures.
- c. Develop and refine local policies.
- d. Establish, secure contract, and maintain personnel and/or services for all facility-related matters.
- e. Report to appropriate insuring agent any claims.
- f. Ensure that all contracts, e.g. lunch, transportation, security, etc., are run smoothly.

TECHNOLOGY SPECIALIST

- *Position Summary:* The technology specialist oversees the school-based information technology systems for staff and students, and training for staff in basic technology skills.

-
- *Qualifications:* Minimum Bachelor's Degree plus extensive technology experience, knowledge and skills.
 - *Reports to:* Business Manager.
 - *Evaluated by:* Business Manager, with input from Principal.
 - *Supervises:* No one.
 - *Goal:* To maintain the productive, ongoing operation of all information technology systems and equipment in the school, and ensure their effective use by staff.
 - *Performance Responsibilities:*
 1. Establish and maintain information technology system.
 2. Ensure the continued effective operations of all equipment and supervise any outsourced repairs.
 3. Provide initial training for staff in effective use of technology, as well as troubleshooting and ongoing training on an as-needed basis.

SECRETARY

- *Position Summary:* The school secretary is the key administrative assistant for the school.
- *Qualifications:* Administrative experience, organized and capable of handling multiple responsibilities, detail oriented, excellent written and verbal communication skills, and bi-lingual (English/Spanish) if possible.
- *Reports to:* Business Manager.
- *Evaluated by:* Business Manager and Principal.
- *Supervises:* Informally coordinates (but does not formally supervise) parents and other supporters who volunteer to assist with administrative duties.
- *Goal:* To maximize the productivity of the principal and business manager, and to contribute to the smooth and effective operation of the school.
- *Performance Responsibilities:*
 1. Establish and maintain detailed and accurate processes for all school activities, functions, as well as faculty and student records.
 2. Assist the business manager and principal with administrative duties.
 3. Interact with parents and students and perform administrative functions for the school as needed.

SECURITY GUARD

- *Position Summary:* The security guard is the person who is experienced in maintaining a safe and secure school environment. This a position that will likely be outsourced to a reliable private sector company.
- *Qualifications:* Licensed, bonded security credentials, related experience, and impeccable references from prior employer.
- *Reports to:* Business Manager.
- *Evaluated by:* Business Manager, with input from Principal.
- *Supervises:* No one.
- *Goal:* To ensure the security and safety of the students, staff and school community.
- *Performance Responsibilities:*
 1. Responsible for all measures and procedures to ensure the security and safety of the school community and property
 2. Ensure compliance with any and all security regulations.
 3. Maintain communication with security company and with local NYPD.

OTHER STAFF

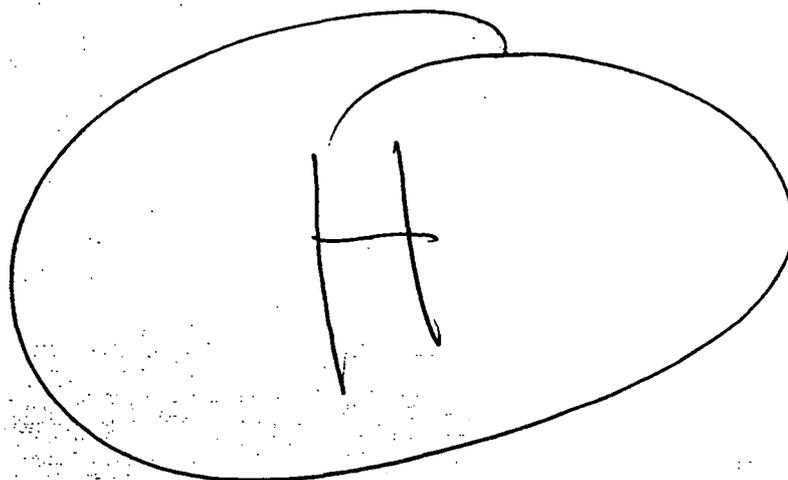
- Please note that additional staff, as well as staffing changes, shall be determined by the Executive Director on an as needed basis.

