WORCESTER REGIONAL CHARTER SCHOOL

A Proposal to create a Commonwealth Charter School
Submitted to the Massachusetts Department of Education
September 17, 2004

"The mission of the proposed Worcester Regional Charter School is to create an environment that promotes high academic achievement, sound moral values, and active citizenship. Our program of a rigorous curriculum, individual attention, moral character development, and parent involvement will enable all of our children to reach their greatest potential."
Proposed Charter School:  Worcester Regional Charter School

School Address (if known):  Not available at the time of printing

School Location (City/Town):  Worcester

Name of Group Applying for the Charter:  Worcester Regional Charter School Founding Group

Contact Person:  Juan A. Gomez

Address:  93 Beacon Street

City:  Worcester  State:  MA  Zip:  01608

Daytime Tel:  (774) 696-7123  Fax:  508-799-1015

E-mail: juan_a_gomez@yahoo.com

The proposed school will open in the fall of school year:  ☑ 2005-06  ☐ 2006-07

<table>
<thead>
<tr>
<th>School Year</th>
<th>Grade Levels</th>
<th>Total Student Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td>K-5</td>
<td>510</td>
</tr>
<tr>
<td>Second Year</td>
<td>K-6</td>
<td>588</td>
</tr>
<tr>
<td>Third Year</td>
<td>K-7</td>
<td>665</td>
</tr>
<tr>
<td>Fourth Year</td>
<td>K-8</td>
<td>744</td>
</tr>
<tr>
<td>Fifth Year</td>
<td>K-8</td>
<td>744</td>
</tr>
</tbody>
</table>

Will this be a Regional Charter School?:  ☑ Yes  ☐ No

School districts from which students are expected to come:  Auburn, Leicester, Worcester
Commonwealth Charter School
Certification Statement

Proposed Charter School Name: **Worcester Regional Charter School**

Proposed School Location (City/Town): **Worcester**

I hereby certify that the information submitted in this application is true to the best of my knowledge and belief; that this application has been or is being sent to the superintendent of each of the districts from which we intend to draw students; and further I understand that, if awarded a charter, the proposed school shall be open to all students on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language, or a foreign language, or academic achievement. This is a true statement, made under the penalties of perjury.

Signature of Authorized Person: __________________________ Date: 9/14/04

Print/Type Name: **Juan A. Gomez**

Address: **93 Beacon St. Worcester, MA 01608**

Daytime Phone: **774-696-7823** Fax: **508-799-1018**
September 16, 2004

Kim Wechtenhiser, Coordinator
New Schools Development
Charter Schools Office
Mass Department of Education
350 Main Street
Malden, MA 02148

Dear Ms. Wechtenhiser;

I write to confirm my desire to serve as the Chairman of the proposed Worcester Regional Charter School, to serve Worcester County.

I have been a strong advocate of charter schools for many years, and believe that Worcester will be well served by our proposal. After conducting extensive research on the matter, the advisory board of the proposed charter school has a tentative agreement with the National Heritage Academies to enter into a management contract for purposes of operating our school.

We are thrilled with the idea of this partnership, and look forward to providing the children of Worcester County with an exceptional academic alternative to the children of the county. I further wish to attest that I have no conflict of interest in becoming involved in the management and operation of this school.

Lastly, I am proud to lend my name and support to this initiative, as it is consistent with my life long commitment to work to improve the conditions of disadvantaged individuals in our community. I have spent more than 15 years serving the community in many different capacities. As such, I have accumulated a unique set of experiences and skills that I believe will benefit the board of the proposed charter school, and ultimately the children we will serve.

I trust this letter serves as sufficient documentation of my desire and capacity to serve in this capacity. Should you have additional questions, please feel free to call. I can be reached at :774-696-7123. Thank you in advance.

Sincerely,

Juan A. Gomez, Vice Chairman
Worcester City Council
Executive Summary

**Worcester Regional Charter School** seeks to create a new public school choice for parents in our area. The charter school, if approved, will be a regional, **Commonwealth**, school focused on serving students from the Worcester, Auburn, and Leicester school districts.

The need for a new charter school which focuses on student mastery in all core academic areas is clear. The newly released report from the Massachusetts Department of Education lists 23 schools from Worcester that have failed to meet required academic benchmarks for at least two years. Four other schools in Worcester gave failed to meet the required academic benchmarks for four consecutive years. ("Central Mass. Schools fail to Meet Benchmarks," *Telegram & Gazette*, September 16, 2004). The Department of Education also identified 132 schools as Schools Identified for Improvement. There are six schools from Worcester on this list, and both the Auburn middle school and Leicester middle school are on this list. Schools are identified for improvement based on student results on the MCAS assessments. Some of the more troubling MCAS results from these districts include: only 41% of Auburn school district students scored "Advanced" or "Proficient" on the 6th grade Math MCAS exam; only 46% of Leicester school district students scored "Advanced" or "Proficient" on the 4th grade Math MCAS exam, and 60% of Worcester school district students failed the 8th grade Math MCAS exam while only 15% scored "Advanced" or "Proficient."

For the reasons discussed above, our founding group came together to create a new public school focused on academic success for all students, regardless of gender, race, ethnic, or social-economic status. We are proposing to open the Worcester Regional Charter School, should it be approved, in September 2005. The school would begin its first year of instruction serving grades Kindergarten through 5th grade. We will add one grade each year until the school reaches full growth as a Kindergarten – 8th grade Commonwealth charter school.

Our academic program emphasizes student mastery of content and skills in reading, math, English, history, geography, science and government. Should our charter be approved, we will hire a school leader and teachers dedicated to persistently evaluating, and improving, the effectiveness of our curriculum. The proposed curriculum is based on sound, proven, content based programs such as *Open Court Reading*, *Saxon Math*, and the *Core Knowledge Sequence*.

We believe actively seeking and gaining parental involvement and support is a key ingredient for successful schools. Many studies continue to illustrate that a leading indicator for students' academic success is parents actively involved in their education. Our proposal stresses parental involvement through advisory committees, volunteer
opportunities, and the creation of a parent room at the school. The parent room will be a place for parents to arrange activities, meet with teachers in an informal setting, or simply relax and get to know other parents and families. Most importantly, it will be a strong message that they are welcome.

We also believe that a well-rounded education includes helping students to become good citizens. Our educational program therefore includes a comprehensive character education curriculum. We hope to help families reinforce the virtues they are teaching their children at home. Our school leaders and teachers will be expected to both teach and model the virtues such as honesty, respect, integrity, and responsibility. Teachers will incorporate character education and virtues into other subjects.

Students who demonstrate strong character will be acknowledged and rewarded. This may be done through simply sending home a letter to parents or recognizing students at school-wide assemblies. We believe this will help create a school culture where kindness and respect for one another will be the norm. In order to be focused on academic achievement and self-fulfillment, students must know they are safe, and that bullying from other students will not be tolerated.
Public Statement

Worcester Regional Charter School Proposal

If approved by the Massachusetts Board of Education, the Worcester Regional Charter School will be a Commonwealth Charter School serving the Worcester, Auburn, and Leicester school districts. The charter school proposes to begin instruction in September, 2005 for grades Kindergarten through 5th grade. Ultimately, the school will grow to a Kindergarten through 8th grade charter school.

The charter school proposes to implement a rigorous academic program focusing on mastery of content and skills in all academic subjects. The proposal stresses parental involvement as a key to student success.
I. Charter School Mission

A. Mission Statement
The mission of the proposed Worcester Regional Charter School is to create an environment that promotes high academic achievement, sound moral values, and active citizenship. Our program of a rigorous curriculum, individual attention, moral character development, and parent involvement will enable all of our children to reach their greatest potential.

B. Statement of Need
The Founding Board of Trustees believes that a charter school is needed in the Auburn, Leicester and Worcester school districts because all three districts are rated as simply meeting or are below the State MCAS average. The Department of Education has designated Worcester as a “Targeted Area,” signifying the presence of underperforming schools in the District. A new report from the Department of Education identified 6 schools in Worcester, the Auburn Middle School, and the Leicester Middle School as Schools Identified for Improvement.

The charts below lists the MCAS scores for Spring 2008. These charts highlight the poor performance of each District on the Math and ELA portions of MCAS. Students must be proficient in these subjects, before they can achieve mastery in all academic areas.

### Auburn Performance Levels (Spring 2003 MCAS)

<table>
<thead>
<tr>
<th>Grade and subject</th>
<th>Needs Improvement or Failing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 3 Reading</td>
<td>36 %</td>
</tr>
<tr>
<td>Grade 4 ELA</td>
<td>39 %</td>
</tr>
<tr>
<td>Grade 4 Math</td>
<td>59 %</td>
</tr>
<tr>
<td>Grade 6 Math</td>
<td>59 %</td>
</tr>
<tr>
<td>Grade 7 ELA</td>
<td>30 %</td>
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<tr>
<td>Grade 8 Math</td>
<td>59 %</td>
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</table>

### Leicester Performance Levels (Spring 2003 MCAS)

<table>
<thead>
<tr>
<th>Grade and subject</th>
<th>Needs Improvement or Failing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 3 Reading</td>
<td>33 %</td>
</tr>
<tr>
<td>Grade 4 ELA</td>
<td>48 %</td>
</tr>
<tr>
<td>Grade 4 Math</td>
<td>60 %</td>
</tr>
<tr>
<td>Grade 6 Math</td>
<td>57 %</td>
</tr>
<tr>
<td>Grade 7 ELA</td>
<td>33 %</td>
</tr>
<tr>
<td>Grade 8 Math</td>
<td>68 %</td>
</tr>
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</table>

### Worcester Performance Levels (Spring 2003 MCAS)

<table>
<thead>
<tr>
<th>Grade and subject</th>
<th>Needs Improvement or Failing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 3 Reading</td>
<td>52 %</td>
</tr>
<tr>
<td>Grade 4 ELA</td>
<td>56 %</td>
</tr>
<tr>
<td>Grade 4 Math</td>
<td>73 %</td>
</tr>
<tr>
<td>Grade 6 Math</td>
<td>70 %</td>
</tr>
<tr>
<td>Grade 7 ELA</td>
<td>63 %</td>
</tr>
<tr>
<td>Grade 8 Math</td>
<td>86 %</td>
</tr>
</tbody>
</table>
This proposal, however, is not about criticizing existing schools. In fact, we recognize and applaud the many positive gains that have been made in our public schools. We believe strongly, however, that even if all of our existing schools were excellent we can never have too many great schools. It is our hope that the Worcester Regional Charter School will be able to collaborate with other public schools. We hope to learn from and adopt the best practices of existing schools and hopefully share some successes of our own.

II. How will the school demonstrate academic success?

A. Educational Philosophy

The proposed curriculum is aligned with Massachusetts State Curriculum Frameworks and augmented with the Core Knowledge Sequence. Core Knowledge founder E.D. Hirsch, a national leader in education reform, is the author of numerous books, including Cultural Literacy, The Schools We Need, and separate books on What Your 1st (2nd, 3rd…) Grader Needs to Know. Hirsch is a strong proponent of reinvigorating our educational system with a standard, common body of knowledge that all children at a particular grade level ought to learn. His work starts with the premise that in order for a free, democratic society to function, schools must provide a core body of academic, historical, and national knowledge to our children. We have adopted this consensus-based model of specific content guidelines to provide a coherent foundation of learning for students from Kindergarten through eighth grade. The sequence offers a planned progression of specific knowledge in history, geography, government, economics, mathematics, science, reading, English, and fine arts.

Research shows that using the Core Knowledge approach improves student performance and enhances a student's overall education. (See "Results at Core Knowledge Schools: Improving Performance and Narrowing the Equity Gap," Core Knowledge Foundation, May 1998) According to the research, "when comprehensively implemented in a school program," Core Knowledge produces "two significant results: (1) because Core Knowledge presents a challenging body of specific content designed to build cumulatively throughout children's elementary and middle school years, children steadily gain important knowledge widely shared by educated Americans (cultural literacy); and (2), especially for children whose circumstances preclude the extra learning that goes on outside school in advantaged families, Core Knowledge helps narrow the gap in academic performance between children from well-off and disadvantaged homes."

According to research, "Core Knowledge schools show the following: schools emphasize strong parental support; the children's enthusiasm for learning "grown-up" knowledge; and the teachers' new sense of community as they cooperate to teach challenging lessons, as well as their rekindled love of learning as they revisit or learn a variety of topics."

Below are the results from studies which indicate the benefits of using Core Knowledge.

As part of an independent multi-year study of a national sample of Core Knowledge schools selected for geographic and demographic diversity, researchers at the Johns Hopkins University issued a first-year report (First-Year Evaluation of the Implementation of the Core Knowledge Sequence: Qualitative Report, Sam Stringfield, Amanda Datnow et al, 1996), which, based on school and classroom observations, focus groups, interviews, and questionnaires, affirms positive effects of Core Knowledge, including:

- "Children gain self-confidence."
B. Curriculum

Our curriculum is based on building a student’s knowledge each year, as that student masters skills and content. We believe that all students can and will learn the same curriculum, using a variety of programs and instructional methods. The curriculum was also written with the “whole student” in mind, focusing on character development, self-esteem, and community pride. Challenging academics should be first. We have attached as Exhibit A the sample of the curriculum we are proposing for Worcester Regional Charter School. Please also see Exhibit B, which is an example of how we will align our educational standards with Massachusetts standards.

Reading

We believe that in order to become successful readers, students must master all of the tools necessary to read. Accordingly, our curriculum includes an intensive phonics program beginning in kindergarten. The systematic introduction and practice of sounds enables all children to be firmly rooted in the basics of the English language.

Our students will read classical children’s literature such as Aesop’s Fables, The Adventures of Tom Sawyer, Iliad, and Julius Caesar. It is our desire to expose them to outstanding works with a strong emphasis on books containing rich language and vocabulary.

The school will adopt Open Court Publishing Company’s Open Court Reading, a comprehensive program that prepares students to be successful readers. Open Court Reading is built upon principles that reflect the consensus of leading literary researchers and practitioners regarding what tools are essential for reading success. Initial reading instruction relies on the explicit teaching of sounds, on the blending of sounds into words, and using this knowledge for reading and writing.

- Students who experience Open Court Reading:
  - Learn how to read and respond to a variety of texts
  - Acquire strategies for accessing information and exploring concepts
  - Learn how to communicate effectively using both oral and written language
  - Learn how to work both independently and collaboratively
  - Acquire learning strategies such as asking questions, making connections, predicting, clarifying, and summarizing
  - Learn problem solving through inquiries, research, and supporting investigation activities

English

All students will be expected to develop a strong understanding of the English language. A challenging spelling program includes weekly spelling lists and quizzes. Students will be instructed in all areas of grammar and punctuation including topics such as roots, prefixes, suffixes, and subject/verb agreement. Students will study vocabulary with an emphasis on appropriate vocabulary from content areas. Classes will also review grammar, punctuation, and spelling through Daily Oral Language exercises.

Teachers will emphasize neatness and excellent penmanship will be expected at all levels. Students will be instructed in proper size and formation of letters through regular handwriting lessons.

Students will have many opportunities to develop their skills in the area of composition.
of the classroom achievement levels. Operation Breakthrough was developed based on three years researching what's being done at the country's best schools -- including KIPP Academy in Houston, Marva Collins Preparatory Academy in Chicago, Bennett-Kew Elementary in Inglewood, California, and Wesley Academy in Houston -- and what works in schools today.

A key finding of this research is that reading and math must be priority subjects. This in no way discounts the importance of a well-rounded education, but clarifies that if students are reading and performing in math at grade level, they will be successful in other areas. Students unable to read at grade level also can’t read science or history materials and will fall further behind in those subjects as well.

