

Receipt by TEA: \_\_\_\_\_

Date of Committee Review: \_\_\_\_\_

Approved  Not Approved

Date of SBOE Review: \_\_\_\_\_

Beginning Date of Operation: \_\_\_\_\_

## Application for Approval of an Open-Enrollment Charter

*Instructions: Submit four copies of completed application with the proposed charter and assurances signed by the Chief Operating Officer of the School and the evidence of parent/community support to the Texas Education Agency, Document Control Center, 1701 North Congress Ave., Austin, Texas 78701. For assistance, contact the Office of Charter Schools at (512) 463-9575.*

Chief Operating Officer

of Proposed Charter: Dr. Mary V. Alfred Title: Chief Executive Officer

Name of Sponsoring Entity: TRANSFORMATIVE LEARNING SYSTEMS

The applicant is an "eligible entity" under the following category (check one):

an institution of higher education (TEC 61.003);  a tax-exempt organization [ 501(c)(3)];  
 a private/independent institution of higher education (TEC 61.003);  a governmental entity.

Sponsor Address: 807 N 8th Street City: Killeen

Zip: 76541 Phone Number: (254) 519-7708 FAX: (254) 519-7708  
(254) 634-1351; (254) 526-1351

Name of Proposed Charter: TRANSFORMATIVE CHARTER ACADEMY

Charter Site Address: 807 N 8th Street City: Killeen

Zip: 76541 Phone Number: \_\_\_\_\_ FAX: (254) 519-7708

Grade Expected Initial Projected Max.  
Levels: 9 - 12 Enrollment: 120 Enrollment: 250

The charter will primarily serve an area that is geographically:  urban  suburban  rural

In succinct terms describe the proposed school including grade levels offered, student populations served, educational focus and any other essential characteristics. For example, "The Seventh Avenue Charter School is designed to recover students who have dropped out of high school and prepare them through vocational training to be productive contributors to society."

Transformative Charter Academy is designed to educate high school students ages 16 - 21 who have dropped out of school, are at risk of dropping out, are behind in grade level, need an alternative learning system to complete their high school diploma and proceed to higher education and/or the work place.

Indicate the approximate percentage of each student population in as many categories as are applicable:

     pre-kindergarten; 10 special education;      migrant;  
80 economically disadvantaged; 25 limited English proficiency; 40 recovered dropouts;  
60 at risk of dropping out;  
40 pregnant or parent students;      other \_\_\_\_\_

The facility to be used for an open-enrollment charter school is owned by \_\_\_\_\_,

a commercial entity  a non-profit entity  a school district.

120/01/09/98-027

00001

## PROPOSAL ABSTRACT

This proposed drop out recovery high school program will service students ages 16 - 21 years who have dropped out of school, are at risk of dropping out, or those requiring an alternative learning program. It will be a rigorous and accelerated program with foundational elements to include service learning, SCANS competencies, portfolio management and assessment, learning contracts, individualized and competency-based instructions. It is estimated that a high percentage of the students will be minorities and the economically and socially disadvantaged as a high percentage of the at-risk students fall within these categories. However, the school will be open to any student who meet the age and grade requirements.

If approved, the program will start with an initial enrollment of 120 students the first year with a maximum anticipated enrollment of 250 students by the fifth year.

Students from Killeen and Copperas Cove school districts will be eligible to attend. Others will be accepted on a space-available basis.

**If approved by the State Board of Education, Transformative Learning Systems agrees to operate the educational program described below in accordance with the provisions described within this document and the attached assurances.**

### **Introduction**

“The number of young people *not* on the road to becoming successful, contributing adults is an absolute crisis in America today.” (General Colin Powell, America’s Promise--The Alliance for Youth, 1997). During the America’s Promise--The Alliance for Youth conference earlier this year, General Powell challenged all Americans and organizations to help provide youth at risk access to five resources critical to their development. He identified these as

- An ongoing relationship with a caring adult;
- Safe places and structured activities in non-school hours;
- A healthy start for a healthy future;
- Marketable and career skills through effective education;
- An opportunity to give back through service.

General Powell also noted that “children and young people who have these resources are more likely to experience positive outcomes, including success in school, healthier lives, opportunities to serve, and optimism for the future”

Transformative Learning Systems, the parent sponsor of Transformative Charter Academy, has undertaken the challenge posed by General Powell and is applying for a charter high school that will help provide at-risk youth with these five resources found to be critical to their development. The competency-based, year-round diploma program will serve students in grades 9 - 12 who have dropped out of school, are at risk of dropping out, or seek an alternative instructional structure. Students must be between 16 and 21 years of age to enroll.

Through a one-day planning, vision, and mission building workshop, the charter school task force, which includes the corporation board, developed the vision, philosophy, mission, and goals for *Transformative Charter Academy*

### **Ia - VISION OF TRANSFORMATIVE CHARTER ACADEMY**

The vision of Transformative Charter Academy is to build a learning community where teachers, students, and the community become partners in the design, creation, and management of the learning process; where academic excellence is the norm, not the exception; where at-risk students are transformed into successful and promising students; and from where graduates proceed to institutions of higher education and become responsible and productive members of society.

## **Ib - MISSION OF TRANSFORMATIVE CHARTER ACADEMY**

The mission of Transformative Charter Academy is to transform individuals into competent, responsible, ethical, and productive young adults who possess initiative, strong work habits, academic and employable skills and attitudes to successfully complete high school and advance to post-secondary education and/or satisfying employment.

This mission will be accomplished through

- rigorous academic curricula leading to academic excellence
- coaching and teaching methods that provide students support and challenges to master skills, ideas, and facts in every subject area
- a learning community that encourages academic achievement, recognizes the importance of hard work and personal responsibility, and holds out high expectation for every student and teacher
- intellectual and personal integrity
- timely assessment and communication with students about their progress
- timely communication with parents about students' progress
- participation in community service learning projects

## **GOALS OF TRANSFORMATIVE CHARTER ACADEMY**

1. To build a learning community where students, teachers, and the community participate collaboratively in the learning process--accomplished partly through community service learning projects.
2. To provide an environment where students can develop a sense of personal responsibility and self-directedness--through individualized instruction, portfolio management and assessment, and contract learning
3. To increase the number of high school graduates who proceed to enroll in an institution of higher education--through a rigorous academic program, instructor and peer tutoring, and by students completing at least one college course during the senior year of high school.
4. To decrease the drop out rate among high school students--through flexible scheduling, mentoring, life skills development, building self-esteem and pride, and providing regular counseling/advising, and individual attention.
5. To create an environmental culture that promotes respect, integrity, and pride in appearance--through team building experiences with each new cohort, teachers and staff as role models, and through a professional dress code.
6. To prepare students for entry-level employment opportunities--through employment skills training and workshops, participating in internship experiences, other school to work opportunities, and mastering SCANS (Secretary's Commission on Achieving Necessary Skills) competencies.

## II - ORGANIZATION & GOVERNING STRUCTURE

Transformative Learning Systems, the parent sponsor of Transformative Charter Academy, consists of a seven-member board. The organizers of the corporation believe that a flat hierarchy is best suited for the efficiency of the organization, and therefore, have voted that the corporate board serve as the charter school board. The corporate board currently consists of the following:

Ms. Janice Anderson, MA, Board Secretary, ESL and Reading Faculty, Central Texas College, Killeen, TX

Ms. Elva Chase, MS in Counseling Psychology, Board President, Learning Resource Center Instructor, Central Texas College, Killeen, TX; also parent of high school student

Mr. Daryl Holmes, B.S., Board Vice President, GED & Leadership Development Instructor, Central Texas College, Killeen; also City Councilman, Killeen, TX

Ms. Doretha King, M.Ed, Treasurer, Director of Adult Education, Central Texas College, Killeen, TX

Dr. Ruby McCain, Physician, United States Army, Fort Hood, TX

Ms. Cynthia Morris, Past Instructor, American Preparatory Institute High School Program; Currently doctoral student, University of Texas at Austin; parent of high school student

Ms. Carol Settles, Master of Business Administration, Owner, Carol's Art Gallery, Killeen, TX

The charter school organizers consist of the above-mentioned board members plus

Ms. Alice Douse, Retired Principal, Killeen Independent School District

Ms. Jerrie Cleaver, Master of Science in Counseling Psychology, Instructor, Central Texas College, Office Administration Department

Dr. Ruth Tomlin, Licensed Professional Counselor, Adolescent and Family Counseling; also retired school counselor, Killeen Independent School District

Dr. Jennifer Read, Past Principal, Richarte Alternative High School, Georgetown; presently, Director, Service Learning, University of Texas at Austin, TX. Dr. Read has her doctorate in Educational Administration from the University of Texas at Austin

The driving force behind Transformative Learning Systems is Dr. Mary Alfred, Founder and Chief Operating Officer. Dr. Alfred has her doctorate in Educational Administration from the University of Texas at Austin.

To maintain a flat organization, the school will consist of the following hierarchal structures:

- A. **The school board** which will comprise the members of the corporation board as listed above. The corporation board will have the ultimate responsibility for the operation of the charter school. ARTICLE VI of the Bylaws of Transformative Learning Systems describes the composition of the board. (See Appendix A which contains the bylaws of Transformative Learning Systems, Articles of Incorporation, and its Tax Exempt Letter under Section 501(c) (3) of the Internal Revenue Code.)

In addition, the board shall strictly follow the guidelines set out in TEC Section 11.251, *Planning and Decision Making Process* which states, in part, that

1. The board shall approve performance objectives and shall ensure that these objectives support the state educational goals.
2. The board shall establish a site-based planning and decision-making committee. Such a committee will include professional staff, faculty members, parents, and community members.
3. The board shall make sure that roles and responsibilities of employees and committees are clearly defined.

The board has the final authority on all decisions governing *Transformative Charter Academy*.

- B. **Site-Based Planning and Decision Making Committee.** This committee will consist of teachers, administrators, other professional staff, parents, and community members. Together with the chief operating officer and program coordinator, the committee will develop, review, and revise the campus improvement plan for the purpose of improving student performance. Such improvement plans will be aligned with the mission and goals of the school and that of the State Board of Education.

As mandated by TEC Section 11.253, *Campus Planning and Site-based Decision-making*, the improvement plan will

1. assess the achievement of each student in the school
2. set the campus objectives for the school
3. identify how the campus goals will be met
4. determine needed resources and staff necessary for implementation
5. set timelines for goal accomplishments, and
6. conduct periodic evaluations

- C. **Parent Advisory Group.** This organization will provide an avenue whereby all parents can voice their suggestions and concerns and become contributing members of *Transformative Charter Academy*. The members of this organization will choose four representatives who will become members of the site-based management and planning committee. This group will support the school with instructional activities, fund raisers, serve as student chaperones to community-based and school-sponsored activities.

- D. **Student Advisory Group.** This group will be sponsored by a faculty advisor who will coordinate its activities. The group will nominate a student representative for the site-based planning and decision-making committee. This group will involve the entire student body, and its primary objective is to give students a voice in the planning and decision making of their school.

### III - EDUCATIONAL PROGRAM

The educational program of Transformative Charter Academy is designed on the belief that all children can learn, but not in the same way, nor equally well from the same sources, and not at the same pace. It also recognizes that all children are gifted and seeks to bring out the various gifts and talents of the participating students. Therefore, the academy is proposing a learning system encompassing the following components or interlocking links:

- Personalized Learning Plan and Learning Contract
- Competency-Based Instructions
- Computer Technology
- Portfolio Development & Management
- Community Service Learning
- SCANS Competencies
- Dual Credit program

#### A. **Personalized Learning Plan & Learning Contract**

Each student applying for admission to the academy will take the Test of Adult Basic Education (TABE) to determine grade level. Students must have either completed the eighth grade or score at 9.0 grade level on the TABE test to enroll at the Charter Academy.

Students will also complete a learning style inventory as it has been determined that students who understand their learning styles and exercise control over their cognitive skills do better in school. They are better adjusted, have more positive attitudes towards learning, and achieve at higher levels than their less skillful peers (*Educational Resources, 1997-1998*). Each advisor and/or home room teacher will explain the results of the inventory and, together with the student, plan strategies for effective learning at school, at home, and on the job. This effort will be an on-going process aimed at helping students attain life long skills, particularly as they proceed to institutes of higher education.

The information from the TABE test, the student's transcript, results of the learning styles inventory, and from interviews with the student and parents will be used to collaboratively arrive at a learning plan. The plan will map out the student's program through graduation and will become a vital part of the student's portfolio.

**Learning Contract.** *At the beginning of each semester*, the student with the approval of the advisor or home room teacher, will write out a contract outlining goals to be accomplished for that semester and target dates for accomplishing each goal. These will include academic,

attendance, service learning, to name a few. *Every week*, the student will write weekly contracts of goals to be accomplished for the week. At the end of the week, students will evaluate their accomplishment and determine the extent to which they accomplished their goals. They will write an evaluative report of their weekly accomplishments and write their contract for the following week. This becomes part of the student's portfolio, and together with the weekly evaluative report from the teacher, the student is always informed of progress or lack thereof.

This practice of using learning contracts and critical self-assessments holds students responsible for their own learning and promotes self-directedness--a skill necessary for lifelong learning and successful employment.

### **B. Competency-Based Instructions**

Transformative Charter Academy will offer a competency-based high school diploma program. Learning will be both individualized and collaborative to accommodate the learning styles and abilities of each student. These two instructional methods are emphasized as they eliminate tracking and labeling of student groups. Students will be grouped by core courses to facilitate instruction. For example, math students will be grouped together with no regard for grade level. Each content classroom will consist of multi-age, multi-ability grouping. This is particularly significant as peer tutoring and coaching will be highly encouraged and widely practiced at the academy. The teacher as facilitator will direct the learning and activities of each individual and group. To effectively facilitate the learning process, the class size will remain at 12 - 15 students.