Additional Responsibilities and Duties

In addition to job-specific responsibilities, certain staff members will have a variety of responsibilities, which will most likely include, but will not be limited to:

- Daily Advisory with Students (1/2 hour) — curriculum provided, all adults in school advise a group of 10-12 students.
- Lunch, Afternoon, and Morning Supervision Duties.
- Chaperoning — field trips, school functions.
- Field Trips — organize and conduct.
- Faculty Meetings — prepare, participate, present, collaborate, share student work, implement agreed upon common strategies.
- Grade-level *Kounaikenshuu* — prepare, participate, present, collaborate, share student work, implement agreed upon common strategies.

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- Departmental *Konnaikenshuu* — prepare, participate, present, collaborate, share student work, implement agreed upon common strategies.
 - Feedback — take it well, give it freely, and use it wisely to improve instruction to improve student achievement.



H. Additional Information

57. Please provide, if you wish, any other information that you think would be helpful to the Charter Schools Institute and the Board of Trustees in their evaluation of your application.

In addition to the Board of Trustees, the following individuals have been involved in the planning and development of the proposed school, as consultants, independent contractors, or pro bono advisors.

Planning and Development

The following individuals have contributed significantly to the Village Academies learning standards and curriculum, and to the overall planning and development of the East Harlem Village Academy Charter School.

DAN COLEMAN, PH.D.

Dan Coleman is the Co-Founder and Associate Director of the Center for Creative Teaching at Bennington College, where he teaches courses for future teachers. Mr. Coleman has taught at Stuyvesant High School and Phillips Academy Andover and at Cornell University. He earned a B.A. from the University of Chicago and a Ph.D. in English from Cornell University.

SARAH KASS

Ms. Kass is a nationally recognized educator, who founded the highly acclaimed City On A Hill charter school at the age of [REDACTED] and served as founding principal for three years and subsequently as president for three years. In addition, Ms. Kass co-founded The Teachers Institute, a school-based teacher training and certification program, and has taught in public schools in New Haven, Chicago and Chelsea, Massachusetts. She graduated summa cum laude from Yale University, and earned a Master's degree in English as a Rhodes Scholar at Oxford University. Ms. Kass has received numerous honors including the *Reader's Digest* "Hero," the Brick Award for community leadership, and *Boston Business Journal* "Forty Under Forty." She has published articles on education in a variety of journals and has consulted to charter schools and educational ventures across the country. Ms. Kass currently serves on the Board of Trustees of City On A Hill, the Board of Directors of

REDACTED

Force on Child Abuse and Neglect. He is Founder and President of the Vincent J. Fontana Center for Prevention of Child Abuse, and the author of *Somewhere a Child is Crying* and *Save the Family, Save the Child*.

JAMES H. JOHNSON, JR., PH.D.

Dr. Johnson is Director of the Urban Investment Strategies Center and Distinguished Professor of Management, Sociology and Public Policy at the University of North Carolina's Kenan-Flagler Business School. Prior to this he was Director of the Center for Study of Urban Poverty at UCLA. Dr. Johnson's research focuses on entrepreneurial approaches to poverty alleviation, job creation and community development. He has published over 100 research articles, and is author of *Prismatic Metropolis: Inequality in Los Angeles*. In 1992, Dr. Johnson founded Durham Scholars, a mentor program that pairs the university's MBA students with children from local low-income communities.

ARTHUR LEVINE, PH.D.

Arthur Levine is President of Teachers College, Columbia University. Under his leadership, Teachers College has been revitalized into a center for providing solutions to real-world problems faced in today's schools. He is the former Chair of the Institute for Educational Management at Harvard Graduate School of Education. He has served as President of Bradford College and Senior Fellow at the Carnegie Foundation. President Levine is the author of several books and dozens of articles, including *Beating the Odds: How the Poor Get to College*, *Quest for Common Learning*, and *Opportunity in Adversity*, and the recipient of numerous awards including the Guggenheim Fellowship.

LORRAINE MONROE, ED.D.

Dr. Monroe is an education reform pioneer who advises urban school system leaders throughout the country. As Founder and Principal of Frederick Douglass Academy in Harlem, she transformed a low-performing public school troubled by violence and chronic absence to one of New York City's highest-ranking high schools. Her legendary work has been profiled by *60 Minutes*, *The New York Times* and other national media. She is the Founder and Executive Director of the School Leadership Academy, and the former Deputy Chancellor of New York City. Dr. Monroe is the author of *Nothing's Impossible: Leadership Lessons from Inside and Outside the Classroom*.