Key components of Operation Breakthrough include:

- Within each grade, students are assigned to classes based on achievement level. This simplifies the teacher’s job and eliminates the extremely difficult challenge of reaching each student in a classroom of widely varying learning levels.
- The daily schedule is adjusted for each classroom of students based on educational needs alone, not logistics or traditional education practices.
- This is not a tracking program. This is a temporary program to ensure that our students are at or above grade level.
- Class sizes are designed to be flexible so a student can move up if he or she progresses more quickly than his or her group.
- While students in the lower groups will spend less time on subjects such as history and science until they reach grade level, they will still be exposed to these subjects through programs such as the Open Court Language Arts program.

The charter school's operational design is based on Effective Schools Research, a guide by Professor Ronald R. Edmonds, to create a learning environment that will positively impact all students and help them reach their full potential. The defining features of effective schools are as follows:

- Safe and Orderly Environment – There is an orderly, purposeful atmosphere which is free from threat or physical harm for both the students and staff.
- Clear School Mission – There is a clearly articulated mission for the school to which the staff is committed.
- Instructional Leadership – The instructional leader effectively communicates the mission of the school to the staff, parents, and students. S/he also understands and applies the characteristics of effective schools.
- High Expectations – The school displays a climate of high expectations. The staff demonstrates the expectations and capacity to achieve mastery.
- Opportunity to Learn and Student Time on Task – Teachers allocate a significant amount of classroom time to instruction in basic skill areas.
- Frequent Monitoring of Student Progress – Feedback on student academic progress is frequently obtained. Multiple assessment methods are used. The results of testing are used to improve student performance and the overall instructional program.
- Home-School Relations – Parents understand and support the school’s mission. Parents are encouraged to participate in advisory committees that support the school’s mission.
"Students connect to material learned previously."

"Core Knowledge appears to lessen the need for re-teaching concepts at the beginning of the school year."

"Students are more interested in learning (and reading)."

"[Core Knowledge] increases interaction among teachers [and] makes teachers' work lives more interesting."

"Unlike some reforms where teacher enthusiasm wanes after the first two years, data suggest that teacher support for Core Knowledge increases over time as teachers attain mastery of the curriculum."

In addition, independent studies of Core Knowledge schools in Maryland, Virginia and Texas indicate widespread improvement.

Other pillars of the charter school’s academic program include:

**Phonics**

We believe that in order for children to become successful students, they must have a strong background in phonics. Our reading program provides intensive phonics instruction beginning in Kindergarten.

**Subject Mastery**

It is not enough for teachers to simply “cover the material” in class. The curriculum must be taught for student mastery. It is essential that students master the subject matter in one grade before they move on to the next.

**Active Learning**

Our history and science curricula are not textbook based. Rather than passive learning, history and science are taught with hands-on, project-based learning programs.

**Teacher Contribution to the Creation of Lessons**

Worcester Regional Charter School teachers play a significant role in the creation of lessons. Their contribution is part of what makes our curriculum outstanding. All teachers are provided with content standards, source documents, and lesson ideas. The teachers then plan the lessons drawing on these resources in order to achieve student mastery of the content.

**History and Geography/Government and Economics**

Rather than teaching Social Studies, our teachers study cultural literacy with the students through the subjects of history, geography, government, and economics.

**American Heritage**

Worcester Regional Charter School takes a great deal of pride in the history of the United States. We believe that our nation was created by gifted men and women. Our students are taught to understand the contributions of Founding Fathers and the challenges faced in creating our great nation.

The academic program will be supported by *Operation Breakthrough* and *Effective Schools Research*.

*Operation Breakthrough* was designed by National Heritage Academies to challenge each child at his or her own academic level and get all of our students to grade level and beyond. One of the major problems in education today is that most schools end up "teaching to the middle," because the typical classroom is comprised of students at varying achievement levels. Unfortunately, this model usually comes at the expense of students at the upper and lower ends
Teachers will offer extensive instruction and modeling of the writing process beginning in the early elementary grades. Students will explore all forms of writing including descriptive, persuasive, and creative.

Students will be instructed in giving oral presentations. Teachers will show students how to prepare their materials and deliver their presentation in a professional manner appropriate for their grade level. Students will frequently give research presentations related to core academic areas, including history, geography, and science.

Mathematics
The school will use *Saxon Math*. *Saxon Math* is built upon the belief that the most effective way for students to learn is through a gentle repetition extended over a considerable period of time. At Saxon, they call this method incremental development. At its simplest, incremental development consists of the introduction of topics in pieces (increments), permitting the understanding of one facet of a concept before the next facet is introduced. Both facets are then practiced together until another is introduced.

The incremental approach to topics is combined with continuous review so that all previously learned material is reviewed in every lesson for the entire year. Topics are never dropped, but instead are increased in complexity and practiced every day, providing the time required for students to master all concepts. Other features of *Saxon Math* include: new objectives are introduced through carefully selected group activities; children use manipulatives, engage in discussions and work in cooperative groups to help one another learn; and, the mastery of concepts develops from hands-on experience.

Students who experience *Saxon Math*:
- Learn number operations, probability, graphing, patterns, geometric concepts, and algebraic expressions
- Learn how to problem solve, calculate, estimate, and measure

Science
Science includes the study of life science, earth science, and physical science. The teachers will have a strong commitment to hands-on, experimental science activities. For example, students will learn about sound and pitch by making vibrations with everyday materials and about solar energy by building solar ovens. Students will work extensively with appropriate materials, measuring devices, and scientific instruments. A Science Specialist will work closely with teachers aiding them in supplemental material and lessons.

History, Geography, and Government
Thematic units have been developed in history, geography, and government. We will use a variety of teacher-developed instructional materials to develop each thematic unit and accomplish the learning objectives through project-based learning.

The history content is based on the *Core Knowledge Sequence*, and supplemented with additional materials when needed and appropriate. This sequence gives students an excellent understanding of ancient, United States, and world history. A strong emphasis is placed on the uniqueness of the history of the United States and the people who shaped this great country. Teachers model a respect for America and her heritage.

An understanding of geography is essential in the study of history; therefore, significant time is given to the instruction of geographically related topics. Students will be instructed in understanding land forms, bodies of water, and map skills. The geography curriculum is based
primarily on the material covered in the Core Knowledge Sequence.

Students will be instructed in understanding the role of government and the political process in the United States. An emphasis will be placed on the importance of being an informed citizen who participates in the political process.

Art

Through the weekly art classes, students will explore many different genres of this area. Students will participate in hands-on art projects throughout the year. Frequently, these projects will be related to topics currently being studied with their classroom teacher. Students will also be exposed to many great artists and their works through art appreciation lessons.

Music

Students will explore many periods of music during their weekly classes. Students will spend time learning music appreciation and study great composers and their works. Theory also is an important part of music education, and children will learn many basics in this area. There will be many opportunities for the students to sing as a part of the class and as a part of the yearly school-wide musical programs. Generally, two music concerts will be held each year.

Physical Education

Physical Education helps students develop in three areas. Students will develop individual skills through direct instruction and guided practice. Students will learn about teamwork through playing team games. Lastly, students will learn about the importance of sportsmanship through instruction and modeling by the instructor.

Library

Each class will visit the library weekly. Students will have the opportunity to read, check out books, and receive instruction in different areas of library usage.

Technology

Each classroom will have a computer station. In addition, students will have access to a computer lab in the media center with one instructional period per week. As the year progresses and students master the core basics of reading and math, additional technology will be integrated into the instructional program.

Character Education

Worcester Regional Charter School will stress character education by teaching core values such as integrity, diligence, perseverance, fairness, kindness, self-respect and friendship. These values are taught through core subjects, homeroom discussions, parent/guardian education sessions, and school-wide assemblies.

Middle School Electives

The middle school program is designed to excite students about academics while still focusing on core subjects. Students will have the opportunity to choose a portion of their academic courses based on their personal interests. To help in the decision making process and to ensure that students are offered a complete program, each student is required to complete one physical education class, one music, one computer class, and one foreign language class each year in addition to the core subjects. Examples of electives include: Concert Choir, Current Events and Broadcasting, Drama, Film, Journalism, Lego Engineering and Advanced Science, Music Appreciation, Science Olympiad, and Student Leadership.
Special Needs Students
We understand that not all students learn in the same manner. Students have varied learning styles. Teachers will use methods and processes to identify a student who may need additional help in or outside the classroom. We have identified some of those methods and processes in other parts of this proposal, however; our general supposition is that each child who has an identified learning barrier will be given the tools and opportunity to progress in the school. This will apply to any student, including those with comprehensive Individualized Education Plans (IEPs), in addition to those students who may be at risk of academic failure. We are also aware of the need to identify and teach to students who may have limited or no English speaking skills.

Community Resources
Teachers will utilize community resources and volunteers to augment our academic program.

C. Assessment System

1. Classroom Assessment
The goal of true assessment is to determine the quality of instruction. Assessment helps determine what students know and how to change the instruction to help students learn what they need to know. In addition to annual assessments, we propose to assess students frequently throughout the year in the following areas:

Reading and Writing
The assessment components of Open Court Reading reflect the balanced nature of the series itself. A variety of assessment tools are used to assess student progress, including pre- and post-tests, unit tests, comprehension assessment, self-assessment, portfolio assessment and family evaluation. Observation with appropriate note-taking and recording is a way of assessing progress in phonemic awareness.

The Collins Cumulative Writing Folder Program supports teachers in building an effective and experiential writing program within their classrooms. The program consists of four elements: 1) writing management system, 2) oral reading, 3) focus correcting and 4) using past papers to teach new skills.

Math
Oral and cumulative written assessments are built into the Saxon Math program. Each assessment questions children on skills that have been practiced for at least five lessons. An oral assessment occurs every ten lessons. The oral assessments are short, individual interviews that occur during independent working time and on the extra day that is built into the program. Test booklets will be available for teachers or teachers may make their own test to be given for every five lessons.

Science
Assessments for science will be developed by the teacher accounting for the state standards and Core Knowledge objectives. Teachers use informal and written assessments on experiments, projects, and tests.

History and Geography/Government and Economics
A variety of resources and assessment tools are used to provide sequenced knowledge of important historical events from the dawn of civilization to the present day. It is specific, concrete, and facilitates children in becoming functioning members of society. The students are
involved in hands-on, project-based learning. Periodic exams are given to test the students' knowledge of the content standards.

2. Student Assessment
The Massachusetts Comprehensive Assessment System (MCAS) tests are given each year in selected grades (3, 4, 5, 6, 7, 8 and 10). The Education Reform Law of 1993 requires the participation of all public school students in the grades being tested on the MCAS in Massachusetts, including students with disabilities and students with limited English proficiency (parents cannot legally refuse to let their child be tested). The Worcester Regional Charter School will fully comply and implement all aspects of MCAS.

3. Other Assessments
Students will also be tested in the areas of reading, mathematics, language arts, science and social studies via computer adaptive tests published by the Northwest Evaluation Association (NWEA). The NWEA tests shall be administered to grades 2-8 at least twice every year. A pre-test shall be administered to all new students in the fall and a post-test shall be administered to all students in the spring. This yearly testing shall allow the school to see year-to-year growth. The tests are delivered via computer and are scored electronically to measure growth for individual students, classrooms, and school-wide, providing immediate results. Additionally, tests can be given during the school year to provide a snapshot of student progress, allowing school staff to make instant adjustments to classroom lessons without waiting for year-end feedback.

We have chosen the NWEA tests for several reasons. Traditional standardized wide-range tests provide all the students in a grade with a single test form. A problem with these tests is that in trying to give a sampling of content that is appropriate for many students, the test as a whole is appropriate for very few students. Almost any student taking a wide-range test encounters some items that are too easy, some that are reasonably challenging, and some that are too difficult. With the NWEA, each student takes a unique test that is dynamically developed for him or her as the test is being administered. The program instantly analyzes the student's response to each test item and determines the appropriate difficulty level to present throughout the remainder of the test. This type of adaptive test gives all students an equal change to succeed and makes achievement scores more accurate.

Additionally, we have chosen the Star Early Literacy (STAR) test to assess 1st grade students in reading. STAR is a computer-adaptive diagnostic assessment that gives teachers and staff immediate information on the literacy progress of students. This criterion-referenced assessment tests 41 skills in seven domains commonly recognized by experts for their role in literacy development: 1) general readiness, 2) phonemic awareness, 3) phonics, 4) graphophonic knowledge, 5) structural analysis, 6) comprehension, and 7) vocabulary. On the basis of Scaled Scores, students taking STAR Literacy are categorized into one of three literacy classifications: Emergent Reader, Transitional Reader, or Probable Reader.

The results of assessments are shared with all key stakeholders:

- Principal, teachers and staff review the results to measure student progress, and determine if their teaching methods are effective.
- Parents and students receive the results for their children. Results are explained in detail to each child's parents and teachers make themselves available to address parental questions and concerns.
- Assessment results are reported to the authorizer so that the charter school is held accountable to the state and to ensure the school is meeting adequate yearly progress, per No Child Left Behind.
• The Board analyzes assessment results to ensure that students are progressing towards, meeting or exceeding standards. The Board will hold school leadership and NHA accountable to meeting these goals.

**Professional Development and Training**

Teachers, in partnership with school leaders, will write a Professional Development Plan each year based on:

- Analysis of student assessment data
- Evaluation results of programs and services; and
- Evaluations of professional staff and administrators

The Professional Development Plan will include training in the teaching of the curriculum and analyses and accommodations for diverse styles of learning.

**D. School Characteristics**

**Structure of the School day and year**

The school calendar shall at all times comply with the minimum school day and hour requirements. Students will attend for a minimum of 180 days and receive a minimum of 1,000 hours of instruction. The Board of Trustees of the school will amend these minimum requirements as necessary to comply with applicable laws. The following is a tentative school calendar, which will be finalized and published prior to opening:

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>8-12</td>
<td>Teacher Training</td>
</tr>
<tr>
<td>September</td>
<td>1</td>
<td>First Day of School (1/2 day)</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Labor Day (school closed)</td>
</tr>
<tr>
<td>November</td>
<td>21</td>
<td>Evening Teacher Conferences</td>
</tr>
<tr>
<td></td>
<td>22</td>
<td>Teacher Conferences (1/2 day)</td>
</tr>
<tr>
<td></td>
<td>23</td>
<td>Teacher Conferences (1/2 day)</td>
</tr>
<tr>
<td></td>
<td>24-25</td>
<td>Thanksgiving Break (school closed)</td>
</tr>
<tr>
<td>December</td>
<td>26-January</td>
<td>Winter Break (school closed)</td>
</tr>
<tr>
<td>January</td>
<td>13</td>
<td>End of First Semester (1/2 day)</td>
</tr>
<tr>
<td>February</td>
<td>9</td>
<td>In Service (school closed)</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>Mid-Winter Break (school closed)</td>
</tr>
<tr>
<td>March</td>
<td>17</td>
<td>End of Marking Period</td>
</tr>
<tr>
<td></td>
<td>21</td>
<td>Evening Teacher Conferences</td>
</tr>
<tr>
<td></td>
<td>22</td>
<td>Teacher Conferences (1/2 day)</td>
</tr>
<tr>
<td></td>
<td>25-April</td>
<td>Spring Break (school closed)</td>
</tr>
<tr>
<td>May</td>
<td>29</td>
<td>Memorial Day (school closed)</td>
</tr>
<tr>
<td>June</td>
<td>9</td>
<td>Last Day of School (1/2 day)</td>
</tr>
</tbody>
</table>

The following is the proposed daily schedule for Worcester Regional Charter School:

10
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 a.m.</td>
<td>Students arrive</td>
</tr>
<tr>
<td>8:15 a.m.</td>
<td>Instruction begins</td>
</tr>
<tr>
<td>11:45 noon</td>
<td>Lunch periods and recesses</td>
</tr>
<tr>
<td>12:15 p.m.</td>
<td>Afternoon Instruction begins</td>
</tr>
<tr>
<td>3:15 p.m.</td>
<td>Dismissal</td>
</tr>
<tr>
<td>3:30 p.m.</td>
<td>Extracurricular Activities begin</td>
</tr>
</tbody>
</table>

The following is a day in the life of a typical student in the 3rd grade:

**Morning Schedule**
- 8:15 – 8:30 AM: Character Development – Journal writing focusing on the virtue of the month. There may also be a question on the board for students response
- 8:30 – 10:15 AM: Language Arts – Grammar, Reading, Vocabulary, Writing Process
- 10:15 – 10:25 AM: Break
- 10:25 – 11:00 AM: Language Arts – Grammar, Reading, Vocabulary, Writing Process
- 11:00 – 11:45 AM: Math
- 11:45 – 12:00 AM: Lunch
- 12:00 – 12:15 PM: Outdoor or Indoor Recess

**Afternoon Schedule**
- 12:15 – 12:45 PM: Math
- 12:45 – 1:30 PM: Electives – Art, Spanish, Gym, or Journalism (Electives: Drama, Choir, and Science Olympiad change quarterly so that every student has participated in each of the selections by the end of the school year)
- 1:30 – 2:00 PM: Science – science activity or experiment / History/Geography
- 2:00 – 2:10 PM: Break
- 2:10 – 3:05 PM: Science / History/Geography
- 3:10 – 3:15 PM: Homeroom

**Afternoon Activities**
- Homework
- Extracurricular activities

**Extracurricular Activities:**

Once the school is open, parent committees may decide on a particular focus of extracurricular activities. For example, parents may choose to develop a soccer program, a debate team and/or support further integration of technology. The committee structure allows flexibility and we believe parents will be drawn to this occasion for greater involvement.