The program will be competency based to promote academic excellence. Students must score a minimum of 80% on all graded assignments and tests. Any student who scores less than 80% will remediate and retest on a different test covering similar concepts and information. Students will not be able to proceed unless they have mastered the skills and/or demonstrate knowledge at the level of competence required. Teachers, fellow students, and community volunteers will work very closely with students to raise standards to the desired competency.

The competency-based and individualized learning program will be particularly beneficial to our mobile military communities of Fort Hood, Killeen, Copperas Cove, and Harker Heights, and Nolanville, where students are constantly transferring in and out of the district.

### **C. Computer Technology**

Every graduate of Transformative Charter Academy will be computer literate. The use of computer technology will be a primary component of the learning system. Students will use the computer as a learning enhancement tool and for the creation and management of information. Internet resources and computer based instructions will be used to supplement the teaching and learning activities. Each student will complete one credit in computer science prior to graduating from the academy.



#### **D. Portfolio Development and Management**

Portfolio management will be one of the foundations upon which the learning program is built and will also be used as an alternative assessment tool for evaluation. Portfolio assessment primarily has been used to document individual student's progress or learning outcomes, through collection and evaluation of completed work. The traditional use of portfolios calls for the compilation of some of the student's best work. The portfolio program that the academy is proposing requires that students compile **all** work in the portfolio. In that way, students will always have a true assessment of their growths and set backs. The portfolio management program will consist of two components.

1. Student portfolios - a compilation of all work completed, critical reflections on course work to include achievements and setbacks, significant activities and events, and perspectives of the educational program in general.
2. Teacher journals (to promote reflection in practice) - Ongoing documentation of program activities and outcomes. Critical reflection on instructional activities, students' progress, and strengths and weaknesses of program in general. This information will be used during faculty group process/meetings, for program evaluation, and for strategic planning and decision making.

Time will be allowed during the instructional day for students to develop their portfolios and for teachers to critically reflect in their journals. Teachers will also have scheduled time for program planning and continuous improvement. Collaborative planning will be highly practiced as a means of integrating the curriculum.

(A more detailed plan for incorporating portfolios into the learning plan is outlined under the assessment section of this proposal)

#### **E. Community Service Learning**

Service learning is an instructional method

under which students learn and develop through active participation in thoughtfully organized service learning experiences that meet actual community needs that are coordinated in collaboration with school and community;

that is integrated into the student's academic curriculum or provides structured time to think, talk, or write about what the student did and saw during the actual service activity;

that provides students with opportunities to use newly acquired skills and knowledge in real-life situations in their own communities; and

that enhances what is taught in school by extending student learning beyond the classroom into the community and helps foster development of a sense of caring for others (Handout from workshop presented by Steve Gilliam, KISD)

Service learning links the community, the school, and the students and will be a key component of the academy's learning system. It will be integrated into the curriculum whereby students receive credit for their services. Some service projects can be performed in the academy and/or in the community. Internal community projects, for example, could be peer tutoring, working as teacher's assistant or office assistant, etc. Students and teachers/advisors will collaborate on learning projects. Each student will be required to complete 50 hours of community service learning each year.

The school will cultivate a number of meaningful community service relationships with area businesses and organizations so that opportunities can be readily available for students to extend their learning beyond the walls of the classroom. The service learning coordinator, in collaboration with other faculty members, will maintain accurate documentation of students' experiences. For the first year of operations, a faculty member and the program coordinator will coordinate the service learning activities.

Service learning will provide students with the much-needed experience that employers call for in the job market.

#### **F. SCANS Competencies**

The Secretary's Commission on Achieving Necessary Skills (SCANS) has identified the required skills that employees need upon entering the workplace in order to perform successfully. The commission found three broad categories of foundation skills and five groups of competencies to be of critical importance for a successful school to work transition. These include the following:

##### **Foundation Skills - Competent workers in the high-performance workplace need**

*Basic Skills* - reading, writing, arithmetic and mathematics, speaking, and listening;

*Thinking Skills* - the ability to learn, to reason, to think creatively, to make decisions, and to solve problems;

*Personal Qualities* - Individual responsibility, self-esteem and self-management, sociability, and integrity.

##### **Workplace Competencies: Effective workers can productively use**

*Resources* - They know how to allocate time, money, materials, space, and staff.

*Interpersonal Skills* - They can work on teams, teach others, serve customers, lead, negotiate, and work well with people from culturally diverse backgrounds

*Information* - They can acquire and evaluate data, organize and maintain files, interpret and communicate, and use computers to process information

**Systems** - They understand social, organizational, and technological systems; they can monitor and correct performance; and they can design and improve systems.

**Technology** - They can select equipment and tools, apply technology to specific tasks, and maintain and trouble shoot equipment.

Transformative Charter Academy will incorporate these competencies and foundation skills throughout the curriculum to ensure that students master the specific skills and qualities necessary for successful employment. (See Appendix B for more information on SCANS competencies)

There are several advantages to the instructional program described above.

- Reduces competition/stress and develops positive self-esteem, therefore minimizing behavior problems
- Builds on what students know by allowing individuals to work in various situations while providing opportunities for maximum growth
- Develops social skills and allows leadership opportunities
- Utilizes multiple sources of documentation for the assessing and reporting process
- Involves students in assessing and interpreting academic progress
- Constant feedback provides information and opportunities for early intervention
- Allows teachers, students, and parents to develop more meaningful relationships, thus forming partnerships
- Allows teachers to be facilitators of learning
- Allows students to contribute to each other's learning
- Each student works at his or her own level rather than being forced to fit predetermined programs. This facilitates inclusive practices.

### **OTHER COMPONENTS OF THE LEARNING SYSTEM**

**Mentoring.** Mentoring by community volunteers will be a vital component of the academy. The mentors will supplement the work of the faculty and staff by becoming role models and motivators to the students. Each student who desires will have a mentor to monitor progress, to encourage success, and to be a resource of information on careers, college, financial aid, and other important information. Each protégé will meet with the mentor once a week. The mentor could also serve as a tutor to the student if that becomes necessary and is feasible.

**Team Building.** Twice a year, faculty, staff, and students will meet for team building experiences. This will be done prior to the Fall and the Spring sessions. The one-day team-building session will be an opportunity for trust building and for review of the philosophy, mission and goals of the organization. It will also give us an opportunity to review accomplishment and setbacks. It is important for students to have access to such information as they are a vital part of the learning organization.

**Internship.** Students who do not have jobs or lack job experience will take internship as an elective. The academy will work with the business community to secure paid internships for students. For the internship program, students will work a certain number of hours at the job site and will meet for weekly seminars at the school. The seminar will be for one hour each week and the purpose is to provide students and faculty an opportunity to review and share the week's experiences. During the seminar, students will discuss positive and negative experiences on the job and together with faculty discuss solutions for dealing with negative experiences. The internship, together with service learning experiences, will more adequately prepare students for the world of work. Together, all these components upon which Transformative Charter Academy will be built are aimed at providing students with a successful high school experience and in preparing them for the transition to the world of work and/or institutions of higher education.

### **IIIb - CURRICULUM TO BE USED**

Transformative Learning Systems will use curriculum developed by the American Preparatory Institute, Killeen, TX. API has been developing competency-based curriculum for adult learners since 1973. The curriculum has been approved by the Texas Education Agency for alternative schools and at-risk students, by the Texas Department of Commerce, by the Private Industry Councils of Texas, and by the U.S. Military.

API specializes in developing competency-based instructional materials in the form of learning modules which allow students to progress at their own pace. Course design is based on mastery learning principles and facilitates one-on-one, small collaborative group, and whole class teaching techniques. Each API course is a system that includes a teacher's guide, all criterion referenced tests, answer keys, learning activities, all instructional materials, and labs for science courses. Each module will identify the competency to be achieved, the instructional resources required, enabling tasks, and step-by-step learning procedures and activities to meet the desired competencies. (See Appendix C for curriculum outlining course contents and competencies.)

*API's curriculum includes the essential elements and they are now revising all courses to include the newly-adopted essential knowledge and skills. The revisions will be completed and the curriculum ready for adoption by Fall 1998.*

The API curriculum will be supplemented with other resources and learning activities that the teacher deems necessary. Teachers will integrate service learning activities and SCANS competencies (where applicable) across the API curriculum.

## Core Curriculum

The school will adopt a rigorous academic program with a core curriculum which will include the Essential Knowledge and Skills, computer technology, and service learning experiences that reflect the rich cultural diversity of the community.

Instructional materials, including textbooks, reading lists, enrichment materials, and computer based instructions are essential elements of the curriculum. The teachers, for example, will bring in appropriate resources that represent multiple cultures and experiences representing those of the diverse student body and community.

The educational program proposed by Transformative Charter Academy features a rigorous approach to eight basic disciplines: language arts, mathematics, science, social studies, foreign language, computer science, health and physical education, and the arts. In Appendix C we have included samples of these courses including the number of modules, the overall competency to be achieved and learning objectives for each module. As proposed by the academy, the API curriculum also requires an 80% mastery on all course work. Grading will consist of P (pass) or NP (no pass). Letter (A, B, C, D, F) or numerical (100%, 75%, 50% e.g.) grading will not be used. However, successful completion of a module will be at 80 percent.

## Graduation Requirements

A Students must complete 24 credits to successfully graduate from Transformative Charter Academy with a diploma. A graduation exercise will be held annually in June. Students who have met all the requirements as set forth by the Academy and the State Board of Education will participate in the exercise.

B The required credits shall include the following:

Course (Generic)	Credits
English/Language Arts	4
Mathematics	3
Science	3
Social Sciences	3
1 unit United States History	
½ unit United States Government	
½ unit Economics	
1 unit World History or World Geography	
Health	½
Foreign Language	2
Physical Education	1 ½
Computer Science	1
Fine Arts	1
Career Investigation	½
Study Skills	½
Electives	4

Student classification:

<b>Freshman</b>	<b>0 - 5.5 credits</b>
<b>Sophomore</b>	<b>6 - 11.5 credits</b>
<b>Junior</b>	<b>12 - 17.5 credits</b>
<b>Senior</b>	<b>18 or more credits</b>

**Scheduling:** Transformative Charter Academy will offer a year-round school with three weeks off for Christmas, one week off for Spring break, and one month off in the Summer. The school will observe all federal and state holidays. To make it possible for all students to have access to the program, there will be three instructional blocks from which students may choose.

Morning: 8:00 a.m. - 12:00 p.m.

Afternoon: 12:30 - 4:30 p.m.

Evening: 5:00 - 9:00

The founders felt it extremely important to offer a flexible schedule whereby those students who have dropped out of school and are currently working have access to a learning program in order to complete their high school diploma. It is hoped that the short instructional block will minimize truancy and promote school to work programs. Students will be expected to participate in some form of out of school work activity so that they do not remain idle during the time that they are out of class. These activities may include service learning, internship, or part-time/full-time employment. Students who need extra tutoring may stay beyond their schedule to receive tutoring.

To help remedy the low rate of employment among minority and economically-disadvantaged youth, the faculty and staff will actively network with the business community to secure employment and internship opportunities.

Students may choose one of the above schedules and must attend that schedule. Under special circumstances, the coordinator or the program officer may authorize a change of schedule for a student or permit a student to make up absences during another time schedule if space is available.

Each student will be scheduled for four academic periods and will be required to attend each scheduled class. Generally, each student will have a unique schedule.

A 'home room' period will be scheduled each day during each instructional block. Home room periods will be used for the following purposes:

- Distribution of progress reports
- Group sessions
- Mentor visits
- Learning Style instruction
- Study hall
- Academic advising
- Internship and Service Learning seminars

## **SCHOOL POPULATION**

Transformative Charter Academy will serve students ages 16 - 21 who have dropped out of school who are at risk of dropping out, who are behind academically, and who are not satisfied with their current school environment. Any student who is age 16 - 21 may enroll in the academy on a space-available basis. However, it is anticipated that the majority of students will be economically disadvantaged as about 60% of the students within the school district are categorized as such.

The school will hire or contract with specialists to work with students of special population including Special Ed, Learning Disabled, Dyslexia, Limited English proficiency, At Risk, etc. if they enroll. Ability grouping will not be practiced at the academy. Instead, we will have a family of learners consisting of multi ages and abilities. It is believed that everyone has a contribution to make within a group regardless of his or her age or ability.

The faculty will monitor and observe students closely to detect those who may need special services. The administration and faculty will work very closely with students and parents to devise a plan of action for those students who fall in the category of "special population." Transformative Charter Academy will maintain an up-to-date list of social and health service agencies and organizations and will suggest these services to students and parents when appropriate. The staff will follow up on each case and serve as advocates for students and parents if they so desire.

## **ATTENDANCE**

The academy will adhere to a strict attendance policy. Students may choose one of three class schedules upon initial enrollment, and they will be expected to adhere to that schedule. However, under certain circumstances, the schedule may be changed to accommodate other important activities in which the student may be involved. The student may also be allowed to make up absences during an alternate schedule if space is available. The school administrator and teachers will ensure that students do not abuse this practice.

The target attendance rate for the charter academy is 97 percent.

## **EXTRACURRICULAR ACTIVITIES**

Transformative Charter Academy will not participate in competitive athletic sports as a part of its program. Instead, students will participate in such extracurricular activities as drama, dance, debate and community-sponsored athletic activities to include volleyball, baseball, walk-a-thons, etc. The charter will monitor such community activities and a faculty member will sponsor student groups whenever it is appropriate and feasible.

Community Service, a major component of the educational program, will be performed outside of the daily class schedule and, therefore, serve as an extracurricular activity.