DON SHALVEY, PH.D.

The support, inspiration and guidance of Dr. Shalvey was instrumental in the launch of Village Academies. Dr. Shalvey is Chief Executive Officer of Aspire Public Schools, a

California-based charter school developer. Dr. Shalvey has thirty years public education experience as superintendent, assistant superintendent, principal, classroom teacher and counselor. Under his leadership, the San Carlos District sponsored the first charter school in California (the second in the U.S.). He was co-founder of Californians for Public School Excellence, an organization that spearheaded the passage of the Charter Schools Act of 1998. He went on to launch Aspire, which has been featured in *The Wall Street Journal* and *Fast Company* magazine and other national media.

LEWIS H. (HARRY) SPENCE

Mr. Spence is the Commissioner of the Department of Social Services for the Commonwealth of Massachusetts. From 1995 to 2000, he served as Deputy Chancellor for Operations for New York City Public Schools. Mr. Spence was previously appointed by Governor Weld as Receiver for the City of Chelsea, where he was responsible for restoring financial stability. He has served as Receiver of the Boston Housing Authority, which became a model for public housing intervention across the nation. Mr. Spence chairs the Board of Trustees of City On A Hill charter school. He holds a law degree from Harvard University.

TONY WAGNER, ED.D.

Dr. Wagner is Co-Director of the Change Leadership Group at the Harvard Graduate School of Education. In addition, he serves as Chair of the Harvard Seminar on Public Engagement and is a member of the faculty of the Harvard Institute for School Leadership. Dr. Wagner has served as Project Director for the Public Agenda Foundation, President and CEO of the Institute for Responsive Education, and was Co-Founder and Executive Director of Educators for Social Responsibility. He consults to the U.S. Department of Education and numerous school districts and foundations throughout the country. Dr. Wagner is the author of *Making the Grade: Reinventing America's Schools* as well as *How Schools Change: Lessons from Three Communities*.

VILLAGE ACADEMIES

Letters of Support and Endorsement

Following are letters of support and endorsement for the East Harlem Village Academy Charter School as well as the Village Academies Network.

THE DOCUMENT COMPANY
XEROX

David T. Kearns
Former Chairman and CEO

February 21, 2002

Mr. Robert Bellafiore
President
Charter Schools Institute
State University of New York
74 North Pearl St., 4th Floor
Albany, NY 12207

Dear Mr. Bellafiore:

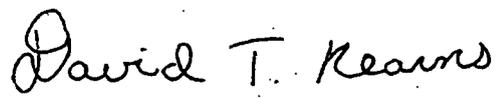
I am writing in support of Village Academies and Deborah Kenny. I have been providing guidance and support to Deborah during the development and planning of this new non-profit venture for two reasons: because I believe in its mission and I am confident in her ability to execute it. I have come to know Deborah as an exceptional leader whose vision is at the cutting edge of education reform in America.

As the Chief Executive Officer of Xerox, my success over the years was based in large measure on my ability to attract and develop top talent and provide an environment in which they would thrive and succeed. This is precisely the premise that is underlying Village Academies, they place the highest value on providing a world-class system of support for educators, and at the same time holding educators accountable for results.

During my years as Deputy Secretary of Education in President George Bush's administration, one of our highest priorities was to set standards of excellence which all children would achieve. I am pleased to have the opportunity to play a role by supporting Deborah and the new generation of national leaders who can take our vision to the next level.

In summary, Village Academies has developed a sound plan, attracted high-level support and assembled a solid team of seasoned educators and business executives. I am confident they will succeed and I urge you to give them every opportunity to do so.

Best regards,



David T. Kearns

Xerox Corporation
100 First Stamford Place
Stamford, CT 06904-2340
Phone: 203 325-6232



Center on Reinventing Public Education

Daniel J. Evans School of Public Affairs - University of Washington
 Box 353060, Seattle, WA 98195-3060
 telephone: (206) 685-2214 facsimile (206) 221-7402

February 25, 2002

Mr. Robert Bellafiore
 President
 Charter Schools Institute
 State University of New York
 74 North Pearl St. 4th fl.
 Albany, NY 12207

Dear Mr. Bellafiore::

I am writing in support of Village Academies' charter application.

I am familiar with Deborah Kenny's plans for developing a network of mutually-supporting schools, and for governing it in a way that allows both accountability and innovation.

