Prospectus

Hampden Regional Charter School Proposal

Submitted to the Massachusetts Department of Education
September 17, 2004
Proposed Charter School: Hampden Regional Charter School

School Address (if known): To be determined

School Location (City/Town): Springfield

Name of Group Applying for the Charter: Hampden Charter School Committee

Contact Person: Elaine Alonso Cote

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E-mail: ealonso@partnersforcommunity.org

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>
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</thead>
<tbody>
<tr>
<td>First Year</td>
<td>K-5</td>
<td>510</td>
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<tr>
<td>Second Year</td>
<td>K-6</td>
<td>588</td>
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<tr>
<td>Third Year</td>
<td>K-7</td>
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<tr>
<td>Fourth Year</td>
<td>K-8</td>
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<tr>
<td>Fifth Year</td>
<td>K-8</td>
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Will this be a Regional Charter School?: ☒ Yes ☐ No

School districts from which students are expected to come: Chicopee, Springfield, West Springfield
Commonwealth Charter School
Certification Statement

Proposed Charter School Name: Hampden Regional Charter School

Proposed School Location (City/Town): Springfield

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: Elaine Alonso Cote
Date: 9/16/04

(print/Type Name: Elaine Alonso Cote)

Address: P.O. Box 4822 Springfield, MA 01101

Daytime Phone: (413) 272-2217 Fax: (413) 731-5399
Executive Summary

The goal of the proposed Hampden Regional Charter School, consistent with our mission, is to prepare all students for higher learning through a rigorous, academically challenging educational program. This education will help prepare our students for success in high school, college, the workforce and life.

Our Board is comprised of people from different backgrounds who have focused on our shared goal of improving public school opportunities for children in Chicopee, Springfield and West Springfield. The proposed charter school, if approved, will be a regional charter school targeting these school districts in Hampden County.

We know that many promising efforts to improve our schools have been initiated in recent years. Still, the need for this school is clear. According to data from the Massachusetts Department of Education, Chicopee, Springfield, and West Springfield school districts are at or below the State MCAS average. Springfield and Chicopee are identified as “Targeted Areas.” The Department of Education defines targeted areas as a school district which has at least one or more under performing schools. Other examples as to why we believe our proposed charter school is needed for these communities include:

- 12% of Chicopee School District 6th grade students scored “Proficient” on the MCAS math exam
- 72% of Springfield school district students failed the 8th grade Math MCAS exam. Only 1% scored “Advanced” and only 6% scored “Proficient”
- 56% of 4th grade students in West Springfield scored less than “Proficient,” and only 5% reached the “Advanced” level of ELA MCAS exam

Of course, these statistics do not tell the complete story, but they do help illustrate the need for a school that helps all students succeed on the MCAS exams and all aspects of their academic program.

If approved, our charter school will provide a structured environment that promotes excellence in education. Our charter school will provide the needed flexible management structure to address issues promptly and effectively. At the Hampden Regional Charter School our flexible approach to learning is evident in the following ways:

- We believe that our first priority is to ensure our students are at or above grade level in reading and math. Students below grade level will receive additional focus in these core subjects.
- We believe that the student’s educational needs, not the schedule, should drive the educational program. If a student needs more time devoted to reading and math, they should be given this time, even at the expense of other subjects or non-academic programs. Likewise, a student that performs above expectations should
be exposed to additional subjects, expanding the child’s knowledge base and continually challenging the student to reach greater levels of achievement.

- We believe that a student’s academic program should be flexible and based on the needs of the student. The program will vary as the child develops academically.
- We believe that an emphasis on reading begins in kindergarten. This establishes a foundation and positions the child for success. Thus, our kindergarten programs will be oriented to making students successful readers.

It is for the reasons above that we as a Board have decided to focus on a K-8th grade elementary school. If approved, the Hampden Regional Charter School will open as a K-5th grade school in September 2005. We will add one grade each year, growing to K-8th grade serving approximately 655 students. Growing in this deliberate manner will allow us to build a culture of academic excellence throughout the entire school.

We do not plan to expand the school beyond 8th grade.

We are applying for an initial charter of 5 years.
Public Statement

The proposed Hampden Regional Charter School, if approved, will serve Springfield, Chicopee, and West Springfield. The Charter School seeks to open in September 2005 serving grades Kindergarten through 5th grade. The school will add one grade each year, ultimately serving grades K-8th grade.

The Hampden Regional Charter School will offer children a classical liberal arts education focusing on academic excellence and character formation for all students. Our goal at the Hampden Regional Charter School is to assist parents and families by providing a rigorous curriculum, high expectations, and individual attention to provide all students with the opportunity for academic and life success.
I. Charter School Mission

A. Mission Statement
The Hampden Regional Charter School will offer children a classical liberal arts education focusing on academic excellence and character formation for all students. Our goal is to assist parents and families by providing a rigorous curriculum, high expectations, and individual attention to provide all students with the opportunity for academic and life success.

B. Statement of Need
The Founding Board of Trustees believes that a charter school is needed in the Chicopee, Springfield and West Springfield districts area because all three districts are rated as simply meeting or below the State MCAS average. The Department of Education has designated Springfield and Chicopee as “Targeted Areas,” signifying the presence of underperforming schools in each District.

Low MCAS scores reveal the need for the high achieving academic program proposed for the Hampden Regional Charter School. The charts below highlight the poor performance of each District on the Math and ELA portions of MCAS. We focus on these areas because if students are not proficient, it will be more difficult for them to reach mastery levels in all academic areas.

<table>
<thead>
<tr>
<th>Chicopee Performance Levels (Spring 2003 MCAS)</th>
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<tbody>
<tr>
<td>Grade and subject</td>
</tr>
<tr>
<td>-------------------</td>
</tr>
<tr>
<td>Grade 3 Reading</td>
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<tr>
<td>Grade 4 ELA</td>
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<tr>
<td>Grade 4 Math</td>
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<td>Grade 6 Math</td>
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<td>Grade 7 ELA</td>
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<td>Grade 8 Math</td>
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<table>
<thead>
<tr>
<th>Springfield Performance Levels (Spring 2003 MCAS)</th>
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<tbody>
<tr>
<td>Grade and subject</td>
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<tr>
<td>-------------------</td>
</tr>
<tr>
<td>Grade 3 Reading</td>
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<tr>
<td>Grade 4 ELA</td>
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<tr>
<td>Grade 4 Math</td>
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<tr>
<td>Grade 6 Math</td>
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<tr>
<td>Grade 7 ELA</td>
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<tr>
<td>Grade 8 Math</td>
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</tbody>
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<table>
<thead>
<tr>
<th>West Springfield Performance Levels (Spring 2003 MCAS)</th>
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</thead>
<tbody>
<tr>
<td>Grade and subject</td>
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<tr>
<td>-------------------</td>
</tr>
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<tr>
<td>Grade 7 ELA</td>
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<td>Grade 8 Math</td>
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</table>
Our educational program is aligned to meet and/or exceed the state curriculum standards of which the MCAS is testing. By delivering a standards-based program, the school will offer a challenging education that will bring a high-quality, public school choice to families in our communities.