#### IVa - ACCOUNTABILITY MEASURES FOR EVALUATING PERFORMANCE

Transformative Learning Systems will be evaluated based on its performance on TAAS tests, and its attendance and dropout rates.

##### A. TAAS Scores

- For the first year of operation, 40% of all students taking the TAAS test will pass each subject area. The result will serve as a bench mark for succeeding years
- By the second year, 50% of the students will pass each subject area
- By the third - fifth year of operation, 75% of the students will pass each subject area

These objectives will be met by small class structures, individualized instructions, aggressive tutoring by fellow students, faculty, and community members. The competency-based instructional design mandates that the passing grade for all exams and course work is 80%. Any student who scores less than 80% on any graded work will receive tutoring, and that student will repeat the work. The student will be given a different test covering the same concepts.

##### B. Attendance Rate

The students of Transformative Charter Academy will maintain **at least a 97% attendance** rate from its first year of operation. The three instructional periods outlined above give students an opportunity to choose the instructional period that best suits them. Under special circumstances, a student who misses an assigned schedule will be allowed to make up that time during another time on a space-available basis.

##### C. Drop-out Rate

The drop-out rate for students will be **no more than three percent**. The instructional design of four hours of instructions, individualized learning and instructions, positive learning environment, student collaboration, and planning and participation in service learning projects will motivate students to remain in school. Students will receive a progress report every week. This weekly monitoring of students' progress to include attendance and academic progress will enable school personnel to address potential problems that may occur.

#### IVB - OTHER ACCOUNTABILITY PROVISIONS

- Students will gain 1.5 grade level at the end of their first year at Transformative Charter Academy. The Test of Adult Basic Education will be administered to all incoming students and repeated upon completion of the first year
- Students will complete a *minimum* of 4.5 credits per semester.
- At the end of each course, students must complete a comprehensive exam with an 80% passing rate to get credit for the course.



- Each student will complete at least 3 semester hours at a community or technical college as a condition of graduation. This course may be taken as a dual credit course to fulfill both college and high school requirements.
- All students will complete a minimum of 50 hours of community service learning per year. These may be performed both internally and externally. Internal service may include peer tutoring and other projects decided upon by students and faculty. The Service Learning Coordinator, in collaboration with faculty advisor and/or course instructor will maintain data on service learning projects. Students will also maintain information on their learning projects in their portfolios.
- Each student will maintain a portfolio which will provide assessment data for both internal and external use. Assessment has traditionally been indicated by a single letter grade, percentage score, or percentile ranking. While these scores tell us something about a student or a program, they are limited by providing only one set of data and do not give a complete story of that student's progress over time. Portfolios provide such a history. Each portfolio will include
  - Long range aspirations
  - All work completed by the student
  - Each week's learning contract which stipulates goals for the week
  - Each week's progress report which includes academic and attendance data
  - Student's critical evaluation of his or her performance
  - The student's critical reflection of the learning environment and significant events
  - Letters of validation, evaluation, and/or recommendation from teachers, mentors, and community members
  - Record of community service projects
  - Awards or honors received, both in and out of school

The data in each student's portfolio will lend reliability to reported data by school officials. Student portfolios will be open to inspection by parents and officials of the state board of education.

- With each report card, parents will be asked to complete a questionnaire about their satisfaction with the school and to offer their suggestions for improvements. This information will also be collected during parent group meetings. Students will fill out a similar questionnaire about their satisfaction with the school. The data will be compiled both quantitatively and qualitatively and forwarded to the State Board of Education with the annual report.

#### **IVc - TIMELINES FOR DATA REPORTING**

##### **A. Periodic Assessment for Continuous Improvement**

At the end of every grading period, Transformative Learning Systems will conduct an internal assessment on its performance. Performance will be measured against each of the criteria listed

above to identify strengths and weaknesses in the program and to determine the extent to which the program is meeting its objectives. The Site-Based Management Committee will evaluate the results, and together with the faculty and staff, strategically plan for improvements

#### **B. Annual Assessment**

At the end of the academic school year a comprehensive assessment will be done and data on each of the criteria listed above will be compiled and forwarded to the State Board of Education in the annual report. This report will be forwarded to the State Board of Education in July.

#### **V - DISTRICTS AFFECTED BY CHARTER**

Killeen Independent School District - Statement of Impact sent on December 20, 1997

Copperas Cove Independent School District - Statement of Impact sent on December 20, 1977

#### **VI - GEOGRAPHICAL AREAS SERVED**

The geographical areas to be served are those served by the Killeen and Copperas Cove independent school districts

#### **VII - REQUIREMENTS FOR ENROLLING**

Students will be considered for enrollment on a first come first served basis, and all applications, interviews, etc will be processed in that manner. However, the following procedures will be followed.

- A. Each student will complete an application and return it to Transformative Charter Academy along with transcript from the last school attended. The application packet will consist of an application form, requires the applicant to write a letter to a teacher who has made a difference, and a brief essay on the reasons for applying to the academy.
- B. Student will take the Test of Adult Basic Education (TABE) to determine grade level performance. If the student scores at least a 9.0 grade equivalent, a series of three interviews will be scheduled with the coordinator and/or the chief operating officer. If the student scores below 9.0, the student will be enrolled in an Adult Basic Education program to be administered by the parent corporation. The student will later retest and be allowed to enroll at the academy once the required grade equivalency has been achieved.
- C. The executive director and/or charter school coordinator will schedule a series of three interviews with students. The planning committee feels that the three interviews were necessary to make sure that the students who do enroll are committed to a rigorous and disciplined academic program and that the decision to enroll is of their own choosing.

During the first interview, the application and the transcript will be discussed, as well as the expectations that the school has of its students.

Students will take their TABE test during the second visit and the results will be discussed with them. If the student does not meet the grade equivalent, he/she will be enrolled in an Adult Basic Education program for remediation. If the student meets the grade requirement, a third interview will be scheduled.

A parent or guardian must accompany a minor student for the third interview. Parents and student will be briefed on the mission, philosophy, and goals of the academy, and they will review and sign the high school contract. Parents will also indicate how they plan to support their student's academic endeavors and the academy in general.

While Transformative Charter Academy will enroll students with disciplinary problems, it will not accept a student who has a documented history of criminal behavior. Any student who is convicted of a criminal offense will be terminated. The administration will make every effort to assist the parents in finding an alternative school that caters to adjudicated youths.

## VIII - QUALIFICATIONS OF PROFESSIONAL EMPLOYEES

### Philosophy of Transformative Charter Academy

The founders of Transformative Charter Academy believe that all children can learn when

- a. the learning environment is comfortable, conducive to learning, and commands mutual respect;
- b. the instructional curriculum is relevant and applicable to everyday life experiences and the future goals of each student;
- c. administrators, teachers/facilitators, and support staff are encouraging, motivating, and supportive of a learning community;
- d. parents become involved in the design, creation, management and evaluation of the school and take an active role in the education of their children;
- e. the community becomes involved and is committed to the education of its citizens.

The founders believe that students will thrive in environments in which expectations are high, clear, and consistent at all levels, where students are active participants in the design and creation of their own learning experiences, where students are held accountable for their own learning, and where students are known, not only by their peers and instructors, but also by the school community. An emphasis on curriculum that places the student and the community at the center of inquiry is the foundation for Transformative Charter Academy.

## Staff Qualifications

**A criminal history check will be made on every board member, administrator, faculty, and staff of the academy. The criminal history of every employee will be checked prior to employment.**

- The teaching and professional staff will be chosen for their areas of expertise, their alignment with the school's philosophy and mission, and their beliefs about teaching and learning.
- The faculty will exhibit a learner-centered orientation in their teaching strategies and classroom management. They will possess good collaborative skills while planning learning experiences, community service projects, and other activities.
- The chief operating officer will have at least a Master's degree and seven years of teaching experience. This individual will be responsible for the overall leadership of the organization. He/She will be innovative, visionary, and creative in order to lead the organization to the accomplishment of creating a non-traditional learning community. The chief operating officer will also perform some instructional functions. We believe that administrators who are also classroom teachers will have a better understanding of the needs of the members of the learning community and will, therefore, become more effective leaders.
- The program coordinator will have a Master's degree with at least five years of teaching experience. That individual will be responsible for the day-to-day operations of the charter school programs. The program coordinator will also perform instructional functions.
- All faculty members (both full time and adjunct) will have at least a Bachelor of Arts or Science degree. Exceptions will be made for vocational faculty with extensive training.
- Full time faculty members who are not TEA certified will be strongly encouraged to seek certification. They will be given 3 years within which to fulfill that requirement.
- All teachers' assistants must have completed at least 30 credit hours at an accredited college or university and must participate in ongoing professional development activities.
- All professional staff will participate in continuous professional development activities to include in-service training, workshops, conferences, completion of college courses, and independent studies. Transformative Charter Academy will be a learning organization that promotes continuous learning and improvements on the part of faculty and staff.
- All employees will report to work two weeks prior to the initial opening. This period will be used for in-service training on the philosophy, vision, mission, and goals of the school; team building for a cohesive and trusting community; planning and development of

instructional activities, etc. Team building involving faculty, staff, and students will also take place prior to the first day of class.

- Employees shall meet the requirements and agree to the conditions stated in the written job description to be made available to all who apply for employment at the school.

Transformative Charter Academy will not discriminate against employees because of disability, race, ethnicity, creed, gender, or need for special education services.

### **IXa - BUDGET PROCESS**

According to Article VIII of the bylaws, the budget and finance committee (consisting of the treasurer, three appointed members, and the chief operating officer) will monitor and oversee the fiscal operations of the organization. The program coordinator will be among the appointed members, and together with the chief operating officer, will present the financial needs of the learning programs. This committee, chaired by the treasurer, will develop an annual budget to be presented for approval at the annual meeting of the board.

### **IXb - FIRST-YEAR PROPOSED BUDGET**

A proposed budget for the first year of operation for the high school program is found in Appendix D. A budget summary is also presented detailing certain specific items within the budget.

As a way of preparing for the financial obligations of the first-year charter, we will be starting a learning center in February 1998 as a way of raising funds and accumulating the resources needed to start. The learning center will provide after-school tutoring and will be staffed by a community of volunteers for the first year. Students will be charged a fee for service and the funds will be utilized to purchase furniture, equipment, and supplies in preparation for the start up of the charter school.

### **IXc - ANNUAL AUDIT PROCEDURES**

An independent accounting firm will perform an annual financial audit of the charter's financial conditions and submit a report of its findings. This report will be made available to the State Board of Education with the school's annual report which will be submitted in July.

### **IXd - PEIMS INFORMATION**

Transformative Charter Academy will contract with Region XII Educational Service Center in Waco to service its PEIMS reporting system. The contract will include all data processing and business transactions to include payroll checks, vendor checks, TRS reporting, student registration, demographic data, attendance data etc. While the contractor will perform the data processing services, the leadership is responsible for the accuracy of the data and the overall management of the information. An Educational Service Center representative will provide us

with training on the manual data entry which will then be forwarded for automated processing. Ms. Connie Gutherie, Data Processing Manager for Region XII Education Service Center will be our PEIMS coordinator.

### **IXe - FACILITIES**

The facility to be used is a 2,900 square feet brick building located at 807 North 8th Street, in downtown Killeen. The building is located in the center of the business district, half a block from the public library. It is surrounded by banks, major businesses, including the city's business offices. The richness and diversity of the business cultures of the downtown area provides vast opportunities for service learning experiences.

The building is well laid out with few modifications to be done. (See Appendix E)

It has one large room (A) which will be divided into two rooms by a movable room divider. This room will be used for classrooms and when needed as an assembly hall.

There are six other rooms to be used for instructional purposes. Rooms I and J will be combined into a computer room. This room will also be used for tutoring and learning enhancement activities.

Rooms A, C, D, and E are divided with a large glass window between each two rooms. Rooms E and D will be modified into one classroom and Room C will remain a faculty room and testing center. The large glass window between A and C and D and C will facilitate monitoring from either classroom when a test proctor is unavailable. It is anticipated that community volunteers can be utilized as test monitors. With the self-paced instructional program, we find it necessary for all testing to be done in a central location under the supervision of a testing monitor. All curriculum material will also be housed in this room.

The building boasts a 482 square feet foyer (G) with three huge skylights. This area will be used for individual study, group discussions, and tutoring sessions. This area will be the commons area. Study tables and chairs will be placed along the walls. Sofa chairs for relaxed seating will also be placed out there. The decor will be complemented with plants.

#### **ADA and Safety Requirements**

The building has been inspected by the city inspector and the fire Marshall. At the time of the inspection the building did not meet all of ADA and fire safety requirements. The bathroom doors have been widened and hand bars installed to accommodate people with disabilities. A ramp has also been built to create access to the back part of the building, as there was a step leading to that section. A fire security system will be installed in the building prior to opening of the charter school. The building will be used for a learning center beginning February 1998 and all modifications will be completed by that time.

### IXf - FOOD SERVICE

Because of the nature of the program's schedules, Transformative Charter Academy will not participate in any food service activities.

### IXg - TRANSPORTATION

Transformative Charter Academy will not provide daily transportation for its students.

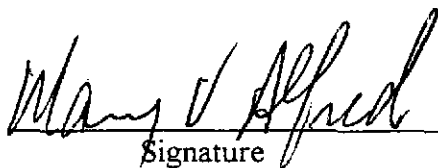
### OTHER START-UP PLANS

The corporation has secured a building and has entered into a lease agreement beginning January 1, 1998. Prior to the opening of the Charter school, the building will be used as a learning center. We will open the learning center by offering tutoring services to students from all academic levels - elementary through college. The first year, the center will be run by an all-volunteer instructional and administrative staff. A fee will be charged for the service and the funds will be used to cover rent and utilities and to gradually purchase furniture, equipment, office supplies, and other needed resources. Several volunteers have signed up to become tutors as evidenced by the sign-up list in Appendix F. (Letters of support for the Charter can also be found in Appendix F). No student of Transformative Charter Academy will be charged a fee for tutoring services offered by the corporation.