The future of American education is in schools that learn from one another and support one another's improvement. This is not common in school districts, where individual schools maintain closer relationships with the central office than with one another. It is also not common in one-off charter schools, those created by an independent group that wants to serve a specific group of children but does not want to be entangled with anyone else. The result, unfortunately, is that too many schools struggle on their own and too many good ideas are used only in one place.

Village Academies' idea, of a mutually-accountable set of schools respecting common principles but free to adapt to the needs of children and the talents of staff, is sorely needed. I think it is a more powerful idea than for-profit education management organizations. I also think it is a more workable way to support schools than is the conventional public school district, which is driven by politics at least as much as by the need to support effective schools. It might, in fact, be the way school districts learn to do their work more effectively -- through sponsorship of coherent groups of cooperating schools, rather than through central management.

I strongly endorse the Village Academies application, and look forward to seeing their first schools in operation.

Sincerely yours,

Paul T. Hill
 Research Professor, University of Washington
 Director, Center on Reinventing Public Education



CHARLES R. BRONFMAN
CHAIRMAN

February 25, 2002

Mr. Robert Bellafiore
President
Charter Schools Institute
State University of New York
74 North Pearl St., 4th Floor
Albany, NY 12207

Dear Mr. Bellafiore,

It is my understanding that you are considering charter school applications from Village Academies for schools that would open in September 2003. In this regard, I am writing to support such applications as I have known Deborah Kenny, the founder of Village Academies, for nearly ten years both on a personal and professional basis.

I first met Deborah when she was Vice-President of Advertising for *The Jerusalem Report*, which I helped co-found in Israel and whose major market was in the United States. Deborah did an astonishingly good job. She was aggressive yet sensitive and produced outstanding results for this stand-alone magazine which were beyond our expectations. And, she had to do it alone most of the time as the management team for the *Report* was in Jerusalem and she was based in New York.

Deborah left *The Jerusalem Report* for another area in the magazine field but we have kept in touch. Her husband suddenly died which left her alone with three small children and somehow or other I became something of a mentor to her, a role which I have greatly enjoyed. Why? Because she is a young woman of great integrity and capacity and cares so very much. What she says is what she does.

Deborah has been committed to the education world for some time and believes strongly that her real role in life is to provide quality education for those who are not receiving it and would have grave difficulty in acquiring it. I happen to know something of this world because in Israel my colleagues and I are the stewards of a very successful not-for-profit supplementary educational program.

If the Charter Schools Institute is seeking individuals with the ability to launch, manage and ensure the quality of schools for disadvantaged youth in New York, I would highly recommend to you Deborah Kenny and Village Academies.

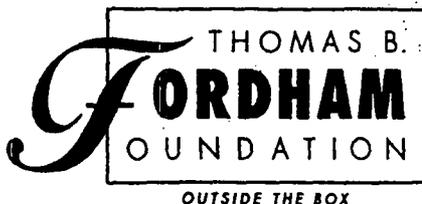
Sincerely,

A handwritten signature in cursive script, appearing to read "Charles S. ...". Below the signature is a horizontal line.

Chester E. Finn, Jr.
President

David H. Ponitz
Vice President

Thomas A. Holton
Secretary / Treasurer



Trustees
Chester E. Finn
Chester E. Finn, Jr.
Thomas A. Holton
Bruce Kovner
Bruno V. Manno
David H. Ponitz
Diane S. Ravitch

March 25, 2002

Robert Bellafiore, President
Charter Schools Institute
State University of New York
74 North Pearl Street
Albany, NY 12207

Dear Bob,

I recently had occasion to review the "Village Academies" curriculum design and business plan, as prepared by Deborah Kenny, Sarah Kass and their colleagues. I understand that two charter applications from them are pending before you and SUNY, applications consistent with the materials I have now reviewed. I also know Deborah and Sarah.

Let me simply state that these schools promise to be as good as any charter schools in America. They embody a solid, sensible (if ambitious) educational plan and the people involved have the capacity to manage a network of schools. Indeed, the genius of their design is not just an isolated school but, rather, a new kind of public school system.

No, it's not perfect. I gave Deborah some suggestions for minor tweaking and fine-tuning. But even in its present form it warrants at least an A-, which is a heckuva lot more than any of us can say about most school plans (including, alas, all too many charters!)