We believe starting a new Commonwealth charter school provides us with the best opportunity to introduce this type of school to our communities. This approach provides the needed flexible school management structure to implement our proposal effectively. Furthermore, creating a new charter school allows us to, from day one, build the culture of high expectations for students and teachers that is crucial to our mission.

II. How will the school demonstrate academic success?

A. Educational Philosophy

Through the innovative program, Operation Breakthrough, we are committed to making sure all students reach grade level and beyond in all academic areas. We believe ensuring students are at grade level is a fundamental obligation to every parent and student at the Hampden Regional Charter School. Like many successful schools we have visited and researched while developing this proposal, we believe 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 school’s structure 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. She 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.

Our educational program aligned with the Massachusetts Curriculum Frameworks, will help us groom critical thinkers. While the structure of the school combines Operation Breakthrough and Effective Schools Research, the curriculum is aligned with Massachusetts State standards 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... etc.) 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."
- "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.

**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**

Hampden 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**

Hampden 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.

**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 in Appendix A a sample of the curriculum we are proposing for Hampden Regional Charter School. Please also see Appendix 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 will prepare 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 inquires, 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. 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, Massachusetts, 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
Hampden 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. Colleges or universities, libraries, businesses, art programs, and social service agencies are examples of resources that will enhance the school’s educational 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 logging 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 programs 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 Hampden 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 chance 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) graphophonemic 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:
  a. Analysis of student assessment data
  b. Evaluation results of programs and services; and
  c. 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>
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<td>Labor Day (school closed)</td>
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<td></td>
<td>24-25</td>
<td>Thanksgiving Break (school closed)</td>
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<td>26-January 4</td>
<td>Winter Break (school closed)</td>
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<tr>
<td>January</td>
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<td>End of First Semester (1/2 day)</td>
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<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 1</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 Hampden Regional Charter School:
8:00 a.m.    Students arrive
8:15 a.m.    Instruction begins
11:45 noon   Lunch periods and recesses
12:15 p.m.   Afternoon Instruction begins
3:15 p.m.    Dismissal
3:30 p.m.    Extracurricular Activities begin

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, Hampden 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 believe 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 principal. This person 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 Hampden 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

Hampden 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. Hampden 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

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.

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

III. How will the school demonstrate organizational viability?

A. Capacity

This founding group came together through mutual friendships and professional relationships. For many years now we have been talking with leaders of local businesses, colleges, and community organizations about how to best improve educational opportunities for families in our communities. Based on these conversations and meetings (both formal and informal) we decided that a charter school such as the one we are proposing will be of great benefit to the community. Each individual board member brings unique experiences and talents that combined make this board high highly qualified to govern a charter school. The board also has retained the services of a local attorney to serve as our legal advisor.

We have been meeting monthly to develop this proposal and will continue to do so
throughout the application process. If needed, we will also meet on a more frequent basis.

We are working with representatives of National Heritage Academies to write this proposal. While the founding group utilizes NHA’s experience and knowledge as resources we have maintained the ultimate responsibility for ensuring this proposal fulfills our vision for the school and meets all relevant laws and regulations.

We currently have a founding group of six and we all plan on serving on the initial board of trustees for the school if we are granted a charter. We are reserving a seventh place on our board for a parent at the school should our charter be approved.

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 Hampden 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.

   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 Hampden 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 the 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 Hampden 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

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 to 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.

Management company background
National Heritage Academies (NHA) was founded in 1995 to deliver a comprehensive educational program to K-8 charter schools. The company has grown from managing one charter school in 1995, to currently managing 51 schools in Indiana, Michigan, New York, North Carolina, and Ohio.

NHA has a track record of academic success and financial stability.

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 1.3 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.

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.”
Exhibit A.
Organizational Chart

Board of Trustees

National Heritage Academies

School Principal

Office Manager

Assistant Principal

Clerical Support

School Leadership Team

Instructional Staff

Non-Instructional Staff

Education Committee

Library Committee

Charter Development Committee

Teachers

Reading Staff

Special Education Staff

Librarian

Technology Specialist

Science Specialist

Classroom Aides

Boosters
IV. Required Attachments

A. Resumes and Statements of Interest from Founding Group Members

Our Founding Group is comprised of community leaders and residents from Springfield, West Springfield and Chicopee. Each of these districts is represented by at least one Founding Group Member who resides or is actively involved (through employment or involvement with community based organizations) within the district’s community.
September 14, 2004

TO WHOM IT MAY CONCERN:

I write to express my interest in becoming a member of the Hampden Regional Charter School Board.

By way of introduction, I am the Vice President for External Affairs for Partners for Community, a large public service agency, with offices located throughout Massachusetts, Connecticut and New York. For the past 15 years in my various job capacities, I have always been involved with serving the community. Moreover, in the past 7 years, I have served as scholarship coordinator for the North End Educational Development Fund (NEED), the largest Hispanic non-profit educational fund in Springfield. I have coordinated fund raising events for scholarships and a student mentoring program designed to meet the needs of student’s that have received NEED scholarships. I am married and have two grown children.

Over the years, as I have witnessed the undeniable failures of our system of public education and have come to strongly believe that, as a community, we must begin to think of alternative approaches to educating our children. Chartering is an innovative way of designing programs that are free of the regulatory limitations faced by our public schools. Chartering also offers a common sense approach to education based on a parent’s perspective.

The time has arrived for us to seek new and innovative ways to educate our children. It will take courage and determination to promote and implement a successful charter school, but if we turn our backs on it, we surely doom the neediest of our children to predestined failure.

I wholeheartedly wish to be a part of this movement because I believe in it. It is the right thing to do and this is the right time to do it. Serving on the board of the Hampden Regional Charter school will not present any conflict of interest for me. I will commit my energies and time to ensure its success.

Very truly yours,

Elaine Alonso Cote

Elaine Alonso Cote
September 14, 2004

TO WHOM IT MAY CONCERN:

I have an M.S. in Labor Studies/Labor Relations from the University of Massachusetts, Amherst. In addition to my academic background I bring teaching, consulting and board membership experience to the Hampden Regional Charter school. I have taught at the American International College in Springfield, MA and Cambridge College, Northampton, MA.