The start-up funds which we will receive from the State Board of Education will be used to do some minor modifications to the building (\$5,000), make initial payment on curriculum from American Preparatory Institute (\$5,000), purchase about 10 computers (\$12,000), and provide partial salaries for teachers the first month. Teachers will be hired as of August 1; however, full salaries will be paid beginning September 30 retroactive August 1. The September paycheck will include partial salary for August and full salary for September. This will be made clear to teachers upon making a job offer. Through fund raising activities and funds from the tutoring program, we anticipate having some furniture with which to start.

### CONCLUSION

If this application is approved, the governing board of Transformative Learning Systems will organize and manage the school according to the descriptions and specifications provided in this document.

  
\_\_\_\_\_  
Signature

1-5-98  
Date

**BYLAWS  
OF  
TRANSFORMATIVE LEARNING SYSTEMS**

**ARTICLE I. PURPOSE**

The corporation has been organized to operate exclusively for charitable purposes to provide educational programs and learning activities for participants ranging from pre-K to adults. The corporation may organize itself into various divisions and/or departments to efficiently conduct its affairs and to meet the various educational needs of its communities. Transformative Learning Systems will administer its educational programs and other activities without regard to color, race, religion, national origin, language proficiency, disability, age, sex, academic and athletic abilities. It will be opened to all eligible students on a space-available basis.

**ARTICLE II. LOCATION**

The principal office of the corporation, at which the general business of the corporation will be transacted and where the records of the corporation will be kept, will be at such place in the state of Texas, as may be fixed from time to time by the board of directors. Unless otherwise fixed, it will be 7127 Creek Place Dr., Killeen, TX 76542. The corporation shall have the power to establish training and educational facilities at any location within the continental United States..

**ARTICLE III. MEMBERS**

Members of the corporation will consist only of the members of the board of directors.

**ARTICLE IV. BOARD OF DIRECTORS**

- Section 1: The number of members of the board of directors of this corporation will be not less than 3 or more than 9.
- Section 2: Directors will be representative of the community within which the corporation exists, who are committed to education and share the mission and goals of the corporation. This corporation is committed to a policy of fair representation on the board of directors, and does not discriminate on the basis of race, national origin, physical handicap, sex, color, religion, sexual orientation, or age.
- Section 3: The affairs of the Corporation shall be managed by its Board of Directors, but in a manner not to interfere with the delegation of authority to the Chief Operating Officer. The Board of Directors, together with the Chief Operating Officer shall establish long-range policies and objectives for the Corporation. The Board of



Directors shall periodically evaluate compliance with those policies and realization of those objectives, shall approve the Corporation's annual budget, shall facilitate effective utilization of and communication with the Chief Operating Officer, and shall approve the appointment of and may effect the removal of the Chief Operating Officer of the Corporation. The Board of Directors shall not be involved with the day-to-day management of the Corporation's activities or the supervision of the Corporation's employees.

- Section 4: Election of current directors to a second term will occur as the first item of business at the annual meeting of the corporation. Directors will be elected by a majority vote of the current directors.
- Section 5: The term of each director of the corporation will be 2 years. No director will serve more than 2 consecutive terms, but a director who has served two consecutive terms may again be elected, provided at least thirty-six (36) months have lapsed between the end of such director's term of office and the date the director's new term of office commences. Directors shall be elected from a slate of candidates proposed by a nominating committee of the Board of Directors according to such rules and guidelines as the Board of Directors may establish.
- Section 6: When a director dies, resigns, or is removed, the board may elect a director to serve for the duration of the unexpired term.
- Section 7: Any director may be removed from the board of directors by an affirmative vote of the majority of directors present at an official meeting of the board. Notice of the proposed removal will be given to members with the notice of the meeting. The director involved will be given an opportunity to be present and to be heard at the meeting at which his or her removal is considered.
- Section 8: No compensation will be paid to any member of the board of directors for services as a member of the board. By resolution of the board, reasonable expenses may be allowed for attendance at regular and special meetings of the board.

#### ARTICLE V. MEETINGS OF THE BOARD OF DIRECTORS

- Section 1: An annual meeting of the board of directors will be held in November of each year for the purpose of electing officers and directors. New officers and directors will assume office on January 1 of the year following their election. In addition to its annual meeting, the board of directors will hold regular meetings at least 4 times each calendar year at such place as may be designated in the notice of the meeting.
- Section 2: Special meetings of the board of directors may be called at any time by the

president of the corporation or in his or her absence by the vice-president or upon receipt of a request therefore signed by at least one half of the directors or by majority of the full-time, permanent paid staff of the Corporation.

- Section 3: Notice of regular, special, and annual meetings will be mailed at least 30 days prior to the day such meeting is to be held. Any director of the corporation may make written waiver of notice before, at, or after a meeting. The waiver will be filed with the person who has been designated to act as secretary of the meeting; this person will enter it in the record of the meeting. Appearance at a meeting is deemed a waiver unless the director attends for the express purpose of asserting the illegality of the meeting.
- Section 4: At all meetings of the board of directors, each director present will be entitled to cast one vote on any motion coming before the meeting. The presence of a majority of the membership will constitute a quorum at any meeting.
- Section 5: At a meeting at which there is a quorum present, a simple majority affirmative vote of the directors present is required to pass a motion before the board.
- Section 6: Proxy voting will be permitted.
- Section 7: *Robert's Rules of Order* will be the authority for all questions of procedure at any meetings of the corporation.

#### ARTICLE VI. OFFICERS

- Section 1: The officers of this corporation will be a chairperson, chief operating officer, vice-president, secretary, treasurer, and such other officers with duties as the board prescribes. The chief operating officer is a salaried employee and therefore, a nonmember of the board.
- Section 2: The officers of the corporation, with the exception of the chief operating officer, will be elected annually by the members of the board of directors at its annual meeting. Each officer will serve 2-year terms. As an employee of the corporation, the chief operating officer will be selected by the corporation board.
- Section 3: Any officer may be removed with or without cause by the board of directors by a vote of a majority of all of the board members. The matter of removal may be acted upon at any meeting of the board, provided that notice of intention to consider said removal has been given to each board member and to the officer affected at least 30 days previously.

- Section 4: A vacancy in any office may be filled by a majority vote of the board of directors for the unexpired portion of the term.
- Section 5: The chief operating officer and the chairperson of the board shall be the principal executive officers of Transformative Learning Systems and in general shall control all of the business and affairs of the corporation. It will be the duty of the president to preside at all meetings of the board of directors and to have general supervision of the affairs of the corporation. The board chairperson together with the chief operating officer shall execute on behalf of the corporation all contracts, deeds, conveyances, and other instruments in writing that may be required or authorized by the board of directors for the proper and necessary transaction of the business of the corporation.
- Additionally, the chief operating officer shall be authorized to supervise and shall be accountable for the day-to-day operations of the corporation. The chief operating officer shall have the power to appoint and to discharge all employees of the corporation. He or she shall establish and maintain organizational procedures relating to allocation of duties, working conditions and communication among corporation employees, shall oversee the corporation's budget, shall approve the corporation's involvement in various programs and activities, shall report monthly to the board of directors on the corporation's on-going activities, shall participate in the board of director's monthly meeting, and shall be a member of the executive committee, the budget and finance committee, and any other committees deemed necessary. The position of chief operating officer is a salaried position.*
- Section 6: It will be the duty of the vice president to act in the absence or disability of the president and to perform such other duties as may be assigned to him or her by the president or the board. In the absence of the president, the execution by the vice-president on behalf of the corporation of any instrument will have the same force and effect as if it were executed on behalf of the corporation by the president.
- Section 7: The secretary will be responsible for keeping the corporate records. He or she will give or cause to be given all notices of meetings of the board of directors and all other notices required by law or by these bylaws. The secretary will be the custodian of all books, correspondence, and papers relating to the business of the corporation, except those of the treasurer. The secretary will present at each annual meeting of the board of directors a full report of the transactions and affairs of the corporation for the preceding year and will also prepare and present to the board of directors such other reports as it may desire and request at such time or times as it may designate. The board of directors at its discretion may elect an assistant secretary, not necessarily a member of the board of directors, who will perform the duties and assume the responsibilities of the secretary as above set forth under the general direction of the secretary or the president.

- Section 8: The treasurer will have general charge of the finances of the corporation. When necessary and proper, he or she will endorse on behalf of the corporation all checks, drafts, notes, and other obligations and evidences of the payment of money to the corporation or coming into his or her possession; and he or she will deposit the same, together with all other funds of the corporation coming into his or her possession, in such bank or banks as may be selected by the board of directors. He or she will keep full and accurate account of all receipts and disbursements of the corporation in books belonging to the corporation, which will be open at all times to the inspection of the board of directors. He or she will present to the board of directors at its annual meeting his or her report as treasurer of the corporation and will from time to time make such other reports to the board of directors as it may require.
- Section 9: Any officer of the corporation, in addition to the powers conferred upon him or her by these bylaws, will have such additional powers and perform such additional duties as may be prescribed from time to time by said board.

#### ARTICLE VIII. COMMITTEES

- Section 1: The board of directors may designate one or more ad hoc committees, each of which will consist of at least one committee chair and two or more committee members. Committee members may be members of the board of directors, members of the corporation, or other interested individuals. The chair of the committee will be appointed by the president of the organization, who will act with the board's approval. After consultation with the committee chair, the president will appoint committee members. The studies, findings, and recommendations of all committees will be reported to the board of directors for consideration and action, except as otherwise ordered by the board of directors. Committees may adopt such rules for the conduct of business as are appropriate and as are not inconsistent with these bylaws, the articles of incorporation, or state law.
- Section 2: The board of directors will have the following standing committees:
- Executive Committee: This committee will be chaired by the president of the corporation and will consist of all other officers of the corporation to include the chief operating officer, and the chairs of all other committees. This committee will serve as the central planning group for the organization.
- Budget and Finance: This committee will be chaired by the treasurer and will consist of 3 members appointed by the president to 2-year terms. This committee will oversee and monitor the fiscal operations of the organization, develop an annual budget for recommendation by the board, and develop and assist in the

implementation of a funding strategy for the corporation. The chief operating officer shall be a member of the budget and finance committee.

#### ARTICLE IX. MISCELLANEOUS

- Section 1: The corporation will have the power to indemnify and hold harmless any director, officer, or employee from any suit, damage, claim, judgement, or liability arising out of, or asserted to arise out of, conduct of such person in his or her capacity as a director, officer, or employee (except in cases involving willful misconduct). The corporation will have the power to purchase or procure insurance for such purposes.
- Section 2: The board of directors may authorize any officer or officers, agent or agents of the corporation, in addition to the officers so authorized by these bylaws, to enter into any contract or execute and deliver any instrument in the name of, and on behalf of the corporation. Such authority may be general or confined to specific instances.
- Section 3: All checks, drafts, and other orders for payment of funds will be signed by such officer or such other persons as the board of directors may from time to time designate. All documents will require two such signatures, at least one of which must be that of a member of the board of directors and the other may be of the chief operating officer.
- Section 4: This corporation shall pursue grant funding and execute other fund-raising activities to fund its learning and development programs and other activities.
- Section 4: The corporation will keep correct and complete books and records of accounts and will also keep minutes of the proceedings of its members, board of directors, and committees having any of the authority of the board of directors; and it will keep at the registered or principal office a record giving the names and addresses of the members entitled to vote. All books and records of the corporation may be inspected by any member or his or her agent or attorney for any proper purpose at any reasonable time.
- Section 5: The fiscal year of the corporation will be January through December.

#### ARTICLE X. AMENDMENTS

The board of directors may amend these bylaws to include or omit any provision that it could lawfully include or omit at the time the amendment is made. Upon written notice of at least 30 days, any number of amendments or an entire revision of the bylaws may be submitted and voted

upon at a single meeting of the board of directors and will be adopted at such meeting upon receiving a majority vote of the members of the board of directors.

#### ARTICLE XI. CORPORATE SEAL

The corporate seal shall be in such form as shall be approved by resolution of the Board of Directors. Said seal may be used by causing it or a facsimile thereof to be impressed or affixed or reproduced or otherwise. The secretary shall keep the corporate seal along with the books of record for the corporation.

#### DISSOLUTION

Upon the dissolution of the corporation and after the payment or the provision for payment of all the liabilities of the corporation, the board of directors will dispose of all of the assets of the corporation exclusively for the purposes of the corporation or to organizations that are then qualified as tax-exempt organizations under section 501(c)(3) of the Internal Revenue code. Any assets not so disposed of will be disposed of by a court of jurisdiction in the county in which the principal office of the corporation is located.

#### CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting secretary of Transformative Learning Systems, Inc., and that the foregoing bylaws constitute the bylaws of the Corporation. These bylaws were duly adopted at a meeting of the Board of Directors held on August 21, 1997.