Each child will have the opportunity to participate in extracurricular activities, regardless of physical, learning or language abilities. It is our hope that some of the following programs will be initiated as grades are added and the school becomes established:

**Athletic Programs**

We believe that a dynamic program of student activities is vital to the educational development of the student while recognizing that athletic programs are secondary to academic programs. The program should be structured to improve fundamental skills, gain knowledge and appreciation for the game and to develop good sportsmanship.
Academic Enrichment Programs

We believe there should be an outlet for students who have a specific interest in a subject. These opportunities include Science Olympiad, History Day, book clubs, school newsletter and math clubs. Our middle school program also offers electives during the school day that give students the opportunity to explore subjects and interests outside of the core curriculum. Those opportunities are further defined under “Middle School Electives.”

School Configuration

When fully phased in, Worcester Regional Charter School will be divided into three branches. Lower Elementary (Grades K-2), Upper Elementary (Grades 3-5), and Middle School (Grades 6-8).

By grouping the branches in this configuration we create potential for interaction between classrooms. Teachers are able to share ideas, activities and resources easily within the same grades. Also, students are interacting with their peers socially and in other classrooms during shared activities.

School Organization and Culture:

School Culture

We believe the school’s culture is the foundation to providing a quality and challenging education. Three important factors create and influence the school’s culture: (1) A board with high expectations and system of accountability; (2) Parents who participate in the school and have high expectations for their children; (3) A school leader who passionately believes that all children can be successful and all teachers can be great.

To create and maintain this culture and support student learning, we believe the best avenue is to organize the school around partnerships. The board will have a partnership with National Heritage Academies (NHA), a provider of educational services. We are confident NHA will provide the needed support and guidance to the staff and students of the school, offering a process for continuous improvement based on the input of the board, staff, students and families.

The parents will have a partnership with the teachers, to be open and communicative about the needs of the child, giving staff an opportunity to best use the resources available to them to meet those needs.

Students will have a partnership with the teachers, as well. In the early grades, students will have one classroom teacher who will teach all core subjects. This will give the teacher the benefit of layering lessons depending on the skill level involved, and the students’ readiness and overall time dedication to material. Teachers can be flexible based on feedback from the students, coming back to difficult lessons without frustrating students.

Accountability

A key element to these partnerships is accountability. Each partner in the school community is accountable to holding up the mission of our proposed school, which is based on ensuring the success of every child.

The founding group is committed to serving as the school’s initial Board of Trustees. This Board will be accountable to the Massachusetts Board (and Department) of Education to provide the opportunities and goals outlined in this proposal. Additionally, the Board is
accountable to the families who will entrust us with the significant responsibility of providing an excellent education in a safe, caring environment.

School Leadership

We believe the key to a successful school is having the right leadership. The school principal will be charged with building and maintaining the culture, mission and educational goals outlined in this proposal. Careful effort will be made to choose a leader who understands the mission of the school and the student population we are proposing to serve. The principal must have a track record of success at schools similar to the one which we are proposing.

Through the parent/teacher committee structure, the interests of the families can be made known to the school principal and Board. Additionally, the school principal will work with the community to maximize community resources available to the school.

E. Special Student Populations and Student Services

The Policy

It is the policy of Worcester Regional Charter School to provide special education services within the school. All students with special needs have the right to a quality education appropriate to their needs, abilities and interests. Depending on individual student needs, Special Education staff will adapt or supplement the regular education curriculum with additional programs and methods.

It will be the goal of our Special Education staff to act as a resource to the classroom teacher in the development and implementation of appropriate instructional and socialization strategies. Implementation of these strategies will occur within the general education setting and through one-on-one and small-group remediation.

The Individual Education Plan

The school will comply with all Federal and State legal requirements. Every student identified as having a disability will be provided an Individual Educational Program (IEP) specifying goals, level of service, ancillary services in the least restrictive placement based upon their disability. Prior to the opening of school, registration forms are scanned to identify current IEPs from another school. The parents are fully informed of their rights, procedures and responsibilities under special education law.

Special Education Coordinator:

The school will have a special education Coordinator, who shall:

- Form a partnership with the classroom teacher to develop appropriate instructional practices to meet student needs.
- Act as a resource to the classroom teacher in the development, implementation and monitoring of specialized or modified programs.
- Provide instruction to individuals or groups of students in the classroom as well as in the Resource Room setting.
- Coordinate the administration of formal and informal educational assessments.
- Interpret the results of assessments, observations and consultations to develop appropriate programming strategies.
- Facilitate effective communication with students, parents, teachers, administration, Special Education support staff and community based agencies.
- Share up-to-date professional information regarding Special Education.
- Receive referrals requesting Special Education evaluation from the Child Study Team.
- Participate in Child Study Team meetings.

The Child Study Team
The Child Study team is a committee of school personnel set up by the principal to ensure ongoing and effective support for classroom teachers and students. The team will include the principal or assistant principal, the referring teacher, two or three members of the general education staff, selected members of the special education team, and the parent of the child being referred at the discretion of the building administrator. The team is co-chaired by a building administrator and general education teacher. The team will provide a forum for the discussion of each student’s academic and behavior needs and will generate and monitor interventions concerning these needs. The Child Study process fulfills the federal mandate of Child Find and is intended primarily to address children’s needs in the general education setting. Should the Child Study team determine, after diligent attempts at intervention, that a child should be referred for evaluation concerning a possible disability, the child’s case should be moved on to the Special Education Coordinator.

Special Education Personnel
All Special Education Coordinators will have the proper certification and be “highly qualified” according to No Child Left Behind (NCLB) standards and requirements. Our ancillary staff may consist of speech and language pathologists, social workers, psychologists, and occupational therapists.

Evaluations
Special Education students are subject to an annual review and a three-year reevaluation. At their annual reviews and three-year reevaluations, parents and teachers go over the protocols appropriate to the given student, and make clear decisions as to the programs for this student. Parents are informed of student progress a minimum of four times per year. Progress also will be shared through the telephone, written, and personal contacts.

Mainstreaming of Students with Disabilities
The school is committed to serving each child in the mainstream classroom to the greatest extent possible and appropriate. Our goal is to educate each student in the least restrictive environment, based on a student’s individual needs. This goal is derived from the belief that each student’s first and primary placement should be in the general education classroom with his or her own peers. To this end, each student with a disability is the joint responsibility of both the general and special educator.

Parent Participation
Parents/Legal Guardians have the expressed right to participate in all meetings dealing with the evaluation, identification, and educational placement of their child. Information concerning a child will be requested of his/her parents/guardians during the child study process and the parent’s/guardian’s presence will be requested for all subsequent meetings.
IDEA

The school will act in accordance with the requirements of IDEA in all matters including:

- Free appropriate public education
- Appropriate evaluation
- Individualized education program
- Least restrictive environment (LRE)
- Parent and student participation in decision making
- Procedural safeguards

Strategies for Providing Intensive Academic Support:

We anticipate serving students with a wide range of needs and abilities based on local demographics. Our teachers will be trained to identify specific needs, gifted students and limited English students early on. During the first few weeks of school, teachers will be working with students and administering curriculum-based tests to determine exactly where the child fits in the educational program.

Initially, *The Pre-Referral Intervention Manual*, by Stephen B. McCarney, Ed.D. (Publisher: Hawthorne Educational Service, Inc.) will be used to address concerns and opportunities of school students. This manual addresses the most common learning and behavioral problems encountered in the education environment. Concerns and behaviors that cannot be addressed by common interventions will be referred to special education staff.

Tutoring

One of the first interventions for students who are struggling in the educational program is an after-school tutoring program. The program utilizes parent volunteers, paid aides, and professional staff on an as-needed basis. A summer school program will also be available for students who need extra time to master grade level content standards. This tutoring time may include interpreters for limited English students.

Reading Staff

To support our commitment to reading mastery, we have dedicated staff to assist in increased time on reading. Each student who is not reading at grade level, especially grades K-3, will receive additional assistance in reading to bring her/him up to grade level.

Limited English Proficient Students

Worcester Regional Charter School will serve any and all students with limited English proficiency (English Language Learners or “ELL”) using structured English language immersion so that they achieve proficiency in the English language as quickly as possible. Worcester Regional Charter School shall comply with all applicable laws including Title VI of the federal Civil Rights Act of 1964 (as amended) and the federal Equal Educational Opportunities Act of 1974. We will ensure that ELL students will not be excluded from curricular and extra curricular activities based on an inability to speak and understand the language of instruction, and also that ELL students will not be assigned to special education classes because of their lack of English proficiency. Parents whose English proficiency is limited will receive notices and information from the school in their native language. Parental outreach may also be conducted through home visits by a school official and an interpreter.

We believe that a structured English immersion program will be most helpful to ELL students. Students of limited English proficiency will receive the same academic content as
those students who are native English speakers. All instruction will be in English. However, the level of English used for instruction - both oral and written - will be modified appropriately for each ELL student.

In addition to and as a supplement to immersion, is our English as a Second Language ("ESL") instruction. It will be offered to those students in need of supplementary instruction along with regularly scheduled language and reading instruction. In this approach, English spoken lessons are supplemented with formal English language instruction through a student's native language as needed. This instructional program may include additional tutoring with an aide who speaks the individual child's language.

Gifted and Talented Students

Although we have specific goals related to grade-levels, students are not limited to learning only grade level requirements. Students will go beyond the traditional limitation of age-groupings through a variety of means including:

- Project-based learning that involves teachers and students establishing criteria, completing evaluations, and creating performance-based assessments; and diversified (heterogeneous/homogeneous) grouping;
- Computer-assisted instruction with an emphasis on technology that enhances and complements the course, and interactive instruction utilizing CD-ROM and Internet technologies.
- Group and individual learning that provides specific goals and objectives for students.

Nutritional Services

The charter school’s food services program will comply with all Federal nutritional guidelines and we will participate in the Federal Free/Reduced lunch program for eligible students.

National Heritage Academies has a national contract with Aramark to provide food services to charter schools contracting with NHA. This contract contains an opt-out provision should the Board and National Heritage Academies determine better options exist for this specific charter school.

III. How will the school demonstrate organizational viability?
A. Capacity

Our Founding Group consists of the following individuals:
- Juan Gomez
- Elmer Eubanks
- Geraldo Maldonado
- Jacquelyn McLean
- Gilbert Moore
- Ediberto Santiago

The leader of our Founding Group is Worcester City Councilor Juan Gomez. Juan has been a strong proponent of education reform for many years, and we all share his passion for
improving the lives of children. Juan sought out additional community leaders and residents who want to help create a new, high-quality public charter school. While he served as the catalyst for this proposal, we are excited to serve on the founding group and are committed to serving as the charter school's initial Board of Trustees. We believe that a key to revitalizing our communities is providing great educational opportunities for our families. If we want families and businesses to stay and grow here, we must provide top-quality schools for all children.

We collaborated with representatives of National Heritage Academies (NHA) to develop this proposal. A primary reason we selected NHA as our management partner is because they have a successful track record providing comprehensive educational services to diverse communities. According to researcher Frederick Hess, "The research shows that NHA students are making significant gains in the critical areas of reading, math, and language. The evidence further suggests that NHA is benefiting students regardless of their ethnicity, gender, economic status, or length of enrollment in NHA."

Researchers from the American Enterprise Institute and the University of Texas studied NHA students' Metropolitan Achievement Test scores for the past three academic years. The MAT measures the academic growth a student attains in one year. That growth is compared to other students around the country using a scoring system called normal curve equivalents (NCEs), where "0" is the norm - and anything above it reflects achievement and growth above the national norm. Their research revealed that NHA students posted gains that dramatically exceeded the national norm.

During the 2002-03 school year, NHA students, on average, showed 1.5 years of academic growth on the basic battery of reading, writing and language. Additionally, more than one-third of NHA students showed 1.5 years of academic growth during the 2002-03 school year -- or 50% better than the national norm. For 2001-02, the comparable figures were 1.25 years of growth, with one-third of our students also growing more than 1.5 years. Moreover, NHA students fared particularly well in mathematics with 44% of students posting gains of 1.5 years of growth or better.

While we are confident in our management partner, we also are highly-cognizant of the fact that, should our charter be approved, we as the Board will hold the charter and be held accountable to the State Board of Education. We will continue to work with NHA to ensure the proposed curriculum, school design, and staffing models meet the specific needs of the communities we intend to serve. Furthermore, we intend to retain an independent educational consultant, attorney, and accountant to help us manage our relationship with NHA and ensure the company delivers a first-rate product. Anything less will be unacceptable.

1. Governance Structure

Board of Trustees

The term of each member of the Board of Trustees shall be three years, with the exception of the initial board members, whom shall serve staggered terms to assist the board in maintaining the mission and vision of the school. Of the initial board, 1/3 shall be appointed for a term of three years, 1/3 shall be appointed for a term of two years, and the remainder shall be appointed for a term of one year. Board members can be reelected to the board by a majority vote.
Composition and Selection of the Board

The current Board of Trustees consists of the founding group of Worcester Regional Charter School. This board will serve the school until such time as they may be replaced according to the bylaws of the Board. Upon any board vacancy, future board members will be carefully selected. We currently have six members on our Board. Should our proposal be approved we will add a seventh member to the Board of Trustees. The slot will be reserved for a community leader residing within the Auburn or Leicester school district.

Qualifications for Board membership shall include but not be limited to: (a) an interest in children and their education; (b) enthusiasm for the school and conviction in its purpose; (c) willingness to give time and energy to the school; (d) special skills to address specific management and operational needs of the school; (e) ability to represent the community and interpret community needs and views; (f) willingness to accept and support democratically made decisions; and (g) ability to represent the school to the community.