I currently serve as President and CEO of Partners for Community, a non-profit management services organization. I also serve as the president of Corporation for Public Management, a non-profit corporation that provides community reintegration services for at-risk youth. I have been a member of the local non-profit boards as well as national boards. Much of my work in the national level has been training new leaders for the National Youth Employment Coalition. In that work I have witnessed many youths going to work without the benefit of a structured education or as high school drop-outs. I believe strongly that the Hampden Regional Charter school can change that in our community. I am committed to ensuring the success of the students the charter school would serve. Serving on the board would not present any conflict of interest for me.

Sincerely,

[Signature]

Jerome L. Weiner
September 9, 2004

To Whom It May Concern:

Currently, I hold the position of Director of the Voucher Day Care Program at New England Farm Workers' Council. I have worked in this program for the last 12 years, and am totally committed to offering the highest quality services available to our clients. The program is funded through the Office of Child Care Services and strives to provide low and moderate income consumers with safe, educational, and affordable daycare services from infancy through age twelve. The program has over five thousand children enrolled in programs like the Springfield YMCA and Boys and Girls Clubs of Springfield, Chicopee, West Springfield, and Holyoke; as well as accredited centers and licensed home providers.

I look forward to serving on the Board of Directors for the proposed Hampden Regional Charter School, operated by National Heritage Academies. I feel that this school will provide a much needed opportunity for some of the parents and children in this area who feel as I do; that there is not enough quality educational programs available in the public sector. While there are reputable charter schools currently operating in Springfield, I feel that National Heritage Academies would offer parents an additional choice. And in my opinion, it would provide a challenge to the other systems to raise the bar, striving for excellence, rather than simply preparing students to pass the MCAS.

With over twenty five thousand children enrolled in the Springfield School system, too many are under-performing and ultimately dropping out. I feel that the drop-out rate in Springfield is unacceptably high because students are not prepared in the core educational components; reading and math. And as a result of continued under-performance in those areas, many students fail to pass the MCAS test, which is mandatory to receive a valid high school diploma in Massachusetts.

Though the school system is ultimately responsible for educating our children, I believe that parental involvement is crucial. And therefore, parents must also live up to their responsibilities and become actively involved in the educational process; working in collaboration with the schools in order to ensure their child’s success.

Since I have no aspirations for personal or financial gain, my service as a member of the Board of Directors for the Hampden Regional Charter School would pose no conflict of interest.

Sincerely,

Brenda Montgomery
September 14, 2004

To Whom It May Concern:

My name is Benjamin Rodriguez, and I am very much interested in establishing Hampden Regional Charter School. I do so because I am extremely concerned about the present crisis in education, not only in Hampden County but also in the State and Nationwide. Students are dropping out at an alarming rate, and the State and the School System cannot or are not able to find a solution to this most serious situation. I hope that my years of experience dealing with Educational Issues will assist me with the tasks ahead. My interest in this regard is also based in the fact that recent statistical information about the schools in this area show a real need to change direction to help students succeed.

Some of the following data will help to illustrate the need for this proposed school.
- Some of the schools in the area have been identified as “Targeted Areas”.
- 72% of all Springfield students.
- 56% 4th grade students in West Springfield scored less than proficient and only 12% of Chicopee School District 6th grade students scored proficient on the same test.

In the past some of us have put a great deal of effort, time and commitment to try to improve the situation in at least one of those districts, but due to a very bureaucratic and complicated school system, all efforts have failed.

I bring more than 35 years of experience dealing with diverse population, which includes but not limited to the following positions. Teaching from Elementary to High School and College. Program Director, Assistant Principal, Guidance Counselor, Adult Education Teacher, Adult Education Program Supervisor. I established and ran programs for minority students at the High School and College level.

I firmly believe that this idea of implementing a Charter School will be an effective tool to help save a generation of young men and women from leaving the schools. I am ready, willing and eager to do whatever is necessary to help them stay in school and be successful. I consider that to be my moral responsibility. I also feel that I am part of the solution of the problem.

So, free from any conflict of interest, my commitment, sense of duty and dedication calls me to do this task, and I do it with great enthusiasm. Based on all of these facts it is my conviction that the establishment of a Charter School will definitely help to reverse this trend of failings among our youngsters. I am therefore appealing to the good services of your office to grant us the opportunity to turn failure into success. We are trying to do this for the good of our young men and women, for the future of the community the state and the nation.

Sincerely yours,

[Signature]

[Benjamin Rodriguez]
September 16, 2004

To Whom It May Concern,

I write to you, for your consideration in becoming a board member of the Hampden Regional Charter School.

I wish to offer my background. Currently, I am a small business owner (Charm Auto Sales Inc.). From 1997-2000 I was an elected member of the West Springfield School Committee. During that tenure I held positions on the budget and policy subcommittees. For one year I was the Chairman. Educationally, I possess a Bachelor of Science degree in Psychology and Sociology, from American International College.

The proposed Charter School would offer a viable alternative to area schools. I have strong feelings that the Charter School will provide quick actions to the needs of students. With the foundations of business like practices effective teaching can be handled with less bureaucracy. Charter Schools can create competition for public schools. With competition, public and private education will reverse the decline our schools have seen over the years.

I am a strong supporter of Charter Schools. Therefore, if chosen, I would be honored to serve on the board of the Hampden Regional Charter School.

Sincerely,

Chester Zymroz
JEROME L. WEINER
PRESIDENT & CHIEF EXECUTIVE OFFICER
PARTNERS FOR COMMUNITY

CAREER SUMMARY
A tenure of results-oriented, chief executive positions carried out in an entrepreneurial human services environment spanning nearly 30 years.

MANAGEMENT EXPERIENCE
President/Chief Executive
Partners for Community
Springfield, Massachusetts
1997-Present

President & CEO of this approximately $50 million non-profit, management services organization combining six regional non-profit human service agencies. Responsible for a full spectrum of corporate operations, growth and acquisition activities. PfC and its member affiliates is one of the largest organizations of its kind in New England.

President
Corporation for Public Management
Springfield, Massachusetts
1985-Present

Continues as key executive instrumental in the fiscal growth and programmatic success of this regional non-profit leader which provides community reintegration services for special needs populations, including welfare-to-work, at-risk youth, offenders, the developmentally disabled and new Americans.

EDUCATION
M.S. - Labor Studies/Labor Relations, 1979
University of Massachusetts
Amherst, Massachusetts

B.A. - Political Science, 1974
State University of New York
Potsdam, New York

A.A.S. - 1972
North Country Community College
Saranac Lake, New York
(Community college of State of NY system)
BOARD MEMBERSHIPS
Massachusetts State Workforce Investment Board
Boston, MA

CareerPoint
Holyoke, MA

Regional Employment Board of Hampden County
Springfield, MA

Former Northeast Regional Vice President
ICCA

Former President
CT Association of Non-profits

OTHER AFFILIATIONS
Rotary International

American Correctional Association

TEACHING EXPERIENCE
American International College
Springfield, MA

Cambridge College
Northampton, MA

CONSULTING EXPERIENCE
U.S. Department of Labor
Washington, D.C.