---

Jerrie S. Cleaver, Secretary  
Transformative Learning Systems



# The State of Texas

Secretary of State  
JULY 29, 1997

MARY V. ALFRED  
7127 CREEK PLACE DR  
KILLEEN, TX 76542

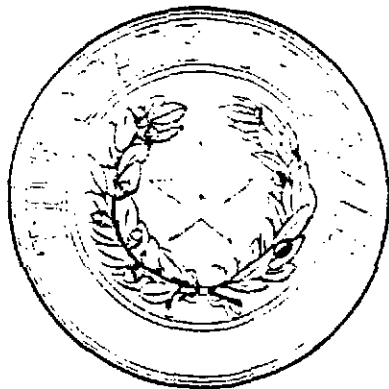
RE:  
TRANSFORMATIVE LEARNING SYSTEMS  
CHARTER NUMBER 01454595-01

IT HAS BEEN OUR PLEASURE TO APPROVE AND PLACE ON RECORD THE ARTICLES OF INCORPORATION THAT CREATED YOUR CORPORATION. WE EXTEND OUR BEST WISHES FOR SUCCESS IN YOUR NEW VENTURE.


AS A CORPORATION, YOU ARE SUBJECT TO STATE TAX LAWS. SOME NON-PROFIT CORPORATIONS ARE EXEMPT FROM THE PAYMENT OF FRANCHISE TAXES AND MAY ALSO BE EXEMPT FROM THE PAYMENT OF SALES AND USE TAX ON THE PURCHASE OF TAXABLE ITEMS. IF YOU FEEL THAT UNDER THE LAW YOUR CORPORATION IS ENTITLED TO BE EXEMPT YOU MUST APPLY TO THE COMPTROLLER OF PUBLIC ACCOUNTS FOR THE EXEMPTION. THE SECRETARY OF STATE CANNOT MAKE SUCH DETERMINATION FOR YOUR CORPORATION.

IF WE CAN BE OF FURTHER SERVICE AT ANY TIME, PLEASE LET US KNOW.

VERY TRULY YOURS,



00031

  
Antonio O. Garza, Jr., Secretary of State



The State of Texas  
Secretary of State

## CERTIFICATE OF INCORPORATION

OF

TRANSFORMATIVE LEARNING SYSTEMS  
CHARTER NUMBER 01454595

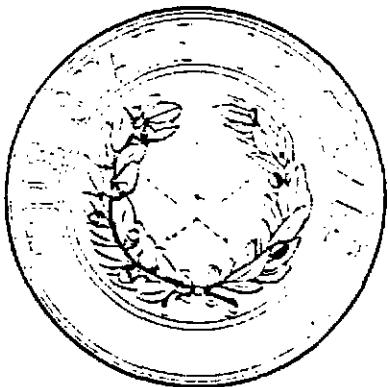
THE UNDERSIGNED, AS SECRETARY OF STATE OF THE STATE OF TEXAS,  
HEREBY CERTIFIES THAT THE ATTACHED ARTICLES OF INCORPORATION FOR THE  
ABOVE NAMED CORPORATION HAVE BEEN RECEIVED IN THIS OFFICE AND ARE  
FOUND TO CONFORM TO LAW.

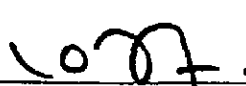
ACCORDINGLY, THE UNDERSIGNED, AS SECRETARY OF STATE, AND BY VIRTUE  
OF THE AUTHORITY VESTED IN THE SECRETARY BY LAW, HEREBY ISSUES THIS  
CERTIFICATE OF INCORPORATION.

ISSUANCE OF THIS CERTIFICATE OF INCORPORATION DOES NOT AUTHORIZE  
THE USE OF A CORPORATE NAME IN THIS STATE IN VIOLATION OF THE RIGHTS OF  
ANOTHER UNDER THE FEDERAL TRADEMARK ACT OF 1946, THE TEXAS TRADEMARK LAW,  
THE ASSUMED BUSINESS OR PROFESSIONAL NAME ACT OR THE COMMON LAW.

DATED JULY 28, 1997

EFFECTIVE JULY 28, 1997



  
Antonio O. Garza, Jr., Secretary of State

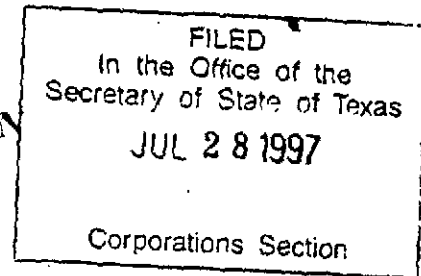
00032



ARTICLES OF INCORPORATION

OF

TRANSFORMATIVE LEARNING SYSTEMS



I, the undersigned, natural person over the age of eighteen (18), acting as an incorporator, adopt the following articles of incorporation of Transformative Learning Systems (referred to as the "corporation") under the Texas Non-Profit Corporation Act.

ARTICLE 1 - NAME

The name of this corporation is Transformative Learning Systems.

ARTICLE II - NONPROFIT CORPORATION

The corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. Upon dissolution, all of the Corporation's assets shall be distributed to the State of Texas or an organization exempt from taxes under the Internal Revenue Code Section 501(c)(3) for one or more purposes that are exempt under the Texas Franchise tax.

ARTICLE III - PURPOSE

A. The specific purpose of this corporation is to provide educational programs and activities ranging from Pre-K to adult education. It is organized exclusively for public educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code.

B. No substantial part of the activities of this corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate or intervene in any political campaign on behalf of any candidate for public office.

C. Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal income tax under Section 501(c)(3) of the Internal Revenue Code.

ARTICLE IV - DURATION

The corporation shall continue for a perpetual duration.

ARTICLE V - LOCATION

The name and address in the state of Texas of this corporation's initial agent for service of process is Dr. Mary V. Alfred, Registered Agent, also serving as Chief Operating Officer, 7127 Creek Place Drive, Killeen, TX 76542.

ARTICLE VI - REVENUE

No part of the earnings of the corporation shall inure to the benefit of, or be distributable to its members, trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article III hereof.

ARTICLE VII - BOARD OF DIRECTORS

The initial Board of Directors shall consist of three persons. The number of directors may be increased by adoption. The initial board of directors shall consist of the following persons.

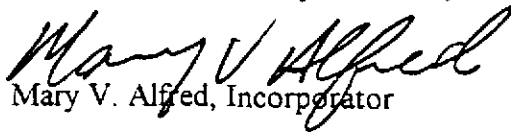
Name of Director	Street Address
Mrs. Elva Chase	2501 Schulze, Killeen, TX 76542
Mrs. Jerrie Cleaver	1000 Boulder Run, Harker Heights, TX 76547
Mr. Daryll Holmes	P. O. Box 11415, Killeen, TX 76547

ARTICLE VIII - AMMENDMENTS

All proposed ammendments to the Articles of Incorporation shall be submitted in writing to the Chief Operating Officer not less than thirty days before the next succeeding meeting. Adoption of ammendments to the Articles of Incorporation shall require the affirmative vote of a simple majority of the present Board of Directors.

ARTICLE XIV

The name and address of the incorporator for TRANSFORMATIVE LEARNING SYSTEMS is Dr. Mary V. Alfred, 7127 Creek Place Drive, Killeen, TX 76542.

  
Mary V. Alfred, Incorporator

July 16, 1997

INTERNAL REVENUE SERVICE  
DISTRICT DIRECTOR  
P. O. BOX 2508  
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: **DEC 17 1997**

Employer Identification Number:  
74-2846201

DLN:  
17053269056007

TRANSFORMATIVE LEARNING SYSTEMS  
C/O MARY V ALFRED  
7127 CREEK PLACE DR  
KILLEEN, TX 76542-9617

Contact Person:  
D. A. DOWNING  
Contact Telephone Number:  
(513) 241-5199

Accounting Period Ending:  
December

Form 990 Required:  
Yes

Addendum Applies:  
No

Dear Applicant:

Based on information supplied, and assuming your operations will be as stated in your application for recognition of exemption, we have determined you are exempt from federal income tax under section 501(a) of the Internal Revenue Code as an organization described in section 501(c)(3).

We have further determined that you are not a private foundation within the meaning of section 509(a) of the Code, because you are an organization described in sections 509(a)(1) and 170(b)(1)(A)(ii).

If your sources of support, or your purposes, character, or method of operation change, please let us know so we can consider the effect of the change on your exempt status and foundation status. In the case of an amendment to your organizational document or bylaws, please send us a copy of the amended document or bylaws. Also, you should inform us of all changes in your name or address.

As of January 1, 1984, you are liable for taxes under the Federal Insurance Contributions Act (social security taxes) on remuneration of \$100 or more you pay to each of your employees during a calendar year. You are not liable for the tax imposed under the Federal Unemployment Tax Act (FUTA).

Since you are not a private foundation, you are not subject to the excise taxes under Chapter 42 of the Code. However, if you are involved in an excess benefit transaction, that transaction might be subject to the excise taxes of section 4958. Additionally, you are not automatically exempt from other federal excise taxes. If you have any questions about excise, employment, or other federal taxes, please contact your key district office.

Grantors and contributors may rely on this determination unless the Internal Revenue Service publishes notice to the contrary. However, if you lose your section 509(a)(1) status, a grantor or contributor may not rely on this determination if he or she was in part responsible for, or was aware of, the act or failure to act, or the substantial or material change on the part of the organization that resulted in your loss of such status, or if he or she acquired knowledge that the Internal Revenue Service had given notice that you would no longer be classified as a section 509(a)(1) organization.

00035

TRANSFORMATIVE LEARNING SYSTEMS

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for federal estate and gift tax purposes if they meet the applicable provisions of Code sections 2055, 2106, and 2522.

Contribution deductions are allowable to donors only to the extent that their contributions are gifts, with no consideration received. Ticket purchases and similar payments in conjunction with fundraising events may not necessarily qualify as deductible contributions, depending on the circumstances. See Revenue Ruling 67-246, published in Cumulative Bulletin 1967-2, on page 104, which sets forth guidelines regarding the deductibility, as charitable contributions, of payments made by taxpayers for admission to or other participation in fundraising activities for charity.

In the heading of this letter we have indicated whether you must file Form 990, Return of Organization Exempt From Income Tax. If Yes is indicated, you are required to file Form 990 only if your gross receipts each year are normally more than \$25,000. However, if you receive a Form 990 package in the mail, please file the return even if you do not exceed the gross receipts test. If you are not required to file, simply attach the label provided, check the box in the heading to indicate that your annual gross receipts are normally \$25,000 or less, and sign the return.

If a return is required, it must be filed by the 15th day of the fifth month after the end of your annual accounting period. A penalty of \$20 a day is charged when a return is filed late, unless there is reasonable cause for the delay. However, the maximum penalty charged cannot exceed \$10,000 or 5 percent of your gross receipts for the year, whichever is less. For organizations with gross receipts exceeding \$1,000,000 in any year, the penalty is \$100 per day per return, unless there is reasonable cause for the delay. The maximum penalty for an organization with gross receipts exceeding \$1,000,000 shall not exceed \$50,000. This penalty may also be charged if a return is not complete, so be sure your return is complete before you file it.

You are required to make your annual return available for public inspection for three years after the return is due. You are also required to make available a copy of your exemption application, any supporting documents, and this exemption letter. Failure to make these documents available for public inspection may subject you to a penalty of \$20 per day for each day there is a failure to comply (up to a maximum of \$10,000 in the case of an annual return).

You are not required to file federal income tax returns unless you are subject to the tax on unrelated business income under section 511 of the Code. If you are subject to this tax, you must file an income tax return on Form 990-T, Exempt Organization Business Income Tax Return. In this letter we are not determining whether any of your present or proposed activities are unrelated trade or business as defined in section 513 of the Code.

00036

## TRANSFORMATIVE LEARNING SYSTEMS

You need an employer identification number even if you have no employees. If an employer identification number was not entered on your application, a number will be assigned to you and you will be advised of it. Please use that number on all returns you file and in all correspondence with the Internal Revenue Service.

If we have indicated in the heading of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

Because this letter could help resolve any questions about your exempt status and foundation status, you should keep it in your permanent records.

If you have any questions, please contact the person whose name and telephone number are shown in the heading of this letter.

Sincerely yours,

*Ellen Murphy*  
*Acting*

District Director

00037



# EXECUTIVE SUMMARY

The Secretary's Commission on Achieving Necessary Skills (SCANS) was asked to examine the demands of the workplace and whether our young people are capable of meeting those demands.

Specifically, the Commission was directed to advise the Secretary on the level of skills required to enter employment. In carrying out this charge, the Commission was asked to:

- Define the skills needed for employment;
- Propose acceptable levels of proficiency;
- Suggest effective ways to assess proficiency; and
- Develop a dissemination strategy for the nation's schools, businesses, and homes.

This report results from our discussions and meetings with business owners, public employers, unions, and workers and supervisors in shops, plants, and stores. It builds on the work of six special panels we established to examine all manner of jobs from manufacturing to government employment. We also commissioned researchers to conduct lengthy interviews with workers in a wide range of jobs.

The message to us was universal: good jobs will increasingly depend on people who can put knowledge to work. What we found was disturbing: more than half our young people leave school without the knowledge or foundation required to find and hold a good job. These young people will pay a very high price. They face the bleak prospects of dead-end work interrupted only by periods of unemployment.

Two conditions that arose in the last quarter of the 20th Century have changed the terms for our young people's entry into the world of work: the globalization of commerce and industry and the explosive growth of technology on the job. These developments have barely been reflected in how we prepare young people for work or in how many of our workplaces are organized. Schools need to do a better job and so do employers. Students and workers must work smarter. Unless they do, neither our schools, our students, nor our businesses can prosper.

SCANS research verifies that what we call *workplace know-how* defines effective job performance today. This know-how has two elements: *competencies* and a *foundation*. This report identifies five competencies and a three-part foundation of skills and personal qualities that lie at the heart of job-performance. (See pages xvii and xviii.) These eight requirements are essential preparation for all students, both those going directly to work and those planning further education. Thus, the competencies and the foundation should be taught and understood in an integrated fashion that reflects the workplace *contexts* in which they are applied.