The Board of Directors shall request that a potential Board member answer a series of questions regarding any potential for conflicts of interest. Any financial ties deemed a conflict will require board member abstention. In addition, the school will request that a potential board member answer a series of questions regarding past and present criminal violations and/or litigation. It is the goal of the school to create a board concerned with the interests of the students, parents and staff.

Roles and Responsibilities

The Board of Worcester Regional Charter School will have several roles in serving the families of the school. These roles include:

- Govern the school
- Develop positive community relations
- Preserve the vision and mission of the school
- Be accountable, and hold others accountable, to the school’s charter

The responsibilities of the Board are varied and include, but are not limited to the following:

- Purchase, lease, or otherwise acquire property
- Appoint officers, delegates and committees as needed, and adopt the governing policies of the Board
- Enter into contracts
- Review and approve financial documents and the annual budget
- Approve the general recruitment and admission policies
- Be responsible for the fiscal and academic policies
- Make reasonable regulations relative to anything necessary for the proper establishment and management of the school, including conduct of students
- Retain an independent auditor to conduct an annual audit
- Procure insurance
- Oversee the activities of the administrator, parent committees, sub-committees and NHA
- Review the annual progress of the school in its compliance with the charter
Board Function

The Board will meet at regularly scheduled meetings at a time and location posted publicly. Such meetings will be held at the school and will be open to the public. The Board will adopt policies to govern its official proceedings with minutes of any public meeting made available to the public.

The Board will conduct itself in a professional manner and make decisions to adopt resolutions, policies or contracts with the best interest of the children attending the school in mind.

Governance Structure

At the highest level of the school's governance structure is the school's Board of Directors, who will work with National Heritage Academies (NHA) to provide leadership, policies and procedures to the school. NHA will ensure that the school follows the policies set by the Board and offers guidance in the operation of the school.

The Principal is the leader of school and is accountable to NHA and the Board for the successful operation of the school. The Principal provides the leadership for the school staff and the School Leadership Team.

A key component of the school governance structure is a minimum of five parent/teacher committees. Committees will have the opportunity to help shape the activities and projects of the school. The teacher usually serves as the educational expert and guides the committee. A parent will chair each committee and, in turn, serve on the School Leadership Team (SLT). The committee chairs represent the following committees: Character Development, Grounds and Facilities, Library, Boosters, and Education. Please see Exhibit A for the proposed charter school's organizational chart.

Rules and Policies

The Worcester Regional Charter School Board shall develop and adopt policies to govern the school. When appropriate, the Board will convene direct subcommittees of parents and/or school staff to develop or provide input to school policies. However, it shall be the responsibility of the Board to review and consider each policy before approval. The following is a list of policies currently being considered:

- Student Admission Policy
- Board Policies: Open Meetings, Freedom of Information, Media, Public Comment, etc.
- Student Dress Code
- Facility Use Policy
- Human Resource Policies
- Internet Use Policy
- Library Policy
- Media Policy
- Purchasing Policy
- Student Discipline Policy
- Technology Policy
- Volunteer Policy
- Fire Drill and Adverse Weather Policy

19
Upon enrollment in the school, families will be given Student/Parent Handbook that will detail appropriate school policies. Personnel Policies will be developed in partnership with National Heritage Academies and in compliance with appropriate Massachusetts’ laws and regulations.

Administrative Structure:

Reporting Structure
The principal shall serve as the general manager and leader of the school. He or she will provide guidance to the staff, implement board-approved policies and expend funds according to the board-approved budget.

The staff shall perform their duties according the job descriptions used to hire each position. The General Education Teachers, Special Education Coordinator, Office Manager, Librarian, Assistant Principal, and Specialists will report to Principal in accordance with the job description and school adopted reporting structure.

Reading staff will report to the Reading Specialist. Aides will have the responsibility to the classroom to which they are assigned and will report to the Assistant Principal or Principal. Special Education staff, either school or contracted, will fall under the responsibility of the Special Education Coordinator. The Secretary or Clerical Assistant will report to the Office Manager.

Parents will meet regularly with the school principal via the school’s committee structure. It will be responsibility of the parents to promote opportunities that reflect the interest and involvement of the students enrolled in the school.

Surveys
Parents and employees will be sent surveys twice during each year of operation. While the surveys are mailed to the parents/guardians, the surveys will be constructed to provide student input as well.

It is our intention that surveys function as a platform to provide consistent data from which to write a School Improvement Plan each year. However, we also intend that the open door policy of communication will provide an opportunity to parents/guardians and students to meet with any staff member to voice concerns or provide input. The teachers and principal will have published open hours during which family members may meet or call during the week.
Chart A.
Organizational Chart

Board of Trustees
  National Heritage Academies
  School Principal
    Office Manager
    Assistant Principal
    Clerical Support
  School Leadership Team
    Education Committee
    Grounds & Facility Committee
    Boosters
  Instructional Staff
    Library Committee
    Teachers
    Charter Development Committee
    Special Education Staff
    Reading Staff
  Non-Instructional Staff
    Librarian
    Technology Specialist
    Classroom Aides
IV. Required Attachments

A. Resumes and Statements of Interest from Founding Group Members
Statement of Interest and Qualification

Worcester Regional Charter School Application

Juan Gomez

Please see my letter to the Department of Education in the Applicant Information section of this proposal.

Serving on the Board of Trustees for the proposed charter school does not present any conflicts of interest for me.
Statements of Interest and Qualification

Elmer Eubanks

I received my MBA from Anna Maria College in 1992. I am currently a principal/management consultant for The Cirrus Group, Ltd., where we help business and educational institutions with marketing, accounting, strategic planning. In addition to my work at The Cirrus Group, Ltd. for the past three years I have served as Executive Director of Boston Aging Concerns Young and Old United, Inc., a housing development corporation providing support services for intergenerational housing. For the previous two years I worked as a management consultant for Neighborhood Reinvestment Company.

I am bicultural and bilingual, speaking English, Spanish and Portuguese. In addition to using my bicultural and bilingual abilities in my business have used abilities as an educator as well. I was a Bilingual Education Teacher of US History, Latin American History and Spanish at South High Community School in Worcester. I also taught Undergraduate and Graduate Business Courses at Anna Maria College in Paxton, Massachusetts.

I have strong connections to the community as well. I served on the Board of Directors for Worcester Youth Center. I am Founder, Director and clerk for the Worcester Hispanic Chamber of Commerce. I also founded the Worcester Minority Business Council (successfully negotiated a $600,000 contract with the Fallon Foundation).

I am very passionate about education because I know I would not have reached my current level of success without a solid education. Without a firm educational basis the current generation will not be able to achieve success in their academic careers as well as in their business careers. I believe the current educational system has failed to give the students this opportunity. I believe the proposed Worcester Regional Charter school will provide children with this opportunity, due to the flexible nature of charter schools and the fact that charter schools are held accountable.

It does not present any conflicts of interest for me to serve on this board.
Statement of Interest and Qualification

Worcester Regional Charter School Application

Geraldo Maldonado

I have a B.S. in Business Administration from Worcester State College and an A.S. in Business Administration from Quinsigamond Community College. I currently am the Tax Administration Unit Manager for PFPC Inc. and have extensive experience in the financial services field.

I currently reside in Worcester and am very active in various community organizations and initiatives, including serving on the Board of Directors of the Worcester Public Library, the Worcester State College Alumni Advisory Board, and as President of the college’s Multicultural and Affairs Alumni Council.

I feel that my business experience and community involvement will help me be a good Trustee for this charter school. As a businessman and resident in the community, I constantly see the need to provide better educational opportunities for our youth.

I am very passionate about education and have previously served as the PTO President at the Jacob Hiatt Magnet School. As President of this organization, I was actively involved in raising money for programs at the school to provide students with educational activities that would enhance the educational experience of our students. I believe this experience will prove quite valuable to me as a founding member of the Board of Trustees for the Worcester Regional Charter School.

I believe in the charter school approach because it provides school leaders with the needed autonomy to create schools – free of bureaucratic red tape – focused on student achievement. I also think introducing competition into public education will make our existing public schools better, and force charter schools to produce results or go out of business.

Serving on the board of the charter school will not pose any conflicts of interest for me.
Jacquelyn McClean  
10 Cardinal Rd.  
Worcester, MA 01602  
508-791-8243

I write to express my strong desire to serve on the board of directors of the proposed Worcester Regional Charter School, and look forward to the state Department of Education granting such a charter to operate.

I am a licensed clinical social worker, and have spent many years in my field working with young adults. This has afforded me a first-hand view of the importance in a sound education early on in life. In addition to my social work, I am an entrepreneur who recognizes the important of providing a valuable and worth-while service to your clients/customers. It is for this reason that I strongly support the concept of charter schools in Massachusetts, and Worcester County in particular. I believe that the Worcester public schools are not providing our children a good enough educational experience. The National Heritage Academies’ will make of our proposed school a model and standard by which to measure the performance of the Worcester Public Schools.

I am not currently, nor will be in the future looking to be employed by the NHA’ or WRCS, and therefore see no possible conflict in participating at this capacity. I ask your serious consideration of this matter. If you should have additional questions, please reach me at my office; 508-791-8243.

Jacquelyn McClean
It is with great interest that I write to express my most enthusiastic interest in participating as a board member of the proposed Worcester Regional Charter School. This school will present a tremendous opportunity for the children of Worcester County, and I am exited over the chance to be a part of this project.

I have had the opportunity to study several options with my fellow board members, and we have agreed that the National Heritage Academies presented the best proposal to manage our school. It is our intention to sigh a management agreement with them upon the charter being granted to us for this school.

I wish to state that I have no interest in being employed by the NHA or the board of the school, and therefore see no conflict in my participation. My commitment to the field of education makes me an ideal candidate to serve on the governing body of this school.

Please feel free to call for additional information.

Gilbert Moore Jr.
Statement of Interest and Qualification

Worcester Regional Charter School Application

Ediberto Santiago

The purpose of this statement is to express my interest in serving on the Board of Trustees of the proposed Worcester Regional Charter School. I am a resident of Worcester and very concerned with the current educational situation in our community. Too many of our schools are not meeting the needs of our students. It is for this reason that I am excited to be part of this project. I am committed to being an active founding Board member and working to hopefully gain approval of this proposal.

I have a B.A. in Social Work and an M.A. in Educational Sociology. I also have completed courses in business and marketing at Quinsigamond Community College.

I believe that my educational background, experience as a resident of Worcester, and businesses experiences will serve me well as member of the charter school’s Board of Trustees.

Serving on the Board of the Worcester Regional Charter School will not present a conflict of interest for me.
Juan A. Gomez  
95 Beacon Street  
Worcester, MA 01610  
774-696-7123  
juan_a_gomez@yahoo.com

OBJECTIVE
To obtain Mass Department of Education approval for the creation of a charter school to serve the educational needs of children in Worcester County, and in particular for children of linguistic minorities.

WORK HISTORY

Director of Business Development
Central and Western Mass (ACCION USA) – June 2003 to June 2, 2004
- Worked to develop partnerships and collaborative relations with community organizations to increase number of inquiries coming into the program, thereby increasing the number of loans disbursed throughout the communities we serve. Reached over $850,000 in loans disbursed in the Western Mass portfolio.

Program Director for Central and Western Mass (ACCION USA) – Oct. 2002 to June 2003
- Responsible for marketing, outreach, loan packaging, portfolio management, collections, and supervision of 3 staff members. Increased portfolio from 40% in total loans disbursed in Central & Western Mass. Responsible for developing strategy for fund raising to support program objectives.

- Responsible for development and introduction of the program to the Worcester County area. Established community partnerships, outreach, developed advisory board & credit committee, completed loan packaging and credit committee presentations. Exceeded stated goal of loans disbursed by 50% first year. Responsible for identifying fund raising opportunities to support ongoing operation of the program.

Owner (Valley Liquors) 12 Boylston St. Worcester, MA 01605-November 17, 1997 to June 18, 2001
- Managed and supervised retail operation, inventory maintenance and control, sales and marketing, staff supervision, scheduling, finance, and planning. Increased yearly store revenues over 4% during the four years of ownership.

Director, N.E.F.W.C., 221 Chandler St. Worcester, MA 01609 December 1993 to November 1995
- Responsible for the implementation of a state grant for job training, job placement, and small business and neighborhood revitalization. Supervised a staff of one full time employee, and two interns. Helped recruit and assess candidates for job training program, assisted small business owners in the Piedmont neighborhood of Worcester, and worked with a coalition of neighbors on issues of neighborhood revitalization and planning.

Deputy Director, Constituent Services for Governor Weld, State House #112, Boston, MA 02133
- Liaison to constituent groups visiting Governor and presenting information or concerns. Responded to calls and correspondence coming to Governor’s office. Served as liaison to Secretariats, and kept track of voter’s position on Governor’s proposed legislation, budget and public position on issues.
EDUCATION
Completed 63 credits towards Jurist Doctorate

May 1991, Received National Hispanic Scholarship Award for Community Service

AA, Business Administration, Quinsigamond Community College, Worcester, MA (1988)
May 1988, Received MLK Jr. Scholarship Award for outstanding community service.

AWARDS/COMMUNITY SERVICE
November 2003, Re-elected to Worcester City Council, Vice Chairman
November 2001, Re-elected to Worcester City Council, second term
July 2000, Elevated to Worcester City Council, first term
Board Member, Bay State Savings Bank, 1997 to Present
Board Member, Mechanics Hall, 1997 to 2001
Incorporator, Greater Worcester Community Foundation, 1997 to Present
Incorporator, Worcester Art Museum, 1995 to Present
Contributing Author, Latino Politics in Massachusetts, 2001
Greater Worcester Jaycees, Outstanding Young Leader Award, 1994
Founder, Worcester Latino Voter Education & Registration Program
Guest Speaker & host, Worcester International Committee, Clark U.
Member, Planning Committee, First New England Puerto Rican Leadership Conference, Springfield, MA, Spring 1994
Member, volunteer staff, First National Puerto Rican Leadership Conference, Washington DC, Fall 1994
Graduate, Latino Leaders of the Future, 1986

Personal
Married with two children, Juan Eric, and James Andre

Interests
Golf, Urban Renewal and Community Development, Politics and World Affairs

References Available Upon Request
ELMER EUBANKS

10 Lacouture Ct. #2 Marlborough, MA 01752

Cell: 978-821-3244

Fax: 617-249-1568

Email: eubanks@elmereubanks.com

work email: eeubanks@bacyou.org

Experienced bilingual and bicultural economic and organizational development practitioner, with in depth knowledge of economic and educational program development, housing development, property management and construction. Proficient in strategic planning, fund development, marketing, program development and financial management, curriculum design and implementation with over twelve years of broad administrative experience in business and educational settings. Proven leader who combines expertise in business fundamental and strategic planning with entrepreneurial self-reliance and decisiveness gained while holding various administrative and educational positions.

Software: Word Perfect, D-Base, Access, Microsoft Office, Lotus 1,2,3

Quattro, Fortran, Page Maker, Excel, QA, Power point and others

Proficient in both IBM and Macintosh environments. Mac OS 9, Windows XP

Languages: English, Spanish and Portuguese.

eeubanks@elmereubanks.com
WORK EXPERIENCE

The Cirrus Group, Ltd. 1992- Present
Boston, Marlborough, and Worcester, MA Costa Rica, Goiania, Brazil, Marina Del Rey, Calif. Old Providence, Colombia

Principal/Management Consultant

A management consulting group dedicated to helping business and educational institutions with marketing, accounting, strategic planning and developing new strategies to better accomplish their goals.