Housing Allowance
Springfield, MA

Hampshire Education Collaborative
Hadley, MA

Franklin/Hampshire County
Community Health Center
Northampton, MA

National Evaluation Systems
Amherst, MA
Elaine Alonso Cote
44 Jefferson Street
Holyoke, MA 01040
Hm: 536-1713 Wk: 272-2217
calonso@partnersforcommunity.org.

Professional Experience:

1989-Present
Partners for Community, Springfield, MA
Vice President for External Affairs

Affiliations:
Holyoke Medical Center, Holyoke, MA
Board Member – 2003 - Present

Western Massachusetts Community Foundation, Inc.
Educational Advisory Committee – 2001-2003

City of Springfield
Traffic Commissioner – Secretary 1998-2000

Springfield Public Forum
Board of Director – 1997-98

Stage West, Springfield, MA
Board of Director 1997-98

U.S. Commission on Civil Rights
Advisory Committee Member

Springfield Lions Club
1st Vice President – 1993-94

Springfield Department of Social Services
Board Member – 1990-92

Massachusetts Justice of the Peace – Term Expires April 2006

Notary Public – 1999- Term Expires April 2006

Other Community Activities:

2001
Committee Co-Chair for Friends of Herbie Fundraiser

2002
Fundraising Coordinator Holyoke Hospital Capital Campaign

Education:
Metropolitan College, Bayamon, P.R.
Associates Degree in Accounting

Professional Development:
Holyoke Community College – Business Management Course
Springfield Technical Community College – Business Management Courses
Real Estate Law – Springfield Board of Realtors - 1998
BRENDA MONTGOMERY  
67 Tallyho Drive - Springfield, MA  01118

SUMMARY OF QUALIFICATIONS:

* Four years of management experience.
* Knowledgeable in Voucher Daycare policies, procedures and regulations.
* Ability to communicate and relate professionally at all levels.
* Ability to identify and solve problems.
* Outstanding record for reliability.
* Highly organized and able to handle multiple projects.

RELEVANT EXPERIENCE:

1987 – Present  
**New England Farm Workers' Council, Springfield, MA**

**Director – Voucher Day Care Program: 2003 – Present**
- Manage, supervise and provide direction for program and staff
- Manage and maintain budgets and contracts
- Provide ongoing technical assistance and training to program staff

**Supervisor – Voucher Billing: 2001 – 2003**
- Supervise Voucher Billing staff
- Provide technical assistance to Billing/Counselor staff
- Meet all billing related deadlines for fiscal and funding source

**Daycare Resource Specialist: 1992 – 2001**
- Enlist and contract Independent Family Daycare Providers, Daycare Centers and Systems
- Provide technical assistance to providers regarding voucher policies/procedures, billing and reporting

**Fiscal Assistant/Bookkeeper: 1987 – 1991**
- Prepare bi-weekly payroll and fringe benefit distributions
- General Ledger account reconciliation
- Assist Director of Administration and Finance with budget preparations

1979 – 1986  
**United Technologies Corporation – Springfield, MA**

**Accounting Clerk: 1979 - 1986**
- Maintain domestic and export customer accounts
- Prepare monthly statements and management reports
- Assist with other financial duties as needed
Benjamin Rodriguez

Personal
Place of Birth: Humacao, Puerto Rico

Education
1973-1975 University of Massachusetts Amherst, MA
* Ed. D.

1972 University of Massachusetts Amherst, MA
* M.A., Education

1967-1968 Fordham University New York City
* Special training in Bilingual-Bicultural Education, Summer

1960-1963 Catholic University of Puerto Rico Ponce, P.R.
* B.A., Major in Political Science, Minor in Education

Experience
1975-2002 University of Massachusetts Amherst, MA
Director and Founder of the Bilingual Collegiate Program
* This University based program is designed to meet the higher education needs of the non english-speaking communities in the Northeast area.

As director, I was responsible for the overall operation of the program. I had under my supervision of 60 people, including office personnel, academic and personal councilors, tutors, teacher's assistants and others. In addition to developing the entire program's operation, I was responsible for writing grant proposals to assist the program. Other duties performed were as follows: Organized academic counseling and personal counseling, set up student's recruitment and admission procedures, organized Advisory Board and set up a tutorial program. The Bilingual Collegiate Program has been in operation since 1974. We have graduated over 3,000 Hispanic professionals serving communitites nationwide in all professional fields. Other projects developed and presently in operation are: the summer program, the Mainstream program, the Community Education project, and the Middle School Project. All these projects are designed to reach young Hispanics at the junior high level to improve retention at the high school and college level.
1968–1969  Public School  Brooklyn, NY
Counselor
• Responsible for the counseling of all Bilingual students in the school. Advised parents and teachers about the needs of the Spanish-speaking students.

1967–1968  Public School  Brooklyn, NY
Teacher
• Taught all subjects.

1966–1967  Catholic Charities  Brooklyn, NY
Social Worker
• Responsible for advising and helping children and parents with their special problems. Provided counseling and secured economic assistance to needed families.

1965–1966  Ana Roque High School  Humacao, PR
Teacher
• Taught Social Studies, History of Puerto Rico and History of the United States.

1964–1965  Yabucoa Junior High School  Yabucoa, PR
Teacher
• Taught Social Studies and History of Puerto Rico.

1963–1964  Colegio San Antonio Abad  Humacao, PR
Teacher
• Taught History of Puerto Rico.

1966–1970  Evening Welfare Education Program  New York City
Supervisor
• Supervised staff.

1963–1966  Humacao’s High School  Humacao, PR
Teacher
• Taught English as a Second Language.

1968–1970  Responsible for the recruitment of 24 bilingual teachers who subsequently worked in District 17 of the Oceanhill Brownsville Schools in New York City.

Oct. 1972  Planned and organized a drug prevention conference at St. Thomas, Virgin Islands.

Organizational Memberships

Chairperson, New England Farm Workers Council Springfield, MA.
New England Spanish American Regional Institute (NESARI)
Teachers of English to Speakers of Other Languages (TESOL)
United Bronx Organizations (UBO)
Brooklyn Federation of Parents and Teachers
Board – Latin American Community Center Providence, Rhode Island.
Asociacion de Maestros de Puerto Rico
Club Hijos de Humacao Bronx, New York.
Manpower Development Staff Organization
Board – Educational Opportunity Center-Holyoke, MA.