We believe, after examining the findings of cognitive science, that the most effective way of learning skills is "in context," placing learning objectives within a real environment rather than insisting that students first learn in the abstract what they will be expected to apply.

The five SCANS competencies span the chasm between school and the workplace. Because



they are needed in workplaces dedicated to excellence, they are hallmarks of today's expert worker. And they lie behind the quality of every product and service offered on today's market.

The competencies differ from a person's technical knowledge. For example, both accountants and engineers manage resources, information, systems, and technology. They require competence in these areas even though building a bridge has little to do with balancing a set of books. But in each profession, the competencies are at least as important as technical expertise. The members of the Commission believe these competencies are applicable from the shop floor to the executive suite. In the broadest sense, the competencies represent the attributes that today's high-performance employer seeks in tomorrow's employee.

To describe how this know-how is used on the job, our report provides a series of five scenarios that portray work requirements in the context of the real world. The scenarios show that work involves a complex interplay among the five competencies we have identified and the three elements of the foundation—the basic skills, higher order thinking skills, and diligent application of personal qualities.

The scenarios make clear that tomorrow's career ladders require even the basic skills—the old 3 Rs—to take on a new meaning. First, all employees will have to read well enough to understand and interpret diagrams, directories, correspondence, manuals, records, charts, graphs, tables, and specifications. Without the ability to read a diverse set of materials, workers cannot locate the descriptive and quantitative informa-

tion needed to make decisions or to recommend courses of action. What do these reading requirements mean on the job? They might involve:

- interpreting blueprints and materials catalogues;
- dealing with letters and written policy on complaints;
- reading patients' medical records and medication instructions; and
- reading the text of technical manuals from equipment vendors.

At the same time, most jobs will call for writing skills to prepare correspondence, instructions, charts, graphs, and proposals, in order to make requests, explain, illustrate, and convince. On the job this might require:

- writing memoranda to justify resources or explain plans;
- preparing instructions for operating simple machines;
- developing a narrative to explain graphs or tables; and
- drafting suggested modifications in company procedures.

**Mathematics and computational skills** will also be essential. Virtually all employees will be required to maintain records, estimate results, use spreadsheets, or apply statistical process controls as they negotiate, identify trends, or suggest new courses of action. Most of us will not leave our mathematics behind us in school. Instead, we will find ourselves using it on the job, for example, to:

- reconcile differences between inventory and financial records;



## FIVE COMPETENCIES

**Resources:** Identifies, organizes, plans, and allocates resources

- A. *Time* – Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules
- B. *Money* – Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives
- C. *Material and Facilities* – Acquires, stores, allocates, and uses materials or space efficiently
- D. *Human Resources* – Assesses skills and distributes work accordingly, evaluates performance and provides feedback

**Interpersonal:** Works with others

- A. *Participates as Member of a Team* – contributes to group effort
- B. *Teaches Others New Skills*
- C. *Serves Clients/Customers* – works to satisfy customers' expectations
- D. *Exercises Leadership* – communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies
- E. *Negotiates* – works toward agreements involving exchange of resources, resolves divergent interests
- F. *Works with Diversity* – works well with men and women from diverse backgrounds

**Information:** Acquires and uses information

- A. *Acquires and Evaluates Information*
- B. *Organizes and Maintains Information*
- C. *Interprets and Communicates Information*
- D. *Uses Computers to Process Information*

**Systems:** Understands complex inter-relationships

- A. *Understands Systems* – knows how social, organizational, and technological systems work and operates effectively with them
- B. *Monitors and Corrects Performance* – distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems' performance and corrects malfunctions
- C. *Improves or Designs Systems* – suggests modifications to existing systems and develops new or alternative systems to improve performance

**Technology:** Works with a variety of technologies

- A. *Selects Technology* – chooses procedures, tools or equipment including computers and related technologies
- B. *Applies Technology to Task* – Understands overall intent and proper procedures for setup and operation of equipment
- C. *Maintains and Troubleshoots Equipment* – Prevents, identifies, or solves problems with equipment, including computers and other technologies





- estimate discounts on the spot while negotiating sales;
- use spreadsheet programs to monitor expenditures;
- employ statistical process control procedures to check quality; and
- project resource needs over the next planning period.

Finally, very few of us will work totally by ourselves. More and more, work involves listening carefully to clients and co-workers and clearly articulating one's own point of view. Today's

### A THREE-PART FOUNDATION

**Basic Skills:** Reads, writes, performs arithmetic and mathematical operations, listens and speaks

- A. *Reading*—locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules
- B. *Writing*—communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts
- C. *Arithmetic/Mathematics*—performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques
- D. *Listening*—receives, attends to, interprets, and responds to verbal messages and other cues
- E. *Speaking*—organizes ideas and communicates orally

**Thinking Skills:** Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons

- A. *Creative Thinking*—generates new ideas
- B. *Decision Making*—specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative
- C. *Problem Solving*—recognizes problems and devises and implements plan of action
- D. *Seeing Things in the Mind's Eye*—organizes, and processes symbols, pictures, graphs, objects, and other information
- E. *Knowing How to Learn*—uses efficient learning techniques to acquire and apply new knowledge and skills
- F. *Reasoning*—discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem

**Personal Qualities:** Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty

- A. *Responsibility*—exerts a high level of effort and perseveres towards goal attainment
- B. *Self-Esteem*—believes in own self-worth and maintains a positive view of self
- C. *Sociability*—demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings
- D. *Self-Management*—assesses self accurately, sets personal goals, monitors progress, and exhibits self-control
- E. *Integrity/Honesty*—chooses ethical courses of action



worker has to listen and speak well enough to explain schedules and procedures, communicate with customers, work in teams, understand customer concerns, describe complex systems and procedures, probe for hidden meanings, teach others, and solve problems. On the job, these skills may translate readily into:

- training new workers or explaining new schedules to a work team;
- describing plans to supervisors or clients;
- questioning customers to diagnose malfunctions; and
- answering questions from customers about post-sales service.

SCANS estimates that less than half of all young adults have achieved these reading and writing minimums; even fewer can handle the mathematics; and, schools today only indirectly address listening and speaking skills.

Defining the minimum levels of proficiency in the SCANS competencies is also a crucial part of the Commission's task. It requires judgments about the learning possible in yet-to-be designed schools. It also requires imagining what the workplaces of the year 2000 could and should look like.

Our work on these required levels of proficiency is not complete. We have examined less than a third of the jobs we intend to research. We also wish to hear what others think of our initial efforts. The insert at the top of page xx is illustrative of our initial estimates of work-ready levels of proficiency in the five competencies. Proficiency in each competency requires proficiency in the foundation. The contexts displayed come from more extensive scenarios contained in our

report. The point we wish to make is that young people leaving school should have both a sufficient foundation and level of understanding of the competencies to exhibit performances like those illustrated.

The minimums we propose will define what makes a young person ready for work at entry levels on career ladders. They represent neither the first nor last step in a process of life-long learning. Instead, the minimums will be a second step in a progression of skills acquisition. For example, consider scheduling time, part of the SCANS resources competency. A young student (at the preparatory stage) might be expected to make a schedule for him or herself. Being *work-ready* would require making a schedule for others. At the extreme, a specialist might develop schedules for an airline. (See insert at bottom of page xx.)

In September 1989 President Bush and the nation's governors agreed to six national goals in education to be achieved by the year 2000. By April 1991 a four-part strategy to attain these six goals was announced by President Bush and Secretary of Education Lamar Alexander. This report of the Secretary of Labor's Commission on Achieving Necessary Skills speaks directly to those goals and to that strategy. It defines what our young people must know and be able to do in order to hold a decent job and earn a decent living.

Our work pertains directly to National Goals #3 and #5 which state:

Goal #3 American students will leave grades four, eight, and twelve having demonstrated competency in challenging subject matter including English,



**KNOW-HOW:  
WORK-READY LEVEL OF PROFICIENCY**

COMPETENCE	EXAMPLE OF LEVEL
RESOURCES	Develop cost estimates and write proposals to justify the expense of replacing kitchen equipment. Develop schedule for equipment delivery to avoid closing restaurant. Read construction blueprints and manufacturers' installation requirements to place and install equipment in the kitchen.*
INTERPERSONAL	Participate in team training and problem-solving session with multi-cultural staff of waiters and waitresses. Focus on upcoming Saturday night when local club has reserved restaurant after midnight for party. Three people cannot work and team has to address the staffing problem and prepare for handling possible complaints about prices, food quality, or service.*
INFORMATION	Analyze statistical control charts to monitor error rate. Develop, with other team members, a way to bring performance in production line up to that of best practice in competing plants.**
SYSTEMS	As part of information analysis above, analyze painting system and suggest how improvements can be made to minimize system downtime and improve paint finish.**
TECHNOLOGY	Evaluate three new paint spray guns from the point of view of costs, health and safety, and speed. Vendors describe performance with charts and written specifications. Call vendors' representatives to clarify claims and seek the names of others using their equipment. Call and interview references before preparing a report on the spray guns and making a presentation to management.**

**PROGRESS IN ACQUIRING SKILLS**

PROFICIENCY LEVEL	PERFORMANCE BENCHMARK
PREPARATORY	Scheduling oneself
WORK-READY	Scheduling small work team
INTERMEDIATE	Scheduling a production line or substantial construction project
ADVANCED	Developing roll-out schedule for new product or production plant
SPECIALIST	Develop algorithm for scheduling airline

\*Competence as demonstrated in a service sector application.

\*\*Competence as demonstrated in a manufacturing sector application.



mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and *productive employment in our modern economy.* (emphasis added)

Goal #5 Every adult American will be literate and will *possess the knowledge and skills necessary to compete in a global economy* and exercise the rights and responsibilities of citizenship. (emphasis added)

Our report is intended to contribute to all four parts of the strategy put forth by President Bush in AMERICA 2000 as shown below.

Workforce know-how will be part of the new World Class Standards. However, defining competencies and a foundation is not enough. Schools

must teach them. Students must learn them. And, they should be assessed as part of the AMERICA 2000 agenda. Our work on these issues will continue over the coming months. Among the concrete steps SCANS will take in the future are efforts to:

- examine how to create an assessment system that helps students understand what they have to learn and certifies that they have mastered the competencies so that employers and colleges will honor their record of high school performance;
- consider the implications of the SCANS findings for curriculum development, school organization, teacher training, and instructional materials and technology; and
- help the Administration establish the public-private partnership called for in the education strategy, "AMERICA 2000."

The President of the United States has encouraged all of us to become revolutionaries in the cause of education. For over 200 years

### EXCERPTS FROM AMERICA 2000's FOUR-PART STRATEGY<sup>1</sup>

#### Part 1.

*"For Today's Students: Better and More Accountable Schools – World Class Standards: . . . These standards will incorporate both knowledge and skills, to ensure that, when they leave school, young Americans are prepared for further study and the work force."*

#### Part 2.

*"For Tomorrow's Students: A New Generation of American Schools. New American Schools: help communities create schools that will reach the national education goals, including World Class Standards."*

#### Part 3.

*"For the Rest of Us (Yesterday's Students/Today's Work Force): A Nation of Students – Private-Sector Skills and Standards: Business and labor will be asked . . . to establish job-related skill standards, built around core proficiencies. . . ."*

#### Part 4.

*"Communities Where Learning Can Happen." AMERICA 2000 Communities. The president is challenging every city, town, and neighborhood . . . to adopt the six national education goals . . . [and] develop a report card for measuring progress."*

<sup>1</sup>The White House, April 18, 1991.



Americans have worked to make education part of their national vision, indispensable to democracy and to individual freedom. For at least the last 40 years, we have worked to further the ideal of equity—for minority Americans, for the disabled, and for immigrants. With that work still incomplete, we are called to still another

revolution—to create an entire people trained to think and equipped with the know-how to make their knowledge productive.

This new revolution is no less exciting or challenging than those we have already completed. Nor is its outcome more certain. All that is certain is that we must begin.