Internet Web Site Management and Design, Marketing and Public Relations, Property Management, Development.

Boston Aging Concerns Young and Old United, Inc., Boston, MA 2001 - June 30, 2004

Executive Director

Manage and direct housing development corporation providing support services for intergenerational housing. Manage a 1.4 Million Budget and management of 170+ housing units. Project manager of development of 41 unit scattered site housing construction, including soil remediation and legal oversight, working closely with private tax credit investors as well as state, city and federal investment on a 12 Million construction budget as well as several corporations: Hope in Dorchester LP/GP., GrandFamilies LP, and Cortes LP/GP.


Management Consultant - Organizational Development
Work with housing and development organizations to improve their organizational capacity through board development and strategic planning. Chair Executive Director Retreat 2000, Co-Chair Community Leadership Institute 2001, Chair Leadership Forum 2001 Assist organizations with strategic management and governance issues.

Provide Organizational Assessment and guidance to help nonprofit groups assess and improve their operations.

Short-term Consultation and intervention on key management and governance concerns as well as assistance with
transition management.

Centro Las Americas, Worcester, MA 1994 - 1999

Executive Director - 1997 - 1999

Acting Executive Director - 1996 -1997

Director - Economic Development Center 1994 - 1997

ACCOMPLISHMENTS

- Managed a $1.4 Million budget with 28 staff and 35 volunteers. Developed new programs and neighborhood revitalization initiatives.

- Wrote grant proposals resulting in 100% success; raising over $500,000 in funding.

- Raised over $3,500,000 in loan funds for clients.

- Coordinated feasibility study on Incubator facility for minority businesses.

- Formed collaborative agreement with other agencies in Worcester to accomplish goals.

- Coordinated implementation of job databank for over 800 neighborhood people.

- Organized start up of Worcester Hispanic Chamber of Commerce.

- Organized 60 member advisory committee of Bank Presidents, Representatives, Senators and Community.

- Currently working on Centro's Strategic plan to include city, community organizations and neighborhood input.

- Assisted over 28 business in starting and getting access to capital.

- Assisted over 180 businesses with marketing, growth strategies, business planning and access to capital.

Information Systems Management

- Design and implement Data Base for client information and follow-up and statistical analysis.

- Trouble shoot system and network problems.

- Set up Computer Lab by upgrading old Macintosh computers.

- Design reports and program tracking.

Public Relations/ Marketing

- Write press releases on program activities.
• Develop advertising for course seminars.

• Write newsletters, and event planning.

Management

• Staff supervision, budget management and program oversight.

• Strategic planning, policy development and implementation.

• Contract negotiations.

• Set up goals and objectives for each department and developed project planning.

• Run board meetings effectively.

• Developed program budgets and monitoring for over 1 million dollars.

Anna Maria College, Paxton, MA 1996 - 1997

Adjunct Professor - Undergraduate and Graduate Business Courses


Director - John S. Laws Institute.

A youth service agency dedicated to helping underprivileged and minority youth of Worcester public schools, achieve excellence and become the leaders of tomorrow through experiential learning.

• Develop and manage mentoring, homework and experiential education components.

South High Community School, -Worcester, MA 1992-1993

Bilingual Education Teacher: U.S. History, Latin American History and Spanish.

Atlantic Union College, S. Lancaster, MA 1990-1992

Assistant Director, Enrollment Management

• Formulated and implemented changes streamlining services under one department.

• Created advertising theme "One World, One College" that effectively marketed the college.

• Responsible for yearly minority marketing strategy resulting in a 35% increase in minority student attendance

• Responsible for yearly planning of activities and programs for more than 350 visiting students.
WORK EXPERIENCE

Atlantic Union College

Special Lecturer - Micro-Economics 1993

EDUCATION

Anna Maria College, Masters in Business Administration 1992

Atlantic Union College, Courses in Social Work and Page maker

Fitchburg State College, Courses towards M.S. Business 1989-1991

Walla Walla College, B.A. Communications Media 1987

Walla Walla College, A.S. Business 1986

Certificates: Neighborhood Reinvestment Training Institute

Cost Estimation for Rehab Specialists

Design Specification for Rehab Specialists

Rehab Management

Institute for Environmental Education, Inc.: Owner/Agent for Moderate Risk Deleading - Certificate Number 00310944822636

MILITARY EXPERIENCE

PVT, Washington Army National Guard 303rd Battalion - Honorable Discharge 1987

OTHER ACCOMPLISHMENTS:

Republican Nominee/Candidate for State Representative 2000
Senior Class President - Walla Walla College 1987

Public Relations Director - International Club, Walla Walla College 1985

Senior Class President - Instituto Centro Americano Adventista, Costa Rica 1982

**SPECIAL SKILLS**

Bicultural, Bilingual. Spanish, English and Portuguese

Software: Word Perfect, D-Base, Microsoft Works, Lotus 1,2,3 Quattro, Fortran, Page Maker, Q&A, Photo Shop, Excel.

**BOARD DIRECTORSHIPS:**

Worcester State College Board of Trustees: Appointed by Gov. Jane Swift 2002 to Present

Worcester Elections Commission: Appointed by City Manager Tom Hoover, 2002 to Feb. 2004

Board of Directors Worcester Youth Center: 2002 to 2003

Re appointed by Gov. Paul Cellucci for 4 year Term Ending 2004

Appointed by Gov. William Weld to the Urban Initiative Fund - Chairman 1997 to Present

**Leadership Worcester (Worcester Chamber of Commerce): Chair 1997, Co-Chair - 1996**

Worcester Hispanic Chamber of Commerce, Founder, Director and Clerk

Worcester Minority Business Council, Founder and negotiated $600,000 contract with Fallon Foundation

Centro Las Americas: Economic Development Sub Committee till Feb. 1994

Big Brothers Big Sisters of Worcester County, Inc.: Strategic Planning Committee

Accord Center for Human Development

Family Services of Central Massachusetts: Personnel Committee; review and update personnel policy and procedures.

Advocates for Youth: Executive Committee; planning annual conference

Corporator: Worcester Hispanic Chamber of Commerce

Corporator: Boys & Girls Club of Worcester.

Corporator: Worcester Art Museum, Member; Diversity Committee

City of Worcester: City Managers Strategic Planning Committee
Member: Rotary International

Oak Hill Community Development Corporation: Economic Development Committee

Main South Community Development Corporation: Director, Economic Development Committee member

PUBLICATIONS:

Latino Economic Development Prep. Course, © 1996, Centro Las Americas

Email: eeubanks@elmereubanks.com
Geraldo Maldonado
238 Lincoln Street
Worcester, MA 01605
Home: (508) 847-0271
Work: (508) 871-4322

SPECIAL SKILLS: Fluent in Spanish: Reading, Writing, and Speaking.

LICENSE & CERTIFICATIONS:

- Re-Commissioned as a Notary Public, Commission Expires October 3, 2008
- Previously NASD Series 6, 7 and 63 Licensed
- Previously licensed to sell Life Insurance and Annuities

PROFESSIONAL EXPERIENCE:

PFPC Inc. 1996-Present
Tax Administration Unit Manager:
- Oversee unit team members
- Work with management to plan future scope, responsibilities, and growth of unit
- Coordinate and cooperate with external departments
- Serve as representative on regulatory projects
- Guide unit employees
- Coordinate daily and periodic activities
- Manage projects
- Assist with communication, outreach, analysis, evaluation, and recommendations pertaining to regulatory activities
- Knowledge of FSA and PAR systems.

Retirement Services, Client Relationship Manager:
- Responsible for a book of 25-30 clients
- Managed daily operations including 401(k) and other corporate retirement plans
- Coordinated different departments for efficiency, accuracy, and timely client service
- Communicated closely with clients
- Assisted the compliance department with ADP/ACP testing and 5500 issues

Retirement Services, Account Representative:
- Processed financial transactions in accordance with IRS and plan contract rules
- Reconciled Financial Reports
- Established the Spanish (800) Line for plan employees
- Translated and created forms in Spanish for marketing packages
- Assigned to the clients in Puerto Rico due to my fluency in Spanish
- Completed the U.S. Defined Contribution Plans Certification, SPARK

Worcester Public Library 2000-Present
Board of Directors: Elected by the Worcester City Council to a serve six-year term beginning on January 1, 2002
- Elected Treasurer of the Board by fellow Board members.
- Responsibilities include governing the library for the benefit of the community
- Employing a qualified Head Librarian and understanding their role and responsibilities
- Setting library policies
- Overseeing the management of assets and maintenance of the library’s facilities
- Working to secure an appropriate funding level for facilities, technology, hours of operation, collections, and staff
- Observing applicable municipal, state and federal laws and regulations
• Working with the community to identify information needs for the improvement of library services
• Previously served on the City Manager’s Library Task Force, Strategic Planning Committee, Committee on Community Services, Committee on Library Materials, and the Legislative and Regional Affairs Committee.

COMMITTEE TO RE-ELECT JUAN A. GOMEZ
Chairman and Campaign Manager:
• Chaired and Managed the Committee that elected Councilor Gomez (the first Hispanic elected to public office in the City of Worcester)
• Media management for television, radio commercials, and print advertising
• Maintained excellent donor relations
• Organized fundraisers
• Spoke on behalf of the candidate in public
• Scheduled committee meetings
• Facilitated the recruiting process

WORCESTER STATE COLLEGE
Alumni Advisory Board:
• Promote the college within the community.
• Work to maintain active communication with the Alumni.
• Work with the undergraduates in order to foster active participation once they graduate.
• Award funds to organizations within the college.

Multicultural Affairs Alumni Council, President:
• Helped create the Sidney Buxton, Jr. Scholarship Fund for Full-time undergraduate students.
• Promote Multiculturalism at Worcester State College
• Assist the alumni and undergraduates in their networking efforts

JACOB HIATT MAGNET SCHOOL
PTO President:
• Working with parents, teachers, and administrators, we held fund-raisers to pay or subsidize field trips and other educational activities
• Worked with the Site Council to help resolve parental concerns

Site Council Co-Chair:
• The Site Council is a decision making body mandated by the Commonwealth of Massachusetts to make high-level decisions. As Co-Chair, I worked with the School Principal to improve the curriculum, acquire new and improved equipment, and resolve building issues

WESTBOROUGH SAVINGS BANK
Assistant Branch Manager:
• Reviewed applications for mortgages, car loans, and personal loans
• Responsible for all aspects of the branch’s operations, including staff, customers, and negotiable items
• Assisted customers in selecting financial products
• Dealt with internal and external auditors
• Expanded product line by acquiring Life Insurance and Annuities License
• Notary Public
• Supervised tellers and the operation of the largest branch office
• Responsible for ATM security and reconciliation
• Controlled cash flow and safe deposit box operations

EDUCATIONAL BACKGROUND:

Worcester State College: B.S. in Business Administration, with a concentration in Management
Quinsigamond Community College: A.S. Business Administration. Graduated Summa Cum Laude.

References Available Upon Request
Gilbert Moore Jr.
45 Outlook Dr. # 23
Worcester, MA 01602
617-650-8369

Objective: To help establish a charter school to meet the needs of children in Worcester County.

Education:
1995 Williams College; BA History
1992 Howard University; Exchange student, Spring semester.
1990 Lovett School; Atlanta, GA, Spring semester.

Career:
2003 to Present: The Park School; Brookline, MA
7th & 8th grade History teacher.
1999 to 2003: The Cambridge friends School; Cambridge, MA
History teacher; Elementary grades.
1996 to 1997: Association of Independent Schools of NE.
Outreach Assistant.

Extra-curricular activities:
Summer 2004: Soccer coach, JV-Boys
1990 to 1995: Rugby Team
1992 to 1995: Editing staff member; “People’s Native Tongue” school magazine.

Interests:
Music, reading, world affairs, sports

References upon request
Goal: To preside over the installation and further development of a charter school in the city of Worcester.

**Educational Background**

B.A. Social Work  
Catholic University Madre y Maestra, Dom. Rep. 1980

M.A. Educational/Sociology  
Autonomous University of Sto. Dgo. 1986

Business and Marketing Related Courses  
Quinsigamond Community College, Worcester MA. 1992

**Work Experience**

Manager of Long Distance Services  
Dominican Telephone Co. (Verizon)  
1980-1988

Abrasives Products Machine Operator  
Norton Co.  
1988-1994

President SANTIAGO'S PLAZA  
1994-Current
Exhibit A.