Publications

Taking a look at the Puerto Rican Migrant Worker. Published October 1977 edition of ECO Latino, University of Massachusetts, Amherst, MA.

The Crisis Suffered by the Hispanics When They Face the Judicial System. Presented at the Multicultural Forum on March 1987, University of Massachusetts, Amherst, MA.

Bienvenidos – Short paper based on the experience that a minority student can expect to face when he/she enters the university. Included in the September 1977 edition of BCP Informa, University of Massachusetts, Amherst, MA.


Position Paper on Bilingual Occupational Education. Introduced as a topic of discussion at AMIDS conference held in Meriden, Connecticut, April 1972.

Translation of material from English to Spanish used in a one month conference held in Puerto Rico on Occupational Education, April – May 1973.

References Upon Request
RESUME
OF
FREDERICK DAVID ROYAL

Business Address
Western New England College
School of Law
1215 Wilbraham, Road
Springfield, MA 01119
(413) 782-1422

Home Address
209 River Street
Bernardston, MA 01337
(413) 648-0272

EMPLOYMENT

August, 1978 to Present
Professor of Law at Western New England College
School of Law, Springfield, MA
1983 to present – Tenured Professor of Law
1980 to 1983 – Associate Professor of Law
1978 to 1980 – Assistant Professor of Law

August, 1984 to July, 1987
Associate Dean for Academic Affairs at Western
New England College School of Law
(Simultaneously held position of Professor of Law)

Summer of 1984
Visiting Professor of Law, University of San Diego
School of Law, San Diego, CA

July, 1975 to August 1978
Attorney in law firm of Robinson Donovan
Madden & Barry, P.C., 1500 Main Street
Springfield, MA

September, 1973 to July, 1975
Law Clerk to Judge William M. Drennen of the
United States Tax Court, 400 Second Street, N.W.,
Washington, D.C. 20217

EDUCATION


Juris Doctor – Cornell University School of Law, degree awarded May, 1972.

Bachelor of Arts – University of Massachusetts (Amherst), degree awarded 1968.
PUBLICATIONS

Articles: Recovery of Basis in Non-Qualifying Stock Redemptions Under Sections 302 and 304, 4 Va. Tax Rev. 85 (1984);


LONG, THE LAW OF LIABILITY INSURANCE (1966), Matthew Bender & Co. I wrote a number of revised chapters for this treatise, including: Chapter 12, Professional Liability Insurance (1980); Chapter 4, Meaning of words and Phrases (1981); Chapter 14, Assistance and Cooperation of the Insured (1981).

SEMINARS AND CONTINUING LEGAL EDUCATION

Massachusetts Bar Association, Continuing Legal Education, Lecturer, Probating an Estate, including Estate Tax Considerations, 2002

Hampden County Estate Planning Council, Lecturer, Estate Tax Update, 2001

Western New England College Tax Institute, Lecturer, Update on Limited Liability Companies in Massachusetts, scheduled December, 2000.

Hampden County Estate Planning Council, Lecturer, Dynasty Trusts, 1999.


New Jersey Continuing Legal Education, Lecturer; How Taxes Affect Your Practice, 1996.

Hampden County Estate Planning Council, Lecturer, Update on Asset Protection Techniques, 1995.


LEGAL CONSULTING

1988-1991 - Of Counsel to Robinson, Donovan, Madden & Barry, P.C., Springfield, MA
Provided consulting services exclusively to this law firm in the areas of federal and state tax law, business law and estate planning.

1991 to present – Consultant to numerous law firm.
Provide technical knowledge in cases involving will contests and disputes over the interpretation of trust instruments, including fiduciary duties and termination of trusts. Provide expertise and advice in business litigation. Assist lawyers in drafting business and estate planning documents for their clients.

PUBLIC SERVICE


Massachusetts Bar Association, Probate Law Section Council 1999- Present
Board member of the Massachusetts Corporation for Education Telecommunication – 1988 through 1990 (Appointive office by Governor).

Massachusetts Bar Association, Taxation Section Governing Council, 1980 through 1983.

American Bar Association, Section of Taxation, Committee on Sales, Exchange and Basis, 1980 through 1984.

STATE AND FEDERAL BAR ADMISSION

Massachusetts, 1972; United States District Court (Mass.) (1980); United States Tax Court (1974); United States Court of Claims (1974).

PERSONAL

Place and Date of Birth: Pittsfield, MA – February 28, 1947.

Marital status: Married with two children.
Appendix A.

Description of Curriculum
<table>
<thead>
<tr>
<th>Subject</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<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>
</tr>
<tr>
<td>English</td>
<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</strong>, <strong>Writing Process</strong>, <strong>Spelling</strong>, <strong>Handwriting</strong>, spoken informational and narrative presentations, effective listening, responding</td>
</tr>
<tr>
<td>History/Geography</td>
<td><strong>I Am Special</strong> – Civics, Community Helpers, <strong>Early Exploration and Settlement</strong> (The Voyage of Columbus in 1492), <strong>Native American Peoples</strong>: Past and Present, <strong>Early Exploration and Settlement</strong> (Pilgrims), <strong>Christmas Around the World</strong> (Including Maps and Economics Ongoing throughout the remainder of the year), <strong>Early Exploration and Settlement</strong>; <strong>Presidents</strong>: Past and Present, (July 4, “Independence Day”), <strong>Symbols and Figures</strong>, Geography <strong>Spatial Sense</strong>, <strong>Overview of the Seven Continents</strong>, Geography</td>
</tr>
<tr>
<td>First Grade</td>
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<tr>
<td>------------</td>
<td></td>
</tr>
<tr>
<td><strong>Math</strong></td>
<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>
</tr>
<tr>
<td><strong>English</strong></td>
<td><strong>Phonemic Awareness, Phonics</strong>, Letter/sound, onset and rimes, whole word chunks, word families, diagraphs <em>th, ch, sh, Word Recognition</em>, 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>
</tr>
<tr>
<td><strong>Science</strong></td>
<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>
</tr>
<tr>
<td><strong>History/Geography</strong></td>
<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>
</tr>
<tr>
<td>Subject</td>
<td>Second Grade</td>
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<td>--------------</td>
<td>-------------------------------------------------------------------------------</td>
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<tr>
<td>Math</td>
<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, compare very large and very small numbers, addition, subtraction, multiplication, division, algebraic and analytic thinking, probability, scheduling, routing, sequencing, networking, organizing and classifying.</td>
</tr>
<tr>
<td>English</td>
<td><strong>Phonemic Awareness</strong>, <strong>Phonics</strong>, Letter/sound, Onset and rimes, Whole word chunks, Word families, Long and short vowels, Diagraphs <em>wh</em>, <em>ph</em>, Irregular vowels <em>ei</em>, <em>ie</em>, <em>ea</em>, <em>ue</em>, <strong>Word Recognition</strong>, strategies to identify unknown words, <strong>Vocabulary</strong>, syntactic and semantic cues, meanings of words encountered frequently, meaning of words and phrases in context, <strong>Fluency</strong>, intonation, pauses, and emphasis, punctuation cues, read aloud unfamiliar text, <strong>Narrative Text</strong>, plot and character, Poetry, Fantasy, Legends, drama, 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, retell, relationships among characters, events, and key ideas, story mapping, <strong>Metacognition</strong>, credible predictions, mental images, inferences, summarize, Venn diagrams, <strong>Reading Attitude</strong>, <strong>Writing</strong>, <strong>Writing Process</strong>, 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</strong>, <strong>Handwriting</strong>, <strong>Writing Attitude</strong>, <strong>Conventions</strong>: communicate effectively with a variety of audience, grammatical structures.</td>
</tr>
<tr>
<td>Science</td>
<td>scientific method, food chains and food webs, relationships between organisms, succession, classify organisms, vertebrates, life cycles, plant parts, cells, traits, forms of energy, light energy, motion of objects, simple machines, atmosphere, weather, seasonal changes, Digestive System, Excretory System.</td>
</tr>
<tr>
<td>History/Geography</td>
<td><strong>Geography</strong> (Spatial Sense; Geographical Terms and Features), <strong>Geography of the Americas</strong> (North America; South America), <strong>American Government</strong>: The Constitution, The War of 1812, Westward Expansion (Pioneers Head West; Native Americans), <strong>Early Civilizations</strong>: Asia (Geography of Asia; India), (China), <strong>Modern Civilization and Culture Japan</strong> (Geography; Culture), Westward Expansion (Civil War), Immigration and Citizenship, Symbols and Figures, Civil Rights, Ancient Greece.</td>
</tr>
<tr>
<td>Third Grade</td>
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<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, 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, compare very large and very small numbers, addition, subtraction, multiplication, division, algebraic and analytic thinking, probability, scheduling, routing, sequencing, networking, organizing and classifying.</td>
<td></td>
</tr>
</tbody>
</table>