# American Preparatory Institute

## Competency-Based Curriculum

for

1997 - 1998

### High School Diploma Program (EE)

#### Mathematics

MATH 103	Mathematics of Money (EE)	MATH 107	Pre-Algebra (EE)
MATH 104	Informal Geometry (EE)	MATH 108	Algebra I (EE)
MATH 104G	Geometry (EE)	MATH 109	Algebra II (EE)

#### Communications

COMM 206	Reading Improvement (EE)	COMM 323	English III (EE)
COMM 311	Creative Writing (EE) (½ Credit)	COMM 324	English IV (EE)
COMM 312	Practical Writing (EE) (½ Credit)	COMM 331	English as a Second Language (EE)
COMM 313	Technical Writing (EE) (½ Credit)	COMM 341	Spanish I (EE)
COMM 321	English I (EE)	COMM 342	Spanish II (EE)**
COMM 322	English II (EE)	COMM 351	Speech I (EE)**

#### Science & Health

SCIE 402	Biological Science (EE)	SCIE 407	Physical Science (EE)
SCIE 403	Health (EE) (½ Credit)	SCIE 408	Environmental Science (EE)
SCIE 406	Physics (EE)**	SCIE 409	Horticulture (EE)

#### Social Studies & Economics

SOCS 501	World Geography (EE)	SOCS 510	Oklahoma History (EE)
SOCS 503	U.S. Government (EE) (½ Credit)	SOCS 520	Psychology (EE) (½ Credit)**
SOCS 508	U.S. History (EE)	SOCS 521	Sociology (EE) (½ Credit)***
SOCS 509	World History (EE)	ECON 702	Economics (Free Enterprise) (EE) (½ Credit)

#### Electives

CHDV 703	Parenting & Child Development (EE)	ELEC 806	Individual & Family Living (EE) (½ Credit)
FINA 708	Music History/Appreciation (EE)	ELEC 807	Interior Designs (EE) (½ Credit)
FINA 709	Art History/Appreciation (EE)	ELEC 808	Home Management (EE) (½ Credit)
ELEC 801	Keyboarding/Word Processing (EE) (½ Credit)	ELEC 809	Food Prod., Mgmt. & Serv. (EE) (2 Credits)**
ELEC 802	Business Computer Applications (EE)		

### Junior High School Program (EE)

#### Seventh Grade

MATH 7101	Mathematics (EE)
COMM 7201	Reading (EE)
COMM 7301	English Language Arts (EE)
SCIE 7401	Science I (EE)
SOCS 7501	Texas History & Geography (EE)
ELEC 7801	Life Management Skills (EE) (½ Credit)**

#### Eighth Grade

MATH 8101	Mathematics (EE)
COMM 8201	Reading (EE)
COMM 8301	English Language Arts (EE)
SCIE 8401	Science II (EE)
SOCS 8501	U.S. History & Citizenship (EE)
ELEC 8801	Career Investigation (EE) (½ Credit)

### General Educational Development Program (NC)

MATH 105	Developmental Mathematics (NC)	COMM 301	Fundamentals of Communication (NC)
COMM 205	Developmental Reading (NC)		

### Basic Academic Skills Program (ABE, Pre-GED) (NC)

MATH 110	Basic Mathematics I (NC)	COMM 204	Basic Reading II (NC)**
MATH 111	Basic Mathematics II (NC)	COMM 212	Reading Essentials I & II (NC)
COMM 203	Basic Reading I (NC)**		

\*\* Under revision  
\*\*\* Under development  
To be developed

EE Essential Elements  
NC Non-credit

**Competency Statements Enabling Objectives  
for MATH 104G  
(Geometry)**

**MODULE 1—BASIC TERMS OF GEOMETRY**

Name and give examples of points, lines, and planes. Use these terms to define segment, midpoint, angle, bisector of a segment, bisector of an angle, right angle, acute angle, obtuse angle, complementary and supplementary angles, collinear and coplanar points, postulates involving lines, planes and measurement, and use a rule and protractor for measurement.

Understand point, line, and plane; draw sketches of each.

Use undefined terms to define other terms in geometry. Use symbols for lines, segments, and rays.

State and apply postulates about points, lines and planes.

Apply measurement postulates; define and find bisectors and midpoints.

Identify parts of an angle; apply postulates relative to angles and angle measurement.

Recognize special pairs of angles; apply concepts relating to complementary and supplementary angles.

**MODULE 2—REASONING**

Use inductive reasoning to discover mathematical relationships; recognize real world applications of inductive reasoning; and recognize hypothesis and conclusion and their uses in deductive arguments.

Use inductive reasoning to discover mathematical relationships; recognize real world applications of inductive reasoning; understand the meaning of conjecture.

Identify the hypothesis and conclusion of a conditional; write statements in "if-then" form; use counterexamples.

Use affirming the hypothesis to draw conclusions; use the Transitive Property for conditionals and affirming the hypothesis with deductive arguments.

Write the converse, the inverse, and the contrapositive of a conditional.

Answer the question "why" following an "if-then" statement.

**Competency Statements Enabling Objectives, page 2****MODULE 3—INTRODUCTION TO PROOF**

Write missing statements and reasons for a given proof; draw and label a diagram; write in terms of the diagram; order the steps of a proof; and learn theorems that can be used in proof.

Write missing statements and reasons for a given proof.

Draw and label a diagram; write the Given in terms of the diagram.

Order the steps of a proof; learn theorems that can be used in proof.

**MODULE 4—PARALLEL AND PERPENDICULAR LINES AND PLANES**

Use postulates and theorems about parallel lines and the different kinds of angles formed with a transversal of the given lines.

Use postulates concerning corresponding angles and theorems about parallel lines with perpendicular transversals.

Use theorems about parallel lines, alternate interior angles, and interior angles on the same side of the transversal.

Use theorems about parallels and perpendiculars to a given line through a given point. Use theorems about parallel planes and about lines perpendicular to planes.

**MODULE 5—TRIANGLES**

Identify various triangles named by lengths of sides or measurements of angles; learn the congruency theorems of triangles and apply this knowledge to given situations.

Identify triangles according to sides and according to angles; use theorems about the sum of the measures of the angles of a triangle.

Recognize congruent triangles; identify the corresponding parts of congruent triangles; use the SSS, SAS, and ASA congruence postulates to prove triangles congruent.



**Competency Statements Enabling Objectives, page 3**

Use the AAS Congruence Theorem to prove triangles congruent; use the AAS Theorem, the SAS Postulate, and the ASA Postulate to prove right triangles congruent; use congruent triangles to prove segments or angles equal and to prove lines parallel or perpendicular.

Identify the corresponding parts of overlapping congruent triangles; prove overlapping triangles congruent; use the Isosceles Triangle Theorem; use the HL Theorem to prove right triangles congruent.

Recognize and apply inequalities in one triangle or a pair of triangles; apply the Triangle Inequality Theorem.

**MODULE 6—POLYGONS**

Name and classify polygons; state and apply theorems concerning parallelograms to special cases (rectangles, squares, rhombuses); apply theorems relating to trapezoids; and use theorems to solve real world problems.

Name and classify polygons according to their number of sides and the characteristics of sides and angles; find the sum of the measures of the interior as well as the exterior angles of a convex polygon.

State and apply theorems concerning the properties of parallelograms; state and apply theorems that prove a given quadrilateral is a parallelogram.

State and apply theorems that prove a quadrilateral is a parallelogram.

State and apply theorems concerning the properties of rectangles, rhombuses, and squares.

Use the properties of parallelograms to establish geometric relationships for triangles and parallel lines.

State and apply theorems relating to the properties of trapezoids.

**MODULE 7—SIMILARITY**

Define ratio and proportions; apply definition to similar polygon resulting in similarity postulates and theorems; and solve problems using similar figures.

Use ratios and proportions to solve problems; write a proportion in different forms.

Recognize and apply the properties of similar polygons, using ratios and proportions.

## Competency Statements Enabling Objectives, page 4

Apply the AA Similarity Postulate to prove that triangles are similar; use similar triangles to prove that parallel lines divide certain segments proportionally; apply this property to find unknown lengths.

Apply the SAS and SSS similarity theorems to prove that triangles are similar. Apply ratios to the lengths of altitudes, angle bisector and medians in similar triangles; solve problems using similar figures.

### MODULE 8—RIGHT TRIANGLES

Apply ideas of similarity and geometric mean to right triangles; state and apply the Pythagorean Theorem and its converse, especially to 30-60-90 and 45-45-90 triangles; identify and evaluate three trigonometric functions of sine, cosine, and tangent; and apply trigonometry to solve indirect measurement problems.

Apply the ideas of similarity and geometric mean to right triangles.

State and apply the Pythagorean Theorem and its converse.

Determine the length of two sides of a 30-60-90 or a 45-45-90 triangle when the length of the third side is known.

Identify and evaluate the tangent, sine, and cosine ratios for an acute angle of a right triangle.

Use a table of trigonometric ratios to find the measure of an angle or a ratio for a given angle; use the trigonometric ratios to solve indirect measurement problems.

### MODULE 9—CIRCLES

Define a circle, a sphere, and terms related to them; apply theorems that relate to these given terms, including radius, diameter, tangent, chord, and secants; use to solve application problems.

Define a circle, a sphere, and terms related to them.

Apply theorems that relate to tangents.

Apply the theorems about the chords of a circle; recognize circumscribed and inscribed polygons and circles.

Apply the properties involving arcs and central angles of a circle.

**Competency Statements Enabling Objectives, page 5**

Recognize inscribed angles and other angles with vertices on circles; use theorems involving such angles.

Use theorems involving angles with vertices not on circles and segments formed by chords, secants, and tangents.

**MODULE 10—AREAS OF PLANE FIGURES**

State and use basic postulates for area of polygonal regions, specifically parallelograms, triangles, trapezoids, and circles; find perimeter of polygons and circumferences of circles. Use formulas to find the arc length and areas of sectors of a circle.

State and use basic postulates for area of polygonal regions.

Apply theorems concerning the areas of parallelograms and triangles.

Apply theorems concerning the area of regions enclosed by trapezoids and rhombuses.

Apply theorems concerning areas of similar polygons.

Use formulas to find the areas of regular polygons.

Use formulas to find the circumference and areas of circles and the arc lengths and areas of sectors of a circle.

**MODULE 11—VOLUME**

Identify the parts of a prism, specifically a cylinder, a cone, a sphere, and a pyramid; given formulas, find the lateral area, total area, and volume of the stated 3-D figures.

Identify the parts of prisms; find the lateral area, total area and volume of a prism.

Identify the parts of a pyramid; find the lateral area, total area, and volume of a pyramid.

Identify the parts of a cylinder and cone; find the lateral area, total area, and volume of a cylinder and cone.

Identify terms relating to a sphere; calculate the surface area and volume of a sphere.

**Competency Statements Enabling Objectives  
for MATH 107  
(Pre-algebra)**

**MODULE 1—WHOLE NUMBERS**

Solves practical problems involving operations with whole numbers.

Read and write whole numbers.

Define the following terms: addend, sum, minuend, subtrahend, difference, factor, product, divisor, dividend, and quotient.

Add, subtract, multiply, and divide whole numbers.

Solve word problems involving whole numbers.

**MODULE 2—FRACTIONS**

Solves practical problems involving operations with fractional numbers.

Identify and/or define the following: numerator, denominator, proper fraction, unit fraction, improper fraction, and mixed number.

Change the form of fractions by (a) finding equivalent fractions, (b) reducing (simplifying) fractions, (c) raising a fraction to a higher term, (d) converting improper fractions to mixed numbers, and (e) converting mixed numbers to improper fractions.

Add fractions.

Subtract fractions.

Multiply fractions.

Divide fractions.

Solve word problems involving fractions.

**MODULE 3—DECIMALS**

Solves practical problems involving operations with decimal numbers.

Read and write decimal numbers.

Compare and order decimal numbers.

Add and subtract decimal numbers.

**Competency Statements Enabling Objectives, page 2**

Round decimals.  
Multiply and divide decimal numbers.  
Convert fractions and decimals.  
Solve word problems involving decimals.

**MODULE 4—FACTORS, MULTIPLES, AND SCIENTIFIC NOTATION**

Finds GCF (Greatest Common Factor) and LCM (Least Common Multiple) and uses scientific notation.

Define and identify prime and composite numbers.  
Factor a number as a product of prime numbers.  
Find the Greatest Common Factor.  
Find the Least Common Multiple.  
Use GCF and LCM with fractions.  
Use scientific notation.

**MODULE 5—COMPARISON OF THE ENGLISH AND METRIC SYSTEM**

Converts metric measurements to the English (customary) system and vice versa.

Estimate the corresponding measurement in one system given the measurement in the other system.  
Use the conversion factors to convert measurements from one system to the other.  
Use formulas to convert temperature readings from Fahrenheit to Celsius and vice versa.  
Convert metric measurements to the English system and vice versa.

**MODULE 6—IDENTIFICATION OF GEOMETRIC FIGURES**

Identifies geometric figures and uses relationships among them to solve problems.

Identify and/or describe the following: a) point, b) ray, c) line, d) line segment, e) angle, f) intersecting lines, g) perpendicular lines, h) parallel lines, i) plane, and j) skew lines.  
Characterize angles as being acute, right, obtuse, straight, or reflex and find angle measures by direct and indirect methods.

**Competency Statements Enabling Objectives, page 3**

Identify the angles formed by parallel lines cut by a transversal and compute measurements of each if one is given.

Identify various polygons and solve problems relating to side and angle measure.

Identify the parts of a circle.

Identify three-dimensional figures commonly encountered in daily situations.

**MODULE 7—PERIMETER**

Calculates perimeter and solve applied problems involving both English and metric units.

Use knowledge of perimeter to calculate the perimeter of polygons.

Find an unknown side if the perimeter and all other sides are known.

Use knowledge of circumference to calculate the circumference of circles and parts of circles.

Find the radius and diameter if the circumference is known.

Calculate the perimeter of combined figures.

Solve word problems involving perimeter and circumference.

**MODULE 8—AREA**

Calculates area and surface area and solve applied problems involving both English and metric units.

Convert from one square unit of measurement in a system to another.

Calculate the area of a parallelogram, rectangle, square, and rhombus.

Calculate the area of a triangle.

Calculate the area of a trapezoid.

Calculate the area of a circle.

Calculate the area of combined figures.

Calculate surface area of rectangular solids.

Solve word problems involving area and surface area.

**Competency Statements Enabling Objectives, page 4****MODULE 9—VOLUME**

Calculates volume and solves applied problems involving both English and metric units.

- Define volume.
- Calculate the volume of a prism.
- Calculate the volume of a pyramid.
- Calculate the volume of a cylinder.
- Calculate the volume of a cone.
- Calculate the volume of a sphere.
- Calculate the volume of combined figures.
- Solve word problems involving volume.

**MODULE 10—SIMILAR FIGURES**

Determines length and distance by using corresponding sides of similar figures.

- Solve ratio and proportion problems.
- Set up and solve a proportion for unknown dimensions for two given similar figures.
- Interpret word problems in order to draw a diagram illustrating the situation and set up and solve a proportion to determine the unknown dimensions in the problem.
- Use the isosceles right triangle method to make indirect measurements.
- Use the relationships between corresponding sides of similar figures to solve problems.

**MODULE 11—PYTHAGOREAN THEOREM**

Determines measurements by using the Pythagorean Theorem.