Description of Curriculum
<table>
<thead>
<tr>
<th><strong>Kindergarten</strong></th>
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<tbody>
<tr>
<td><strong>Math</strong></td>
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<tr>
<td>patterns, mathematical relationships, relationships among variables, natural variation, sources of variability, patterns of change, spatial sense, shapes are analytic and descriptive tools, characteristics and properties of shapes, attributes of two objects, measurement, collection, organization, presentation of data, characteristics of a distribution, interpretation of data, inferences, predictions, counting and measuring, properties of numbers, ordering, estimating, equality, inequality, inverses, factors, multiples, addition, subtraction, multiplication, division, algebraic and analytic thinking, probability, scheduling, routing, sequencing, networking, organizing and classifying.</td>
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<tr>
<td><strong>English</strong></td>
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<tr>
<td>phonemic awareness, grapho-phonemic (letter-sound) cues, <strong>Word Recognition</strong>, Dolch basic sight words, predicting words, Initial letters/sounds (phonics), Picture clues (semantic), Patterns of language (syntactic), meanings of frequently encountered words, fluency: automatic naming of letters, automatic association of letters and their sounds, automatic recognition of a few words both when encountered in context and isolation, demonstrating automatic understanding of concepts, classic and contemporary literature, narrative genre, simple story elements, make meaning and connections, informational genre, activate prior knowledge, retell, simple strategies for comprehension, <strong>Writing Genres, Writing Process, Spelling, Handwriting</strong>, spoken informational and narrative presentations, effective listening, responding</td>
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<tr>
<td><strong>Science</strong></td>
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<tr>
<td><strong>History/Geography</strong></td>
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<tr>
<td><strong>I Am Special – Civics, Community Helpers, Early Exploration and Settlement</strong> (The Voyage of Columbus in 1492), <strong>Native American Peoples: Past and Present</strong>, <strong>Early Exploration and Settlement</strong> (Pilgrims), <strong>Christmas Around the World/Including Maps and Economics Ongoing throughout the remainder of the year</strong>), <strong>Early Exploration and Settlement; Presidents:</strong> Past and Present, (July 4, “Independence Day”), <strong>Symbols and Figures, Geography Spatial Sense, Overview of the Seven Continents, Geography</strong></td>
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<tr>
<td>First Grade</td>
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<tr>
<td><strong>Math</strong></td>
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<td>patterns, mathematical relationships, relationships among variables, natural variation, sources of variability, patterns of change, spatial sense, shapes are analytic and descriptive tools, characteristics and properties of shapes, relationships among shapes, sliding, flipping, turning, enlarging, reducing) on an object, attributes of two objects, measurement, collection, organization, presentation of data, characteristics of a distribution, interpretation of data, inferences, predictions, counting and measuring, properties of numbers, multiple representations of a number, ordering, estimating, equality, inequality, inverses, factors, multiples, addition, subtraction, multiplication, division, algebraic and analytic thinking, probability, scheduling, routing, sequencing, networking, organizing and classifying.</td>
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<tr>
<td><strong>English</strong></td>
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<tr>
<td><strong>Phonemic Awareness, Phonics</strong>, Letter/sound, onset and rimes, whole word chunks, word families, diagraphs <em>th, ch, sh</em>, <strong>Word Recognition</strong>, strategies to identify unknown words, syntactic and semantic cues, frequently used vocabulary, context clues, mental pictures, questioning, <strong>Fluency</strong>, intonation, pauses and emphasis, <strong>Narrative Text</strong>, Realistic fiction, Fantasy, Folktales, problem/solution, sequence of events, sense of story (beginning, middle, end), <strong>Informational Text</strong>, informational text patterns, <strong>Comprehension</strong>, retell, connections and comparisons, compare and contrast, story mapping, credible predictions, plan, monitor; regulate, and evaluate skills, strategies, and processes, author’s perspective, <strong>Reading Attitude</strong></td>
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<tr>
<td><strong>Science</strong></td>
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<tr>
<td>Food webs and food chains, Relationships of living things, basic requirements for all living things, Physical and behavioral adaptations, Body Systems, Classify common objects, Measurement (weight, dimensions, temperature), properties of matter, static electricity, current electricity, electrical hazards, physical changes, separate mixtures, motions of common objects, force, Simple machines, sun, moon and Earth, rocks and fossils, water cycle</td>
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<td><strong>History/Geography</strong></td>
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<tr>
<td><strong>Local Communities, Geography</strong> (Spatial Sense; Geographical Terms and Features), <strong>Early People and Civilizations</strong> (The Earliest People: Hunters and Nomads), (Maya, Inca, and Aztec Civilizations), <strong>Early Exploration and Settlement</strong> (Columbus; The Conquistadors; English Settlers), <strong>Modern Civilizations and Culture: Mexico</strong> (Geography; Culture), <strong>Holidays Around the World, From Colonies to Independence: The American Revolution, Symbols and Figures, Early Exploration of the American West, Early Civilizations</strong> (Mesopotamia: The “Cradle of Civilization”), (Ancient Egypt), (History of World Religions)</td>
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<td>Subject</td>
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<tr>
<td><strong>Math</strong></td>
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<td><strong>English</strong></td>
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<td><strong>Science</strong></td>
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<td><strong>History/Geography</strong></td>
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<td>Third Grade</td>
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<td><strong>Math</strong></td>
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<td><strong>English</strong></td>
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<tr>
<td><strong>Word Recognition and Word Study</strong>, strategies to identify unknown words, syntactic and semantic cues, meanings of words encountered frequently, meaning of words and phrases in context, intonation, pauses, and emphasis, punctuation cues, synonyms, homonyms, read aloud unfamiliar text, <strong>Narrative Text</strong>, plot and character, Poetry, Fantasy, Legends, drama, folktales, fables, realistic fiction, character’s actions and motivations, setting (time and place), problem/solution, sequence of events, metaphor/simile, <strong>Informational Text</strong>, informational text patterns: sequential, enumerative, text features, <strong>Comprehension</strong>, prior knowledge, oral and written response, themes and perspectives, retell, relationships among characters, events, and key ideas, story mapping, <strong>Metacognition</strong>, credible predictions, mental images, inferences, summarize, Venn diagrams, <strong>Reading Attitude, Writing</strong>: poetry, report, narrative piece, research project, <strong>Writing Process</strong>, edit and proofread, organizational pattern, first and third person, revision strategies, <strong>Grammar and Usage</strong>: complete and compound sentences, nouns and verbs, commas, contractions, colons to denote time, capitalization, <strong>Spelling, Handwriting, Writing Attitude, Conventions</strong>: communicate effectively with a variety of audience, grammatical structures.</td>
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<tr>
<td><strong>Science</strong></td>
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<tr>
<td>Scientific method, food chains and food webs, relationships between organisms, ecosystem, succession, man-made threats to the environment, classify organisms, vertebrates, life cycles, basic needs of organisms, adaptations, function of plant parts, measurement, properties of matter, forms of energy, sound energy (vibration, pitch, volume), light energy (path of light, shadows, color), motion of objects (speed and direction), simple machines, Earth, moon and sun, seasons, night and day, moon phases, and eclipses, Muscular System, Skeletal System, Nervous System, build a rocket.</td>
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<tr>
<td><strong>History/Geography</strong></td>
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<tr>
<td><strong>World Geography</strong> (Spatial Sense; Geographical Terms and Features; Canada; Important Rivers of the World), <strong>The Earliest Americans</strong> (Crossing the Land Bridge), Native Americans, <strong>Early Exploration of North America</strong> (Early Spanish Exploration and Settlement; Exploration and Settlement of the American Southwest; Search for the Northwest Passage), <strong>The Vikings, The Thirteen Colonies: Life and Times Before the Revolution</strong>, (Geography), (Southern Colonies), (Northeast Colonies), (Middle Atlantic Colonies), <strong>Holidays Around the World, Economics, Core Democratic Values/National Pride, Local Family History, Rome</strong> (Geography of the Mediterranean Region; Background; The Empire; The “Decline and Fall” of Rome; The Eastern Roman Empire: Byzantine Civilization).</td>
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<td><strong>Forth Grade</strong></td>
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<td><strong>Word Recognition and Word Study</strong>, strategies to identify unknown words, syntactic, structural, and semantic cues, meanings of words encountered frequently, meaning of words and phrases in context, intonation, pauses, and emphasis, punctuation cues, synonyms, homonyms, read aloud unfamiliar text, <strong>Narrative Text</strong>, plot and character, poetry, myths/legends, fantasy, adventure, realistic fiction, character's actions and motivations, setting (time and place), dialogue, problem/solution, sequence of events, metaphor/simile, <strong>Informational Text</strong>, informational text patterns: sequential, enumerative, text features, autobiography/biography, personal essay, almanac, newspaper, <strong>Comprehension</strong>, prior knowledge, oral and written response, themes and perspectives, retell, relationships among characters, events, and key ideas, story mapping, science and social studies texts, <strong>Metacognition</strong>, credible predictions, mental images, inferences, summarize, Venn diagrams, <strong>Reading Attitude, Writing</strong>: poetry, report, comparative piece, research project, <strong>Writing Process</strong>, edit and proofread, purpose, drafting strategies, organizational pattern, first and third person, revision strategies, <strong>Grammar and Usage</strong>: simple and compound sentences, direct and indirect objects, prepositional phrases, adjectives, common and proper nouns as subjects and objects, pronouns as antecedents, regular and irregular verbs; use hyphens between syllables, apostrophes in contractions, and commas in salutations to set off words, phrases, and dialogue; quotation marks or italics to identify titles or names, <strong>Spelling, Handwriting, Writing Attitude, Conventions</strong>: communicate effectively with a variety of audience, elaboration and details, grammatical structures,</td>
</tr>
<tr>
<td><strong>Science</strong></td>
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<tr>
<td>graphing and interpreting skills, food chains and food webs, relationships between organisms, recycling, cells, traits, measurement, classify common materials based on their properties, forms of energy, magnetism, electricity and electrical safety, physical changes in matter, separate mixtures into their component parts, forces change object's motion (speed up, slow down, stop, turn), simple machines, Earth's surface (landforms), natural changes in the Earth's surface, earth materials and their uses, rocks and fossils, atmosphere, weather conditions and climates, seasonal changes and weather safety, erosion, sources of drinking water and other uses of water, Circulatory System, Shoot off bottle rockets!</td>
</tr>
</tbody>
</table>
### Math

- patterns, mathematical relationships, relationships among variables, natural variation, sources of variability, patterns of change, spatial sense, shapes are analytic and descriptive tools, characteristics and properties of shapes, relationships among shapes, sliding, flipping, turning, enlarging, reducing on an object, attributes of two objects, measurement, collection, organization, presentation of data, characteristics of a distribution, interpretation of data, inferences, predictions, counting and measuring, properties of numbers, properties of special numbers, multiple representations of a number, ordering, estimating, equality, inequality, inverses, factors, multiples, compare very large and very small numbers, addition, subtraction, multiplication, division, algebraic and analytic thinking, probability, scheduling, routing, sequencing, networking, organizing and classifying, recurrence relations, induction, iteration, and algorithm design.

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**Fifth Grade**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>World Geography</strong> (Spatial Sense), (Mountains and Mountain Ranges), <strong>Europe in the Middle Ages</strong>: NHA History Interactive, (Background; Geography Related to the Development of Western Europe; Developments in History of the Christian Church; Feudalism; The Norman Conquest; Growth of Towns; England in the Middle Ages), <strong>The American Revolution</strong> (Background: The French and Indian War; Causes and Provocations; The Revolution), <strong>Making a Constitutional Government</strong> (Main Ideas Behind the Declaration of Independence; Making a New Government: From the Declaration to the Constitution; The Constitution of the U.S.; Levels and Functions of the Government (National, State, Local)), **Early President and Politics, Symbols and Figures, Reformers, The Spread of Islam and the “Holy Wars”; Early and Medieval African Kingdoms/China: Dynastics and Conquerors (Teacher Choice), State and Regional Geography Native Cultures, Native Cultures, State History: Settlement and Statehood: Pre-Civil War, Underground Railroad, Battle-Gettysburg, Women’s Roles, Natural Resources: Mining, Agriculture, Logging, <strong>Manufacturing, Depression and Labor Movement (1929-1941)</strong>,</td>
<td></td>
</tr>
</tbody>
</table>
English

- Word Recognition and Word Study, strategies to decode words, syntactic, structural, and semantic cues, meanings of words encountered frequently, analyze derivatives, define meanings of affixes, word origins, intonation, pauses, and emphasis, punctuation cues, synonyms, homonyms, read aloud unfamiliar text, Narrative Text, elements and style, poetry, myths/legends, fantasy, adventure, realistic fiction, character’s actions and motivations, exaggeration, metaphor, dialogue, problem/solution, sequence of events, metaphor/simile, Informational Text, informational text patterns: sequential, enumerative, text features, advertising, experiments, editorials, atlases,
- Comprehension, prior knowledge, response, themes and perspectives, retell, relationships among characters, events, and key ideas, story mapping, science and social studies texts, Metacognition, predicting, constructing mental images, representing ideas in text, questioning, rereading or listening again, inferring, summarizing, Venn diagrams, Reading Attitude, Writing: mystery, tall tale, historical fiction, poetry, position piece, research project, Writing Process, Edit and proofread, purpose, drafting strategies, organizational pattern, revision strategies,
- Grammar and Usage: use compound subjects and predicates, proper nouns and pronouns, articles, conjunctions, hyphens in compound and number words, commas between two independent clauses to set off direct address/long phrases/clauses, colons to separate hours and minutes, and to introduce a list, Spelling, Handwriting, Writing Attitude, Conventions: irregular verbs, modulation, volume, and pace

Science

- making and interpreting scientific graphs, living organisms, plants, ecosystems, food webs and food chains, magnetism, electricity, changes of matter, Scientific Method
- Investigation, motion and force, sound energy (vibration, pitch, volume), light energy, focusing on the path of light, color, and shadows, geosphere, hydrosphere, weather, space, Science Fair, atoms and molecules, physical changes, chemical changes, electricity, electrical circuits, magnetism, compare motions in 2-D (speed, direction), non-contact forces, Design strategies for moving objects, classifying living things, plant structures and processes, Endocrine System

History/Geography

- World Geography: Spatial Sense (Great Lakes of the World), Meso-American Civilizations (Geography), (Maya, Inca, Aztec Civilizations), Meso-American Civilizations (Spanish Conquerors), European Exploration, Trade, and the Clash of Cultures (Background; European Exploration, Trade, and Colonization), (Portugal), (Spain), (England and France), (Holland), England from the Golden Age to the Glorious Revolution, (The English Revolution to the Glorious Revolution), European Exploration, Trade, and the Clash of Cultures (Trade and Slavery), U.S. Geography, Westward Expansion (Before the Civil War), Native Americans: Cultures and Conflicts (Culture and Life; American Government Policies; Conflicts), The Civil War: Causes, Conflicts, Consequences (Toward the Civil War; The Civil War; Reconstruction), Westward Expansion (Westward Expansion After Civil War), England and the Golden Age to the Glorious Revolution (England and the Golden Age), The Renaissance and Reformation (The Renaissance; The Reformation), Russia: Early Growth and Expansion (History and Culture; Geography), Feudal Japan (History and Culture; Geography)
<table>
<thead>
<tr>
<th>Sixth Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Math</strong></td>
</tr>
<tr>
<td>patterns, mathematical relationships, relationships among variables, natural variation, sources of variability, patterns of change, spatial sense, shapes are analytic and descriptive tools, characteristics and properties of shapes, relationships among shapes, sliding, flipping, turning, enlarging, reducing on an object, attributes of two objects, measurement, collection, organization, presentation of data, characteristics of a distribution, interpretation of data, inferences about unknown outcomes, predictions, counting and measuring, properties of numbers, properties of special numbers, multiple representations of a number, ordering, estimating, equality, inequality, inverses, factors, multiples, compare very large and very small numbers, addition, subtraction, multiplication, division, algebraic and analytic thinking, certainty and probability, scheduling, routing, sequencing, networking, organizing and classifying, recurrence relations, induction, iteration, and algorithm design.</td>
</tr>
<tr>
<td><strong>English</strong></td>
</tr>
<tr>
<td>Word Study word structure, sentence structure, and prediction, meanings of words encountered frequently, connotation, denotation, regional idioms, content area vocabulary, technical terms, read aloud unfamiliar text, Narrative Text, elements and style, poetry, folk tales, fantasy, adventure, action, dialogue, plot, characters, themes, major and minor characters, and the climax, dialogue, imagery, Informational Text, informational text patterns: sequential, enumerative, text features, research report, how-to-articles, essays, Comprehension, prior knowledge, response, global themes, universal truths, retell, relationships among characters, events, and key ideas, Metacognition, self-monitoring comprehension, predicting, constructing mental images, representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, Reading Attitude, Writing: personal narrative, adventure, tall tale, folk tale, fantasy, essay, poetry, Writing Process, Edit and proofread, purpose, graphic organizers, proofreaders’ checklists, revision strategies, Grammar and Usage: indefinite and predicate pronouns, transitive and intransitive verbs, adjective and adverb phrases, adjective and adverb subordinate clauses, comparative adverbs and adjectives, superlatives, conjunctions, compound sentences, appositives, independent and dependent clauses, introductory phrases, periods, commas, quotation marks, the uses of underlining and italics for specific purposes. Spelling, Handwriting, Writing Attitude, Conventions: rhyme, rhythm, cadence, and word play</td>
</tr>
<tr>
<td><strong>Science</strong></td>
</tr>
<tr>
<td>graphing, researching, thinking, communication, understanding, measuring, common patterns of relationships among populations, energy directly or indirectly from sunlight, changes in food webs, succession, use of plant and animal materials, ways humans alter the environment, carbon and soil nutrients cycle through selected ecosystems, cells, sound travel, echoes, motion of vibrating objects, mechanical waves, light, wave properties, energy transformations, heat energy, physical changes, evaporation, condensation, sublimation, thermal expansion, contraction, chemical changes, of mass, volume, density, properties of an object or substance, Science Fair, Earth, planets, motions of solar system, day and night, weather, Earth’s atmosphere, water cycle, polluted air, oceans, contour or topographical maps, rocks and minerals, fossils, formation of soil, circulatory and lymphatic systems</td>
</tr>
<tr>
<td>-------------------</td>
</tr>
<tr>
<td>Seventh Grade</td>
</tr>
<tr>
<td>Math</td>
</tr>
<tr>
<td>Science</td>
</tr>
<tr>
<td>History Geography</td>
</tr>
</tbody>
</table>