| **English** |
| **Word Recognition and Word Study**, 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, **Narrative Text**, 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, **Informational Text**, informational text patterns: sequential, enumerative, text features, **Comprehension**, prior knowledge, oral and written response, themes and perspectives, retell, relationships among characters, events, and key ideas, story mapping, **Metacognition**, credible predictions, mental images, inferences, summarize, Venn diagrams, **Reading Attitude, Writing**: poetry, report, narrative piece, research project, **Writing Process**, edit and proofread, organizational pattern, first and third person, revision strategies, **Grammar and Usage**: complete and compound sentences, nouns and verbs, commas, contractions, colons to denote time, capitalization, **Spelling, Handwriting, Writing Attitude, Conventions**: communicate effectively with a variety of audience, grammatical structures. |

| **Science** |
| 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. |

<p>| <strong>History/Geography</strong> |
| <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), <strong>(Southern Colonies)</strong>, <strong>(Northeast Colonies)</strong>, <strong>(Middle Atlantic Colonies)</strong>, <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). |</p>
<table>
<thead>
<tr>
<th>Forth Grade</th>
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</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, 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.</td>
</tr>
<tr>
<td><strong>English</strong></td>
</tr>
<tr>
<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>
</tr>
<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>
World Geography (Spatial Sense), (Mountains and Mountain Ranges), Europe in the Middle Ages: 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), The American Revolution (Background: The French and Indian War; Causes and Provocations; The Revolution), Making a Constitutional Government (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: Dynasties 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, Manufacturing, Depression and Labor Movement (1929-1941),

<table>
<thead>
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<th>Fifth Grade</th>
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<tbody>
<tr>
<td>Math</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, 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.</td>
</tr>
<tr>
<td><strong>Word Recognition and Word Study</strong>, 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, <strong>Narrative Text</strong>, 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, <strong>Informational Text</strong>, informational text patterns: sequential, enumerative, text features, advertising, experiments, editorials, atlases, <strong>Comprehension</strong>, prior knowledge, response, themes and perspectives, retell, relationships among characters, events, and key ideas, story mapping, science and social studies texts, <strong>Metacognition</strong>, predicting, constructing mental images, representing ideas in text, questioning, rereading or listening again, inferring, summarizing, Venn diagrams, <strong>Reading Attitude, Writing</strong>: mystery, tall tale, historical fiction, poetry, position piece, research project, <strong>Writing Process</strong>, Edit and proofread, purpose, drafting strategies, organizational pattern, revision strategies, <strong>Grammar and Usage</strong>: use compound subjects and predicates, proper nouns and pronouns, articles, conjunctions, hynphs 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, <strong>Spelling, Handwriting, Writing Attitude, Conventions</strong>: irregular verbs, modulation, volume, and pace.</td>
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</tr>
<tr>
<td><strong>Science</strong> making and interpreting scientific graphs, living organisms, plants, ecosystems, food webs and food chains, magnetism, electricity, changes of matter, <strong>Scientific Method</strong> 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, <strong>Endocrine System</strong>.</td>
</tr>
<tr>
<td><strong>World Geography: Spatial Sense</strong> (Great Lakes of the World), <strong>Meso-American Civilizations</strong> (Geography), (Maya, Inca, Aztec Civilizations), <strong>Meso-American Civilizations</strong> (Spanish Conquerors), <strong>European Exploration, Trade, and the Clash of Cultures</strong> (Background; European Exploration, Trade, and Colonization), (Portugal), (Spain), (England and France), (Holland), <strong>England from the Golden Age to the Glorious Revolution</strong>, (The English Revolution to the Glorious Revolution), <strong>European Exploration, Trade, and the Clash of Cultures</strong> (Trade and Slavery), <strong>U.S. Geography, Westward Expansion</strong> (Before the Civil War), <strong>Native Americans: Cultures and Conflicts</strong> (Culture and Life; American Government Policies; Conflicts), <strong>The Civil War: Causes, Conflicts, Consequences</strong> (Toward the Civil War; The Civil War; Reconstruction), <strong>Westward Expansion</strong> (Westward Expansion After Civil War), <strong>England and the Golden Age to the Glorious Revolution</strong> (England and the Golden Age), <strong>The Renaissance and Reformation</strong> (The Renaissance; The Reformation), <strong>Russia: Early Growth and Expansion</strong> (History and Culture; Geography), <strong>Feudal Japan</strong> (History and Culture; Geography).</td>
</tr>
<tr>
<td>Sixth Grade</td>
</tr>
<tr>
<td>-------------</td>
</tr>
<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><strong>Word Study</strong> 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, folktales, 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, and 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>History/Geography</td>
</tr>
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<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>
<tr>
<td>Eighth Grade</td>
</tr>
<tr>
<td><strong>English</strong></td>
</tr>
<tr>
<td><strong>Science</strong></td>
</tr>
</tbody>
</table>
Appendix B.