I believe Village Academies warrant your support and that of the SUNY trustees.

Thanks for accepting this unsolicited but heartfelt comment.

Cordially,

Chester E. Finn, Jr.

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YESHIVA UNIVERSITY
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OFFICE OF STUDENT SERVICES

April 19, 2002

Mr. James Merriman IV
Senior Vice President
Charter Schools Institute
State University of New York
1 Penn Plaza, Suite 735
New York, NY 10019

Dear Mr. Merriman:

It gives me great pleasure to write on behalf of Dr. Deborah Kenny's application to open a charter school serving disadvantaged children in New York City. I have known Deborah and her family since Fall, 1990 when she began working as the Resident Supervisor at Yeshiva University's Stern College of Women. During her four-year tenure at the university, Deborah was entrusted with supervising and ensuring the well being of approximately 600 college women.

Three qualities stand out that highlight Deborah's qualities as a strong educational leader.

First, she is able to withstand pressure with admirable calm, and maintain her productivity through diligence and strong leadership. I was impressed with her compassion and genuine interest in others, as well as the professional manner in which she dealt with a variety of sensitive issues that arise at any university in the course of the academic year. Her interpersonal skills enabled her to develop meaningful relationships with students, staff, parents and administration. While she may often be soft-spoken, she is a powerful, assertive individual who interacts effectively with a diverse cadre of people. Deborah is a gentle but firm individual who can assess a challenging situation and go directly to outlining and implementing what needs to be accomplished.

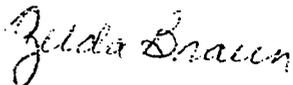
Second, Deborah is a highly effective and organized manager, capable of running a multifaceted operation. She was responsible for managing all aspects of administration; ensuring compliance with university policies; implementing a variety of school programs and procedures; hiring and training a staff of sixteen; handling 24-hour medical and other emergencies; as well as personal counseling referrals; and parent communications. I was particularly pleased with the outstanding staff-training program she developed and led each

year, which contributed significantly to the quality of student life and community cohesiveness.

Finally, and perhaps most importantly, Deborah is a woman of integrity and responsibility. Before Deborah left to accept a position elsewhere, she took it upon herself to develop a comprehensive manual with guidelines and instructions for each month throughout the academic year. She was intent on communicating to the next supervisor all the procedures that she had learned and all the programs that she had created and developed. She did not want to leave me in the lurch and initiated the project out of her sense of responsibility to effect a smooth transition of key staff on campus.

Given her outstanding performance and leadership at the college, I am confident she will excel at starting and supervising a school of excellence that New York leaders will support with pride.

Sincerely,



Zelda Braun
Assistant Dean of Students
Yeshiva University



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February 14, 2002

Mr. Robert Bellafiore
President
Charter Schools Institute
State University of New York
74 North Pearl Street, 4th Fl.
Albany, NY 12207

Dear Mr. Bellafiore:

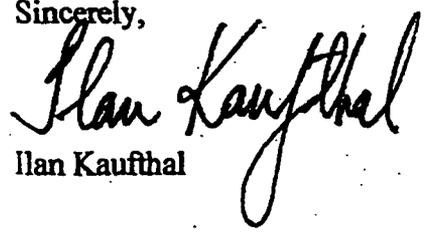
I understand you are leading the effort to evaluate and develop quality charter public schools in New York State. I highly recommend Village Academies and Dr. Deborah Kenny to you and to the State Education Department of New York.

I have known Deborah, the CEO of Village Academies, for over eight years. Deborah has impeccable credentials, a reputation for integrity and a strong ethical sensibility. Simply put, there are no surprises with Deborah. She can be counted on to build and lead a complex operation that delivers results, while at the same time remaining sensitive to the needs of individual students and families.

Throughout the development of Village Academies over the last year, I have been pleased to provide support and advice to Deborah and her team. At her request, I have hosted sessions and provided pro bono guidance on the business planning and presentation. In addition, I have offered to provide introductions to friends and colleagues, including those who serve on boards of education foundations, regarding support for Village Academies.

I believe education in our country stand to benefit from "social entrepreneurs" such as Deborah Kenny. In my view, Village Academies will become one of the most successful non-profit education networks in the country, and has the potential to take education reform to a new level of quality and scale.

Sincerely,


Ilan Kaufthal