<p>| Eighth Grade |
| patterns, mathematical relationships, relationships among variables, natural variation, sources of variability, patterns of change, spatial sense, shapes are analytic and descriptive tools, characteristics and properties of shapes, relationships among shapes, sliding, flipping, turning, enlarging, reducing on an object, attributes of two objects, measurement, collection, organization, presentation of data, characteristics of a distribution, interpretation of data, inferences about unknown outcomes, predictions, counting and measuring, properties of numbers, properties of special numbers, multiple representations of a number, ordering, estimating, equality, inequality, inverses, factors, multiples, compare very large and very small numbers, addition, subtraction, multiplication, division, algebraic and analytic thinking, certainty and probability, scheduling, routing, sequencing, networking, organizing and classifying, recurrence relations, induction, iteration, and algorithm design. |</p>
<table>
<thead>
<tr>
<th><strong>English</strong></th>
<th><strong>Science</strong></th>
<th><strong>History/Geography</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Word Study</strong> word structure, sentence structure, and prediction, idioms, analogies, metaphors, similes to infer, history of the English language, common word origins, syllabication, meanings of words encountered frequently, strategies and authentic content-related resources to determine the meaning of words and phrases in context, <strong>Narrative Text</strong>, distortion and stereotypes in classic and contemporary literature, historical fiction, science fiction, realistic fiction, role of rising and falling actions, minor characters in relation to conflict, and credibility of the narrator, symbolism, imagery, and consistency, <strong>Informational Text</strong>, comparative essays, newspaper writing, technical writing, persuasive essays, theory, evidence, sequence illustrations, author's pages, prefaces, marginal notes, <strong>Comprehension</strong>, personal knowledge, retell and summarize, global themes, universal truths, and principles within and across texts, <strong>Metacognition</strong>, self-monitoring comprehension, predicting, constructing mental images, representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, <strong>Reading Attitude, Writing Genres</strong>: historical fiction, science fiction, realistic fiction, internal and/or external conflicts, narrator credibility, rising and falling actions, and/or conflict, transitional language, and imagery, journal, biography, simulated memoir, <strong>Writing Process</strong>, Edit and proofread, purpose, story maps that are designed to depict roles of antagonist and protagonist, ordering arguments, sequencing ideas chronologically or by importance, review and revision strategies, <strong>Grammar and Usage</strong>: infinitives, gerunds, participial phrases, and dashes or ellipses, <strong>Spelling, Handwriting</strong>, <strong>Writing Attitude, Conventions</strong>: enunciation and stress, gestures, posture, facial expressions, tone of voice, pace</td>
<td>graphing, researching, thinking, communication, understanding, measuring, plants, food web and relationships, succession and materials cycling, single and multicellular organisms, specialized cells, characteristics are passed through generations, heredity, environmental influences, <strong>Scientific Method</strong> Investigation, energy: <strong>SCREAM</strong>, energy transformations, electric currents to create magnetic fields, electric circuits, mass, volume, and density, Newton's Laws, sound travel, echoes, light, light interacting with matter, rocks and minerals, various forms of water, changing weather, common observations, <strong>Science Fair</strong>, changes in the Earth's surface, <strong>STDs</strong></td>
<td>**French and Indian War: Pontiac's Rebellion, Causes of the American Revolution: Intolerable Acts, Principles of Independence: Declaration of Independence, American Revolution: Battle of Saratoga, Civics: The Constitution – Principles and Structure of American Democracy, Early U.S. Government: Articles of Confederation; U.S. Constitution (Overview of the U.S. Constitution) (Bill of Rights; Amendments) 13th, 19th amendments (Legislative Branch), (Executive Branch; Judiciary) Technology and Mechanization: Cotton Gin, Competing Visions for the New Nation: Jefferson vs. Hamilton Debate (strict vs. loose constructionism), Expansion: Louisiana Purchase, World Role of a New Nation: Monroe Doctrine, Reforms and Expressions of Democracy: Abolition Movement, Women's Rights, American System and Nationalism: Building of Canal and Railroads, Causes of the Civil War: Compromise of 1850; Secession of Southern States, Civil War: Emancipation Proclamation, Battle of Gettysburg, Gettysburg Address, Reconstruction and Civil Rights: (13th), 14th, 15th amendments</td>
</tr>
</tbody>
</table>
Exhibit B.

Example of Standards Alignment
# Example of Massachusetts Curriculum Alignment

## English Language Arts

### Language Stand

<table>
<thead>
<tr>
<th>Content Strand</th>
<th>State of Massachusetts</th>
<th>Charter School</th>
</tr>
</thead>
</table>
| **Standard 1:** Discussion | • Students will use agreed-upon rules for informal and formal discussions in small and large groups. | **MEANING AND COMMUNICATION**  
**Content Standard 3:** All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts.  
**LANGUAGE**  
**Content Standard 4:** All students will use the English language effectively.  
**VOICE**  
**Content Standard 6:** All students will learn to communicate information accurately and demonstrate their expressive abilities by creating oral, written and visual texts that enlighten and engage an audience. |
| **Standard 2:** Questioning, Listening, and Contributing | • Students will pose questions, listen to the ideas of others, and contribute their own information or ideas in group discussions or interviews in order to acquire new knowledge. | **MEANING AND COMMUNICATION**  
**Content Standard 3:** All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts.  
**INQUIRY AND RESEARCH**  
**Content Standard 11:** All students will define and investigate important issues and problems using a variety of resources, including technology, to explore and create texts. |

9/16/2004
<table>
<thead>
<tr>
<th>Standard 2 (continued)</th>
<th>CRITICAL STANDARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Content Standard 12: All students will develop and apply personal, shared, and academic criteria for the enjoyment, appreciation, and evaluation of their own and others' oral, written, and visual texts.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard 3: Oral Presentation</th>
<th>LANGUAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Content Standard 4: All students will use the English language effectively.</td>
</tr>
<tr>
<td></td>
<td>VOICE</td>
</tr>
<tr>
<td></td>
<td>Content Standard 6: All students will learn to communicate information accurately and demonstrate their expressive abilities by creating oral, written and visual texts that enlighten and engage and audience.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard 4: Vocabulary and Concept Development</th>
<th>MEANING AND COMMUNICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Content Standard 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts.</td>
</tr>
<tr>
<td></td>
<td>SKILLS AND PROCESSES</td>
</tr>
<tr>
<td></td>
<td>Content Standard 7: All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading and writing.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard 5: Structure and Origins of Modern English</th>
<th>MEANING AND COMMUNICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Content Standard 2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions.</td>
</tr>
<tr>
<td></td>
<td>Content Standard 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts.</td>
</tr>
</tbody>
</table>
### Example of Massachusetts Curriculum Alignment

<table>
<thead>
<tr>
<th>Standard 5 (continued)</th>
<th>Skills and Processes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content Standard 7:</strong> All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading and writing.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard 6: Formal and Informal English</th>
<th>MEANING AND COMMUNICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content Standard 2:</strong> All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions.</td>
<td></td>
</tr>
<tr>
<td><strong>Content Standard 3:</strong> All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts.</td>
<td></td>
</tr>
<tr>
<td><strong>Content Standard 4:</strong> All students will use the English language effectively.</td>
<td></td>
</tr>
</tbody>
</table>

### Reading and Literature Stand

<table>
<thead>
<tr>
<th>Standard 7: Beginning Reading</th>
<th>MEANING AND COMMUNICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content Standard 1:</strong> All students will read and comprehend general and technical material.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard 8: Understanding a Text</th>
<th>LITERATURE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content Standard 5:</strong> All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity in our society.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard 9: Making Connections</th>
<th>LITERATURE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content Standard 5:</strong> All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity in our society.</td>
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</tr>
<tr>
<td>Standard 10:</td>
<td>Students will identify, analyze, and apply knowledge of the characteristics of different genres.</td>
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<td>--------------</td>
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</tr>
<tr>
<td>Genre</td>
<td></td>
</tr>
<tr>
<td>Standard 11:</td>
<td>Students will identify, analyze, and apply knowledge of theme in a literary work and provide evidence from the text to support their understanding.</td>
</tr>
<tr>
<td>Theme</td>
<td></td>
</tr>
<tr>
<td>Standard 12:</td>
<td>Students will identify, analyze, and apply knowledge of the structure and elements of fiction and provide evidence from the text to support their understanding.</td>
</tr>
<tr>
<td>Fiction</td>
<td></td>
</tr>
<tr>
<td>Standard 13:</td>
<td>Students will identify, analyze, and apply knowledge of the purposes, structure, and elements of nonfiction or informational materials and provide evidence from the text to support their understanding.</td>
</tr>
<tr>
<td>Nonfiction</td>
<td></td>
</tr>
</tbody>
</table>

**GENRE AND CRAFT OF LANGUAGE**

**Content Standard 8:** All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics – including text structure, figurative and descriptive language, spelling, punctuation, and grammar – to construct and convey meaning.

**DEPTH OF UNDERSTANDING**

**Content Standard 9:** All students will demonstrate understanding of the complexity of enduring issues and recurring problems by making connections and generating themes within and across texts.

**LITERATURE**

**Content Standard 5:** All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity in our society.

**DEPTH OF UNDERSTANDING**

**Content Standard 9:** All students will demonstrate understanding of the complexity of enduring issues and recurring problems by making connections and generating themes within and across texts.
| Standard 14: Poetry | • Students will identify, analyze, and apply knowledge of the themes, structure, and elements of poetry and provide evidence from the text to support their understanding. | LITERATURE |
| Standard 15: Style and Language | • Students will identify and analyze how an author's words appeal to the senses, create imagery, suggest mood, and set tone, and provide evidence from the text to support their understanding. | CRITICAL STANDARDS |
| Standard 16: Myth, Traditional Narrative, and Classical Literature | • Students will identify, analyze, and apply knowledge of the themes, structure, and elements of myths, traditional narrative and classical literature and provide evidence from the text to support their understanding. | LITERATURE |
| Standard 17: Dramatic Literature | • Students will identify, analyze and apply knowledge of the themes, structure, and elements of drama and provide evidence from the text to support their understanding. | CRITICAL STANDARDS |

| LITERATURE |
| Content Standard 5: All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity in our society. |

| CRITICAL STANDARDS |
| Content Standard 12: All students will develop and apply personal, shared, and academic criteria for the enjoyment, appreciation, and evaluation of their own and others' oral, written, and visual texts. |

| LITERATURE |
| Content Standard 5: All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity in our society. |

<p>| CRITICAL STANDARDS |
| Content Standard 12: All students will develop and apply personal, shared, and academic criteria for the enjoyment, appreciation, and evaluation of their own and others' oral, written, and visual texts. |</p>
<table>
<thead>
<tr>
<th>Standard 18: Dramatic Reading and Performance</th>
<th><strong>Content Standard 12:</strong> All students will develop and apply personal, shared, and academic criteria for the enjoyment, appreciation, and evaluation of their own and others' oral, written, and visual texts.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Voice</strong></td>
<td><strong>Content Standard 6:</strong> All students will learn to communicate information accurately and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage and audience.</td>
</tr>
</tbody>
</table>

**Composition Strand**

| Strand 19: Writing | **MEANING AND COMMUNICATION**
**Content Standard 2:** All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions. |
|---|---|
| **Strand 20: Consideration of Audience and Purpose** | **MEANING AND COMMUNICATION**
**Content Standard 2:** All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions.
**Content Standard 3:** All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. |
| **Strand 21: Revising** | **MEANING AND COMMUNICATION**
**Content Standard 2:** All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions.
**SKILLS AND PROCESSES**
**Content Standard 7:** All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading and writing. |

- Students will plan and present dramatic readings, recitations, and performances that demonstrate appropriate consideration of audience and purpose.
- Students will write with a clear focus, coherent organization, and sufficient detail.
- Students will write for different audiences and purposes.
- Students will demonstrate improvement in organization, content, paragraph development, level of detail, style, tone, and word choice (diction) in their compositions after revising them.
| Strand 22: Standard English Conventions | MEANING AND COMMUNICATION  
Content Standard 2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions.  
SKILLS AND PROCESSES  
Content Standard 7: All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading and writing. |
|---|---|
| Strand 23: Organizing Ideas in Writing | MEANING AND COMMUNICATION  
Content Standard 2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions.  
SKILLS AND PROCESSES  
Content Standard 7: All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading and writing. |
| Strand 24: Research | INQUIRY AND RESEARCH  
Content Standard 11: All students will define and investigate important issues and problems using a variety of resources, including technology, to explore and create texts. |
| Strand 25: Evaluating Wiring and Presentations | MEANING AND COMMUNICATION  
Content Standard 2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions.  
VOICE  
Content Standard 6: All students will learn to communicate information accurately and demonstrate their expressive abilities by creating oral, written and visual texts that enlighten and engage and audience. |
| Media Strand | SKILLS AND PROCESSES
| Content Standard 7: All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading and writing. |
| --- | --- |
| **Strand 26: Analysis of Media** | **INQUIRY AND RESEARCH**
Content Standard 11: All students will define and investigate important issues and problems using a variety of resources, including technology, to explore and create texts. |
| • Students will identify, analyze, and apply knowledge of the conventions, elements, and techniques of film, radio, video, television, multimedia productions, the Internet, and emerging technologies and provide evidence from the works to support their understanding. |  |
| **Strand 27: Media Production** |  |
| • Students will design and create coherent media productions (audio, video, television, multimedia, Internet, emerging technologies) with a clear controlling idea, adequate detail, and appropriate consideration of audience, purpose, and medium. |  |
## Example of Massachusetts Curriculum Alignment

<table>
<thead>
<tr>
<th>Content Strand</th>
<th>State of Massachusetts</th>
<th>National Heritage Academies</th>
</tr>
</thead>
</table>
| **Strand 1:**        | **Strand 1:** Number Sense and Operations: Students engage in problem solving, communicating, reasoning, connecting, and representing. | **NUMBER SENSE AND NUMERATION**  
Content Standard 1: Students experience counting and measuring activities to develop intuitive sense about numbers, develop understanding about properties of numbers, understand the need for and existence of difficult sets of numbers, and investigate properties of special numbers. (Concepts and Properties of Numbers)  
Content Standard 2: Students recognize that numbers are used in different ways such as counting, measuring, ordering and estimating, understand and reduce multiple representations of a number, and translate among equivalent representations. (Representation and Uses of Numbers)  
Content Standard 3: Students to investigate relationships such as equality, inequality, inverses, factors and multiples, and represent and compare very large and very small numbers. (Number Relationships) |
| **Strand 2:**        | **Strand 2:** Patterns, Relations, and Algebra: Students engage in problem solving, communicating, reasoning, connecting, and representing. | **PATTERNS, RELATIONSHIPS AND FUNCTIONS**  
Content Standard 1: Students recognize similarities and generalize patterns, use patterns to create models and make predictions, describe the nature of patterns and relationships, and construct representations of mathematical relationships. (Patterns)  
Content Standard 2: Students describe the relationships among variables, predict what will happen to one variable is changed, analyze natural variation and sources of variability, and compare patterns of change. (Variability and Change) |
<table>
<thead>
<tr>
<th>Strand 2 (continued)</th>
<th>NUMERICAL AND ALGEBRAIC OPERATIONS AND ANALYTICAL THINKING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Content Standard 1</strong>: Students understand and use various types of operations (e.g., addition, subtraction, multiplication, division) to solve problems. <em>(Operations and their Properties)</em></td>
</tr>
<tr>
<td></td>
<td><strong>Content Standard 2</strong>: Students analyze problems to determine an appropriate process for solution, and use algebraic notations to model or represent problems. <em>(Algebraic and Analytic Thinking)</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strand 3: Geometry</th>
<th>GEOMETRY AND MEASUREMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strand 3:</strong></td>
<td><strong>Content Standard 1</strong>: Students develop spatial sense, use shape as an analytic and descriptive tool, identify characteristics and define shapes, identify properties and describe relationships among shapes. <em>(Shape and Shape Relationships)</em></td>
</tr>
<tr>
<td>Geometry</td>
<td><strong>Content Standard 2</strong>: Students identify locations of objects, identify location relative to other objects, and describe the effects of transformations (e.g., sliding, flipping, turning, enlarging, reducing) on an object. <em>(Position)</em></td>
</tr>
<tr>
<td></td>
<td><strong>Content Standard 3</strong>: Students compare attributes of two objects, or of one object with a standard (unit), and analyze situations to determine what measurement(s) should be made and to what level of precision. <em>(Measurement)</em></td>
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<tr>
<th>Strand 4: Measurement</th>
<th>GEOMETRY AND MEASUREMENT</th>
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<tr>
<td><strong>Strand 4:</strong></td>
<td><strong>Content Standard 1</strong>: Students develop spatial sense, use shape as an analytic and descriptive tool, identify characteristics and define shapes, identify properties and describe relationships among shapes. <em>(Shape and Shape Relationships)</em></td>
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<tr>
<td>Measurement</td>
<td><strong>Content Standard 2</strong>: Students identify locations of objects, identify location relative to other objects, and describe the effects of transformations (e.g., sliding, flipping, turning, enlarging, reducing) on an object. <em>(Position)</em></td>
</tr>
<tr>
<td></td>
<td><strong>Content Standard 3</strong>: Students compare attributes of two objects, or of one object with a standard (unit), and analyze situations to determine what measurement(s) should be made and to what level of precision. <em>(Measurement)</em></td>
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<tr>
<td><strong>Strand 5:</strong> Data Analysis, Statistics, and Probability</td>
<td><strong>Strand 5:</strong> Data Analysis, Statistics, and Probability: Students engage in problem solving, communicating, reasoning, connecting, and representing.</td>
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**DATA ANALYSIS AND STATISTICS**