Example of Standards Alignment
### Example of Massachusetts Curriculum Alignment

<table>
<thead>
<tr>
<th>Language 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 and 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. |
<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</td>
</tr>
<tr>
<td></td>
<td>academic criteria for the enjoyment, appreciation, and evaluation of their own and</td>
</tr>
<tr>
<td></td>
<td>others' oral, written, and visual texts.</td>
</tr>
<tr>
<td><strong>Standard 3: Oral Presentation</strong></td>
<td>LANGUAGE</td>
</tr>
<tr>
<td>• Students will make oral presentations that demonstrate</td>
<td>Content Standard 4: All students will use the English language effectively.</td>
</tr>
<tr>
<td>appropriate consideration of audience, purpose, and the</td>
<td></td>
</tr>
<tr>
<td>information to be conveyed.</td>
<td>VOICE</td>
</tr>
<tr>
<td></td>
<td>Content Standard 6: All students will learn to communicate information accurately</td>
</tr>
<tr>
<td></td>
<td>and demonstrate their expressive abilities by creating oral, written and visual</td>
</tr>
<tr>
<td></td>
<td>texts that enlighten and engage and audience.</td>
</tr>
<tr>
<td><strong>Standard 4: Vocabulary and Concept Development</strong></td>
<td>MEANING AND COMMUNICATION</td>
</tr>
<tr>
<td>• Students will understand and acquire new vocabulary and</td>
<td>Content Standard 3: All students will focus on meaning and communication as they</td>
</tr>
<tr>
<td>use it correctly in reading and writing.</td>
<td>listen, speak, view, read, and write in personal, social, occupational, and civic</td>
</tr>
<tr>
<td></td>
<td>contexts.</td>
</tr>
<tr>
<td><strong>Standard 5: Structure and Origins of Modern English</strong></td>
<td>SKILLS AND PROCESSES</td>
</tr>
<tr>
<td>• Students will analyze Standard English grammar and usage</td>
<td>Content Standard 7: All students will demonstrate, analyze, and reflect upon the</td>
</tr>
<tr>
<td>and recognize how its vocabulary has developed and been</td>
<td>skills and processes used to communicate through listening, speaking, viewing,</td>
</tr>
<tr>
<td>influenced by other languages.</td>
<td>reading, and writing.</td>
</tr>
<tr>
<td></td>
<td>MEANING AND COMMUNICATION</td>
</tr>
<tr>
<td></td>
<td>Content Standard 2: All students will demonstrate the ability to write clear and</td>
</tr>
<tr>
<td></td>
<td>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</td>
</tr>
<tr>
<td></td>
<td>listen, speak, view, read, and write in personal, social, occupational, and civic</td>
</tr>
<tr>
<td></td>
<td>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>
</tbody>
</table>

### Language

| **Content Standard 4:** All students will use the English language effectively. |

## Reading and Literature Standards

<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>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Student</strong></th>
<th><strong>Reading and Literature</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard 7:</strong> Beginning Reading</td>
<td><strong>Meaning and Communication</strong></td>
</tr>
<tr>
<td><strong>Standard 8:</strong> Understanding a Text</td>
<td><strong>Literature</strong></td>
</tr>
<tr>
<td><strong>Standard 9:</strong> Making Connections</td>
<td><strong>Literature</strong></td>
</tr>
</tbody>
</table>

9/16/2004
### Example of Massachusetts Curriculum Alignment

| Standard 10:  
Genre | • Students will identify, analyze, and apply knowledge of the characteristics of different genres. | 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. |
|---|---|---|
| Standard 11:  
Theme | • Students will identify, analyze, and apply knowledge of theme in a literary work and provide evidence from the text to support their understanding. | 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 12:  
Fiction | • Students will identify, analyze, and apply knowledge of the structure and elements of fiction and provide evidence from the text to support their understanding. | 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 13:  
Nonfiction | • 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. | 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. |
<table>
<thead>
<tr>
<th>Standard 14: Poetry</th>
<th>LITERATURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>* 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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard 15: Style and Language</th>
<th>CRITICAL STANDARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>* 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.</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 16: Myth, Traditional Narrative, and Classical Literature</th>
<th>LITERATURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>* 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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard 17: Dramatic Literature</th>
<th>CRITICAL STANDARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>* 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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

9/16/2004
<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. |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students will write with a clear focus, coherent organization, and sufficient detail.</strong></td>
<td>---</td>
</tr>
</tbody>
</table>

| 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. |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students will write for different audiences and purposes.</strong></td>
<td>---</td>
</tr>
</tbody>
</table>

| 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. |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students will demonstrate improvement in organization, content, paragraph development, level of detail, style, tone, and word choice (diction) in their compositions after revising them.</strong></td>
<td>---</td>
</tr>
<tr>
<td>Strand 22: Standard English Conventions</td>
<td>• Students will use knowledge of Standard English conventions in their writing, revising, and editing.</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Strand 23: Organizing Ideas in Writing</td>
<td>• Students will organize ideas in writing in a way that makes sense for their purpose.</td>
</tr>
<tr>
<td>Strand 24: Research</td>
<td>• Students will gather information from a variety of sources, analyze and evaluate the quality of the information they obtain, and use it to answer their own questions.</td>
</tr>
<tr>
<td>Strand 25: Evaluating Printing and Presentations</td>
<td>• Students will develop and use appropriate rhetorical, logical, and stylistic criteria for assessing final versions of their compositions or research projects before presenting them to varied audiences.</td>
</tr>
</tbody>
</table>

**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.

**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.

**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.

**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.
<table>
<thead>
<tr>
<th>Standard 25 (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>

**Media Strand**

<table>
<thead>
<tr>
<th>Strand 26: Analysis of Media</th>
<th>INQUIRY AND RESEARCH</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content Standard 11:</strong> All students will define and investigate important issues and problems using a variety of resources, including technology, to explore and create texts.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strand 27: Media Production</th>
<th><strong>Content Standard 11:</strong> All students will define and investigate important issues and problems using a variety of resources, including technology, to explore and create texts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students will <strong>identify, analyze, and apply</strong> 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.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strand 27: Media Production</th>
<th><strong>Content Standard 11:</strong> All students will define and investigate important issues and problems using a variety of resources, including technology, to explore and create texts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students will <strong>design and create</strong> 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.</td>
<td></td>
</tr>
</tbody>
</table>
### Example of Massachusetts Curriculum Alignment