**Content Standard 1:** Students collect and explore data, organize data into a useful form, and develop skill in representing and reading data displayed in different formats. (Collection, Organization, and Presentation of Data)

**Content Standard 2:** Students examine data and describe characteristics of a distribution, relate data to the situation from which they arose, and use data to answer questions convincingly and persuasively. (Description and Interpretation)

**Content Standard 3:** Students draw defensible inferences about unknown outcomes, make predictions, and identify the degree of confidence they have in their predictions. (Inference and Prediction)

**PROBABILITY AND DISCRETE MATHEMATICS**

**Content Standard 1:** Students develop an understanding of the notion of certainty and of probability as a measure of the degree of likelihood that can be assigned to a given event based on the knowledge available, and make critical judgments about claims that are made in probabilistic situations. (Probability)

**Content Standard 2:** Students investigate practical situations such as scheduling, routing, sequencing, networking, organizing, and classifying, and analyze ideas like recurrence relations, induction, iteration, and algorithm design. (Discrete Mathematics)
<table>
<thead>
<tr>
<th>Content Strand</th>
<th>State of Massachusetts</th>
<th>National Heritage Academies</th>
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</table>
| Strand 1: Chronology and Cause | **Strand 1:** Chronology and Cause | **HISTORICAL PERSPECTIVE**  
**Content Standard 1:** All students will sequence chronologically the following eras of American history and key events within these eras in order to examine relationships and to explain cause and effect: The Meeting of Three Worlds (beginnings to 1620); Colonization and Settlement (1585-1763); Revolution and the New Nation (1754-1815); Expansion and Reform (1801-1861); and Civil War and Reconstruction (1850-1877); The Development of the Industrial United States (1870-1900); the Emergence of Modern America (1890-1930); The Great Depression and World War II (1929-1945); Post War United States (1945-1970); and the Contemporary United States (1968-present). (Time and Chronology). |
| Strand 2: Historical Understanding | **Strand 2:** Historical Understanding | **HISTORICAL PERSPECTIVE**  
**Content Standard 2:** All students will understand narrative about major eras of America and world history by identifying the people involved, describing the setting, and sequencing the events. (Comprehending the Past) |
| Strand 3: Research, Evidence, Point of View | **Strand 3:** Research, Evidence, Point of View | **HISTORICAL PERSPECTIVE**  
**Content Standard 3:** All students will reconstruct the past by comparing interpretations written by others from a variety of perspectives and creating narratives from evidence. (Analyzing the Interpreting the Past) |
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<tbody>
<tr>
<td><strong>PUBLIC DISCOURSE AND DECISION MAKING</strong></td>
<td><strong>INQUIRY</strong></td>
<td><strong>INQUIRY</strong></td>
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<tr>
<td><strong>Content Standard 2:</strong> All students will engage their peers in constructive conversation about matters of public concern by clarifying issues, opposing views, applying democratic values, anticipating consequences, and working toward making decisions. (Group Discussion)</td>
<td><strong>Content Standard 1:</strong> All students will acquire information from books, map, newspapers, data sets and other sources, organize and present the information in maps, graphs, charts and timelines, interpret the meaning and significance of the information, and use a variety of electronic technologies to assist in accessing and managing information. (Informational Processing)</td>
<td><strong>Content Standard 1:</strong> All students will acquire information from books, map, newspapers, data sets and other sources, organize and present the information in maps, graphs, charts and timelines, interpret the meaning and significance of the information, and use a variety of electronic technologies to assist in accessing and managing information. (Informational Processing)</td>
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<tr>
<td><strong>CITIZEN INVOLVEMENT</strong></td>
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<tr>
<td><strong>Content Standard 1:</strong> All students will consider the effects of an individual’s actions on other people, how one acts in accordance with the rule of law, and how one acts in a virtuous and ethically responsible way as a member of society. (Responsible Personal Conduct)</td>
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<tr>
<td>Strand 6 (continued)</td>
<td>Content Standard 2: All students will conduct investigations by formulating a clear statement of a question, gathering and organizing information from a variety of sources, analyzing and interpreting information, formulating and testing hypotheses, reporting results both orally and in a writing, and making use of appropriate technology. (Conducting Investigations)</td>
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<tr>
<td>Geography</td>
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| **Strand 7:** Physical Spaces of the Earth | **Strand 7:** Physical Spaces of the Earth | **GEOGRAPHIC PERSPECTIVE**
**Content Standard 1:** All students will describe, compare, and explain the locations and characteristics of places, cultures, and settlements. (People, Places, and Cultures) |
| **Strand 8:** Places, Regions of the World | **Strand 8:** Places, Regions of the World | **GEOGRAPHIC PERSPECTIVE**
**Content Standard 1:** All students will describe, compare, and explain the locations and characteristics of places, cultures, and settlements. (People, Places, and Cultures)
**Content Standard 4:** All students will describe and compare characteristics of ecosystems, states, regions, countries, major world regions, and patterns and explain the processes that created them. (Regions, Patterns, and Processes) |
| **Strand 9:** Effects of Geography | **Strand 9:** Effects of Geography | **GEOGRAPHIC PERSPECTIVE**
**Content Standard 4:** All students will describe and compare characteristics of ecosystems, states, regions, countries, major world regions, and patterns and explain the processes that created them. (Regions, Patterns, and Processes) |
| **Strand 10:** Human Alteration of Environments | **Strand 10:** Human Alteration of Environments | **GEOGRAPHIC PERSPECTIVE**
**Content Standard 2:** All students will describe, compare, and explain the locations and characteristics of ecosystems, resources, human adaptation, environmental impact, and the interrelationships among them. (Human/Environment Interaction) |
<table>
<thead>
<tr>
<th><strong>Economics</strong></th>
<th><strong>ECONOMIC PERSPECTIVE</strong></th>
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<tbody>
<tr>
<td><strong>Strand 11:</strong></td>
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<tr>
<td>Fundamental Economic Concepts</td>
<td>Students will understand fundamental economic concepts, including choice, ownership, exchange, cooperation, competition, purposive effort, entrepreneurship, incentive, and money.</td>
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<tr>
<td><strong>Content Standard 1:</strong></td>
<td>All students describe and demonstrate how the economic forces of scarcity and choice affect the management of personal financial resources, shape consumer decisions regarding the purchase, use, and disposal of goods and services and affect the economic well-being of individuals and society. (Individual and Household Choices)</td>
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<td><strong>Strand 12:</strong></td>
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<tr>
<td>Economic Reasoning</td>
<td>Students will demonstrate understanding of supply and demand, price labor markets, the cost 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.</td>
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<tr>
<td><strong>Content Standard 2:</strong></td>
<td>All students will explain and demonstrate how businesses confront scarcity and choice when organizing, producing, and using resources, and when supplying the marketplace. (Business Choices)</td>
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<tr>
<td><strong>Strand 13:</strong></td>
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<tr>
<td>American and Massachusetts Economic History</td>
<td>Students will describe the development of the American economy, including Massachusetts and New England, from colonial times to the present.</td>
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<tr>
<td><strong>Content Standard 3:</strong></td>
<td>All students will describe how government decisions on taxation, spending, public goods and regulation impact what is produced, how it is produced, and who received the benefits of production. (Role of Government)</td>
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<tr>
<td><strong>Content Standard 4:</strong></td>
<td>All students will explain how a free market economic system works, as well as other economic systems, to coordinate and facilitate the exchange, production, distribution, and consumption of goods and services. (Economic Systems)</td>
</tr>
<tr>
<td><strong>Content Standard 5:</strong></td>
<td>All students will describe how trade generates economic development and interdependence and analyze the resulting challenges and benefits for individuals, producers, and government. (Trade)</td>
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| Strand 14: Today's Economy | Strand 14: | **EXAMPLE OF MASSACHUSETTS CURRICULUM ALIGNMENT**
|------------------------|----------|---------------------------------------------------
| Students will describe the distinctive aspects of the contemporary economy of the United States and the world. | **Content Standard 3:** All students will describe how government decisions on taxation, spending, public goods and regulation impact what is produced, how it is produced, and who received the benefits of production. (Role of Government) **Content Standard 4:** All students will explain how a free market economic system works, as well as other economic systems, to coordinate and facilitate the exchange, production, distribution, and consumption of goods and services. (Economic Systems) **Content Standard 5:** All students will describe how trade generates economic development and interdependence and analyze the resulting challenges and benefits for individuals, producers, and government. (Trade) |
| Strand 15: Theories of Economy | Strand 15: | **ECONOMIC PERSPECTIVE**
| Students will describe and compare the major theories of economy, and will identify the individuals and historical circumstances in which these theories were developed. | **Content Standard 1:** All students describe and demonstrate how the economic forces of scarcity and choice affect the management of personal financial resources, shape consumer decisions regarding the purchase, use, and disposal of goods and services and affect the economic well-being of individuals and society. (Individual and Household Choices) |
| **Civics and Government** | **CIVIC PERSPECTIVE**
| **Content Standard 5:** All students will understand how the world is organized politically; the formation of American foreign policy and the roles United States plays in the international arena. (American Government and World Affairs) |
| Strand 17: The Founding Documents | Strand 17: The Founding Documents | CIVIC PERSPECTIVE  
**Content Standard 2:** All students will explain the meaning and origin of the ideas, including the core democratic values expressed in the Declaration of Independence, the Constitution, and other Foundational documents of the United States. (Ideas of American Democracy)  
**Content Standard 4:** All students will explain how American government institutions, at the local, state, and federal levels, provide for the limitations and sharing of power and how the nation's political system provides for the exercise of power. (American Government and Politics)  
| Strand 19: Citizenship | Strand 19: Citizenship | CITIZEN INVOLVEMENT  
**Content Standard 1:** All students will consider the effects of an individual’s actions on other people, how one acts in accordance with the rule of law, and how one acts in a virtuous and ethically responsible way as a member of society. (Responsible Personal Conduct)  
| Strand 20: Forms of Government | Strand 20: Forms of Government | CIVIC PERSPECTIVE  
**Content Standard 1:** All students will identify the purposes of national, state, and local governments in the United States, describe how citizens organize government to accomplish their purposes, and assess their effectiveness. (Purposes of Government)  

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<th>Content Strand</th>
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<th>National Heritage Academies</th>
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<tr>
<td><strong>Strand 1:</strong></td>
<td><strong>Strand 1:</strong></td>
<td><strong>GEOSPHERE</strong></td>
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<tr>
<td>Earth and Space</td>
<td>Earth and Space Science</td>
<td><strong>Content Standard 1:</strong> All students will describe the earth's</td>
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<td>Science</td>
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<td>surface; how the earth’s features change over time; analyze</td>
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<td>effects of technology on the earth’s surface and resources.</td>
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<td><strong>SOLAR SYSTEM, GALAXY, AND UNIVERSE</strong></td>
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<td><strong>Content Standard 1:</strong> All students will compare and contrast</td>
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<td>our planet and sun to other planets and star systems; describe</td>
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<td></td>
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<td>and explain how objects in the solar system move; explain</td>
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<td>scientific theories as to the origin of the solar system;</td>
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<td>explain how we learn about the universe.</td>
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<tr>
<td><strong>Strand 2:</strong></td>
<td><strong>Strand 2:</strong></td>
<td><strong>CELLS</strong></td>
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<td>Life Science</td>
<td>Life Science (Biology)</td>
<td><strong>Content Standard 1:</strong> All students will apply and understanding of</td>
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<td>(Biology)</td>
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<td>cells of the functioning of multi-cellular organisms, including</td>
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<td>how cells grow, develop and reproduce.</td>
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<td><strong>ORGANIZATION OF LIVING THINGS</strong></td>
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<td><strong>Content Standard 1:</strong> All students will use classification</td>
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<td>systems to describe groups of living things; compare and</td>
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<td>contrast difference in the life cycles of living things;</td>
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<td>investigate and explain how living things obtain and use</td>
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<td>energy; analyze how parts of living things are adapted to</td>
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<td>carry out specific functions.</td>
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| Strand 2 (continued) | HEREDITY  
Content Standard 1: All students will investigate and explain how characteristics of living things are passed on through generations; explain why organisms within a species are different from one another; explain how new traits can be established by changing or manipulating genes. |
|---------------------|--------------------------------------------------|
| Strand 3: Physical Science (Chemistry and Physics) | MATTER AND ENERGY  
Content Standard 1: All students will measure and describe the things around us; explain what the world around us is made of; identify and describe forms of energy; explain how electricity interact with matter.  
CHANGES IN MATTER  
Content Standard 1: All students will investigate, describe and analyze ways in which matter changes; explain how visible change in matter are related to atoms and molecules; explain how changed in matter are related to changed in energy and how living things and human technology change matter and transform energy.  
MOTION OF OBJECTS:  
Content Standard 1: All students will describe how things around us move, explain why things move as they do and demonstrate and explain how we control the motions of objects; relate motion to energy and energy conversions.  
WAVES AND VIBRATIONS  
Content Standard 1: All students will describe sounds and sound waves; explain shadows, color and other light phenomena; measure and describe vibrations and waves; explain how waves and vibrations transfer energy. |
| Strand 4: Technology/ Engineering | Strand 4: Technology/ Engineering | CONSTRUCT NEW SCIENTIFIC KNOWLEDGE
Content Standard 1: All students will ask questions that help them learn about the world; design and conduct investigations using appropriate methodology and technology; learn from books and other sources of information; communicate findings of investigations, using appropriate technology.

REFLECTING ON SCIENTIFIC KNOWLEDGE
Content Standard 1: All students will analyze claims for their scientific merit and explain how scientists decide what constitutes scientific knowledge; show how science is related to other ways of knowing; show how science and technology affect our society; show how people of diverse cultures have contributed to and influenced developments in science. |