#### Math

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

<table>
<thead>
<tr>
<th>Content Strand</th>
<th>State of Massachusetts</th>
<th>National Heritage Academies</th>
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<tbody>
<tr>
<td><strong>Strand 1:</strong> Chronology and Cause</td>
<td><strong>Strand 1:</strong> Chronology and Cause</td>
<td><strong>HISTORICAL PERSPECTIVE</strong></td>
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<td></td>
<td></td>
<td><strong>Content Standard 1:</strong> 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). <em>(Time and Chronology)</em>.</td>
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<tr>
<td><strong>Strand 2:</strong> Historical Understanding</td>
<td><strong>Strand 2:</strong> Historical Understanding</td>
<td><strong>HISTORICAL PERSPECTIVE</strong></td>
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<td></td>
<td><strong>Content Standard 2:</strong> 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. <em>(Comprehending the Past)</em></td>
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<tr>
<td><strong>Strand 3:</strong> Research, Evidence, Point of View</td>
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<td><strong>HISTORICAL PERSPECTIVE</strong></td>
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<td><strong>Content Standard 3:</strong> All students will reconstruct the past by comparing interpretations written by others from a variety of perspectives and creating narratives from evidence. <em>(Analyzing the Interpreting the Past)</em></td>
</tr>
</tbody>
</table>
**Strand 4:**  
Society, Diversity, Commonality, the Individual

**Strand 4:**  
Society, Diversity, Commonality, the Individual

**PUBLIC DISCOURSE AND DECISION MAKING**

**Content Standard 2:** 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)

**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 5:**  
Interdisciplinary Learning: Religion, Ethics, Philosophy, and Literature

**Strand 5:**  
Interdisciplinary Learning: Religion, Ethics, Philosophy, and Literature

**INQUIRY**

**Content Standard 1:** All students will acquire information from books, maps, 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)

**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)

**Strand 6:**  
Interdisciplinary Learning: Natural Science, Mathematics, Technology

**Strand 6:**  
Interdisciplinary Learning: Natural Science, Mathematics, Technology

**INQUIRY**

**Content Standard 1:** All students will acquire information from books, maps, 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)
<table>
<thead>
<tr>
<th>Strand 6 (continued)</th>
<th>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)</th>
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<tbody>
<tr>
<td>Geography</td>
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<tr>
<td><strong>Strand 7:</strong> Physical Spaces of the Earth</td>
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<td><strong>Strand 8:</strong> Places, Regions of the World</td>
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<td><strong>Strand 9:</strong> Effects of Geography</td>
<td><strong>Strand 9:</strong> Effects of Geography</td>
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<tr>
<td><strong>Strand 10:</strong> Human Alteration of Environments</td>
<td><strong>Strand 10:</strong> Human Alteration of Environments</td>
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</tbody>
</table>
| Economics | Strand 11: Fundamental Economic Concepts | Strand 11: Students will understand fundamental economic concepts, including choice, ownership, exchange, cooperation, competition, purposive effort, entrepreneurship, incentive, and money. | ECONOMIC PERSPECTIVE
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)

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) |
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<tbody>
<tr>
<td>Strand 12: Economic Reasoning</td>
<td>Strand 12: 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>
<td>Content Standard 2: 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>
</tr>
</tbody>
</table>
| Strand 13: American and Massachusetts Economic History | Strand 13: Students will describe the development of the American economy, including Massachusetts and New England, from colonial times to the present. | 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) |
### Example of Massachusetts Curriculum Alignment

<table>
<thead>
<tr>
<th>Strand 14: Today’s Economy</th>
<th>Strand 14:</th>
<th>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)</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Students will describe the distinctive aspects of the contemporary economy of the United States and the world.</td>
<td><strong>Content Standard 4:</strong> 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>
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<tr>
<td></td>
<td></td>
<td><strong>Content Standard 5:</strong> 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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<tr>
<th>Strand 15: Theories of Economy</th>
<th>Strand 15:</th>
<th>Economic Perspective</th>
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<tbody>
<tr>
<td>Students will describe and compare the major theories of economy, and will identify the individuals and historical circumstances in which these theories were developed.</td>
<td><strong>Content Standard 1:</strong> 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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### Civics and Government

<table>
<thead>
<tr>
<th>Strand 16: Authority, Responsibility, Power</th>
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<th>Civic Perspective</th>
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<tbody>
<tr>
<td></td>
<td>CIVIC PERSPECTIVE</td>
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<td></td>
<td><strong>Content Standard 5:</strong> 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)</td>
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<tr>
<td>Strand 17: The Founding Documents</td>
<td>Strand 17: The Founding Documents</td>
<td>CIVIC PERSPECTIVE</td>
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<td>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)</td>
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<td>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)</td>
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<thead>
<tr>
<th>Strand 19: Citizenship</th>
<th>Strand 19: Citizenship</th>
<th>CITIZEN INVOLVEMENT</th>
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<td></td>
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<td>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)</td>
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<tr>
<th>Strand 20: Forms of Government</th>
<th>Strand 20: Forms of Government</th>
<th>CIVIC PERSPECTIVE</th>
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<tbody>
<tr>
<td></td>
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<td>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)</td>
</tr>
<tr>
<td>Content Strand</td>
<td>State of Massachusetts</td>
<td>National Heritage Academics</td>
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<tr>
<td><strong>Strand 1:</strong></td>
<td>Earth and Space Science</td>
<td><strong>GEOSPHERE</strong></td>
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<td><strong>Strand 1:</strong></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>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>
<td></td>
<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></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>Life Science (Biology)</td>
<td><strong>CELLS</strong></td>
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<td><strong>Content Standard 1:</strong> All students will apply and understanding of</td>
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<td>cells of the functioning of multi-cellular organisms, including how</td>
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<td>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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<tr>
<td>Strand 2 (continued)</td>
<td>HEREDITY</td>
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<td></td>
<td><strong>Content Standard 1:</strong> 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.</td>
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<tr>
<th>Strand 3: Physical Science (Chemistry and Physics)</th>
<th>MATTER AND ENERGY</th>
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<tbody>
<tr>
<td><strong>Content Standard 1:</strong> 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.</td>
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<tr>
<th><strong>Content Standard 1:</strong></th>
<th>CHANGES IN MATTER</th>
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<tr>
<td>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.</td>
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<tr>
<th><strong>Content Standard 1:</strong></th>
<th>MOTION OF OBJECTS:</th>
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<tr>
<td>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.</td>
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<th><strong>Content Standard 1:</strong></th>
<th>WAVES AND VIBRATIONS</th>
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<tbody>
<tr>
<td>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.</td>
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</table>
| 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. |