- Compute powers and roots of numbers.
- Use the Pythagorean Theorem to find the length of the third side of a right triangle.
- Solve word problems by using the Pythagorean Theorem.
- Determine measurements by using the Pythagorean Theorem.

**Competency Statements Enabling Objectives, page 5****MODULE 12—DIRECTED NUMBERS**

Simplifies and/or solves problems involving directed numbers.

Translate words or statements into directed numbers and vice versa and compare directed numbers.

Determine absolute values.

Add directed numbers.

Subtract directed numbers.

Multiply directed numbers.

Divide directed numbers.

Simplify and/or solve problems involving directed numbers.

**MODULE 13—LANGUAGE OF ALGEBRA**

Writes and evaluates algebraic expressions and formulas.

Define variable and algebraic expression and write algebraic expressions from a given word statement.

Define term, constant, and numerical coefficient and identify and combine like terms in an algebraic expression.

Evaluate algebraic expressions when given values for the variables.

Write and evaluate algebraic expressions and formulas.

**MODULE 14—SOLVING EQUATIONS**

Solves algebraic equations in one variable.

Identify these terms: (a) equation, (b) variable, (c) open sentence, (d) root, and (e) solution.

Identify these number properties: (a) Commutative Property of Addition, (b) Commutative Property of Multiplication, (c) Associative Property of Addition, (d) Associative Property of Multiplication, (e) Distributive Property, (f) Additive Identity, (g) Multiplicative Identity, (h) Additive Inverse, (i) Multiplicative Inverse, (j) Properties of Zero, and (k) Property of One.

Identify inverse operations.

Solve equations using addition and subtraction.

Solve equations requiring more than one step.



**Competency Statements Enabling Objectives, page 6**

Solve equations requiring the combination of like terms.  
Solve equations requiring the removal of parentheses.  
Solve algebraic equations in one variable.

**MODULE 15—ORDERED PAIRS AND GRAPHING**

Graphs linear equations and uses graphs to determine the solution of simultaneous equations.

Determine the coordinates of points shown on a graph and plot points on a graph.  
Find the distance between points on a graph.  
Graph linear equations.  
Determine the slope of a given linear equation.  
Determine the solution of simultaneous equations by graphing.  
Graph linear equations and use graphs to determine the solution of simultaneous equations.

**MODULE 16—RATIO AND PROPORTION**

Uses ratio and proportion to solve practical application problems.

Write ratios from information provided.  
Solve proportions for the unknown term.  
Use ratio and proportion to solve word problems.

**MODULE 17—PERCENTS**

Solves practical problems involving operations with percentages.

Convert percents, decimals, and fractions, from one form to another.  
Solve basic percent problems.  
Solve word problems involving percents.  
Solve word problems involving computation of interest.

**Competency Statements Enabling Objectives, page 7****MODULE 18—USING EQUATIONS TO SOLVE WORD PROBLEMS**

Solves word problems by using algebraic equations.

Identify and apply in order the steps for solving mathematical problems.

Write algebraic equations from a given word statement.

Solve general word problems by using equations.

Solve consecutive integer word problems using equations.

Solve age word problems by using equations.

Solve money and mixture word problems by using equations.

Solve motion word problems by using equations.

Solve word problems by using equations.

**MODULE 19—BASIC STATISTICS**

Determines the mean, median, and mode of a given set of data, and makes a histogram and frequency polygon.

Define these terms: (a) statistics, (b) data, (c) central tendency, (d) arithmetic mean, (e) median, (f) mode, and (g) range.

Compute the arithmetic mean of a given set of data.

Determine the mode of a given set of data.

Determine the median of a given set of data.

Construct a histogram and a frequency polygon.

Determine the mean, mode, and median of a given set of data.

**MODULE 20—PROBABILITY**

Computes probabilities with simple, compound, and dependent events.

Determine probability of a single event.

Use the two basic counting methods: Tree Diagram and Multiplication Method.

Determine probabilities with compound events.

Use factorials to compute probabilities with dependent events.

Compute probabilities with simple, compound, and dependent events.

**Competency Statements Enabling Objectives  
for MATH 108  
(Algebra I)**

**MODULE 1—INTRODUCTION TO ALGEBRA**

Perform operations with directed numbers, applying the correct order of operations when appropriate, and write, simplify, and/or evaluate algebraic expressions.

- Number systems and properties.
- Graphing real numbers.
- Operations of directed numbers.
- Order of operations.
- Properties of real numbers.
- Simplifying and evaluating algebraic expressions.

**MODULE 2—LINEAR EQUATIONS I**

Solve linear equations and use linear equations to solve word problems.

- Terminology.
- Solving one-step equations.
- Solving multi-step equations.
- Reading and writing inequalities.
- Solving inequalities in one variable.

**MODULE 3—LINEAR EQUATIONS II**

Solve linear equations and use linear equations to solve word problems.

- Word problems.
- Equations.

**Competency Statements Enabling Objectives, page 2****MODULE 4—COORDINATE GEOMETRY I**

Graph points, lines, equations, and geometric figures on the coordinate plane and determine relationships formed.

Coordinate plane.  
Relations.  
Graph of the equation.

**MODULE 5—COORDINATE GEOMETRY II**

Determine slope, write equations in slope-intercept form and graph the equations, and determine the equation on a line.

Slope.  
Slope-intercept form.  
Determining an equation of a line.

**MODULE 6—SYSTEMS OF EQUATIONS**

Solve systems of equations by graphing, addition, and substitution methods and apply them in problem-solving situations.

Solving simultaneous equations by graphing.  
Solving simultaneous equations using the addition and substitution methods.  
Problem solving.

**MODULE 7—POLYNOMIALS**

Perform addition, subtraction, multiplication, and division of polynomials.

Facts about monomials and polynomials.  
Monomials.  
Addition and subtraction of polynomials.  
Multiplication of polynomials.  
Squaring and multiplying of binomials.  
Divisions of polynomials.

**Competency Statements Enabling Objectives, page 3**

**MODULE 8—FACTORING**

Determine whether a polynomial is factorable and factor it, if possible.

- Using prime and composite numbers.
- Factoring monomials.
- Use factor by grouping polynomials.
- Factor special cases of polynomials.

**MODULE 9—RATIONAL EXPRESSIONS**

Use the rules of rational numbers to simplify, add, subtract, multiply, and divide rational expressions and ratio and proportion to solve practical application problems.

- Review rational numbers.
- Review the multiplication and division of rational numbers.
- Find the least common denominator using rational expressions.
- Add and Subtract rational expressions.
- Work word problems using rational expressions.

**MODULE 10—EXPONENTS AND RADICALS**

Apply the rules of exponents and radicals to perform operations on expressions involving exponents, radicals, and scientific notation.

- Understand exponents.
- Use powers of ten.
- Learn the use of scientific notation.
- Determine the signs and uses of square and square roots.
- Understand the radical sign, index, and other roots.

**Competency Statements Enabling Objectives, page 4**

**MODULE 11—QUADRATIC EQUATIONS**

Introduce quadratic equations and their solutions by means of extracting the root, quadratic formula, graphing, factoring, and completing the square. Also, apply quadratic equations in problem solving.

Learn the standard form of quadratic equations.

Applications of the quadratic equation.

Learn how to extract the roots and complete the square in solutions by other methods.

**Competency Statements Enabling Objectives  
for MATH 109  
(Algebra II)**

**MODULE 1—REVIEW OF THE REAL NUMBER SYSTEM**

Perform operations with real numbers, to include simplifying and evaluating expressions and solving equations, inequalities, and absolute values in one variable.

Graph real numbers on a number line, compare numbers, find absolute values, and perform operations on real numbers.

Use the properties of real numbers to solve equations in one variable.

Solve inequalities and absolute values in one variable.

**MODULE 2—SYSTEM OF EQUATIONS AND INEQUALITIES**

Use graphs, substitution, linear-combination, augmented matrices, and determinants to solve systems of linear equations in two or more variables; solve systems of inequalities by graphing; and use linear-programming techniques to determine optimal situations for a given set of constraints.

Graph linear equations and inequalities and determine the equation of a line from a graph.

Use graphing, substitution, and/or addition-subtraction (linear combination) methods to solve systems of equations in two variables.

Solve systems of three linear equations in three variables.

Solve systems of inequalities and use linear programming to solve real-world problem situations.

**MODULE 3—OPERATIONS WITH POLYNOMIALS**

Perform operations of addition, subtraction, multiplication, and division on polynomials, factor second-degree and higher-order polynomials, and solve polynomial equations.

Add, subtract, multiply, and divide polynomials.

Determine whether a polynomial is factorable and factor it, if possible.

Solve polynomial equations and functions and solve problems using polynomial equations.

**Competency Statements Enabling Objectives, page 2****MODULE 4—RATIONAL EXPRESSIONS AND FUNCTIONS**

Perform operations on rational expression and solve problems involving rational expressions.

Simplify rational expressions and graph rational functions.

Perform addition, subtraction, multiplication and division of rational expressions.

Simplify complex fractions.

Solve rational formulas and equations.

**MODULE 5—IRRATIONAL AND COMPLEX NUMBERS**

Perform operations with radicals, irrational and complex numbers.

Perform operations with radicals.

Solve equations involving radicals.

Perform operations with complex numbers.

**MODULE 6—QUADRATIC FUNCTIONS AND EQUATIONS**

Determine the nature of the roots of quadratic equations and solve quadratic equations; and analyze quadratic functions, draw their graphs, and find minimum and maximum values.

Solve quadratic equations by completing the square.

Develop and use the quadratic formula to solve quadratic equations.

Graph quadratic functions and equations and write quadratic equations from their graphs.

Determine the minimum or maximum value of a quadratic function and solve problems involving quadratic equations.

**MODULE 7—QUADRATIC RELATIONS**

Analyze an equation to determine the type of conic section it represents and graph the conic, write an equation that satisfies given characteristics of a conic, and use geometric and algebraic methods to solve quadratic systems.



**Competency Statements Enabling Objectives, page 3**

Derive and apply the distance and midpoint formulas.

Use the relationships between the focus, directrix, vertex, and axis to determine the equation of a parabola and to graph its curve.

Write the equation of a circle in standard form and graph the circle.

Write the equation of an ellipse in standard form and graph the ellipse.

Write the equation of a hyperbola in standard form and graph the hyperbola.

Use algebraic and geometric methods to solve quadratic (second-degree) systems.

**MODULE 8—POLYNOMIAL EQUATIONS**

Use algebraic and geometric methods to compute or approximate real and complex roots of higher-degree polynomial equations, and solve problems involving direct and indirect variation functions.

*Use algebraic methods to find rational, irrational, real, and complex roots of higher-degree polynomial equations.*

*Use geometric methods to approximate irrational roots of higher-degree polynomial equations.*

*Solve problems involving direct and indirect variation functions.*

**MODULE 9—EXPONENTIAL AND LOGARITHMIC FUNCTIONS**

Analyze exponential and logarithmic functions and their graphs, and solve exponential and logarithmic equations.

*Analyze exponential and natural exponential functions and their graphs.*

*Determine combinations of functions and inverse functions.*

*Analyze logarithmic functions and their graphs, and solve exponential and logarithmic equations.*

**Competency Statements Enabling Objectives, page 4****MODULE 10—SEQUENCES, SERIES, AND STATISTICS**

Evaluate sequences and series, and analyze and interpret statistical data.

- Analyze sequences to identify patterns or formulas to find additional terms.
- Find partial sums of finite arithmetic and geometric series, and find the sums of convergent geometric series.
- Use the binomial theorem to raise binomials to powers.
- Find the number of permutations and the combinations of sets of elements.
- Use generally accepted data handling techniques to analyze, interpret, and present information.

**Competency Statements Enabling Objectives  
for COMM 321  
(English I)**

**MODULE 1—THE WRITING PROCESS**

Define writing purposes, use language appropriate to audience, and define the writing process steps or stages in order to understand what is involved in the process.

Define and identify writing purpose.

Explain how audience affects written composition and identify potential audiences.

Recognize the steps involved in the writing process.

Understand the stages in the writing process within which purpose and audience are considered.

**MODULE 2—PARAGRAPHS**

Organize ideas into unified, developed, and coherent paragraphs in order to write logically and effectively.

Define terms associated with paragraph composition.

Explain the function of paragraphs.

Explain the stages of paragraph development.

Recognize topic sentences in paragraphs.

Recognize unity in paragraphs.

Recognize different methods of developing paragraphs.

Distinguish between general and specific detail.

Understand and use transitional words and phrases in paragraphs.

Review pronouns and use pronoun case appropriately in sentences to improve your writing and editing of paragraphs.

Write unified, developed and coherent paragraphs.

**MODULE 3—BASIC SENTENCES PUNCTUATION**

Use sentence end punctuation and five types of comma usage correctly in sentences.

Identify four types of sentences and their appropriate end punctuation.

Identify the use of commas in five areas of usage.

Use commas and end punctuation correctly in sentences.

## Competency Statements Enabling Objectives, page 2

### MODULE 4—INTERNAL SENTENCES PUNCTUATION

Punctuate sentences using commas, apostrophes, quotation marks, semicolons, colons, and dashes to make the meaning clear to the reader.

- Identify the uses of commas in sentences.
- Identify the uses of apostrophes in sentences.
- Identify the uses of quotation marks in sentences.
- Recognize the use of a semicolon.
- Recognize when to use a colon.
- Recognize when to use a dash.

### MODULE 5—ESSAY FORM

Given a choice of topics, use the writing process to create an essay.

- Identify and write thesis sentences.
- Plan your compositions.
- Write introductions.
- Write a supporting paragraph.
- Identify transitional devices.
- Write conclusions.
- Review verb tenses and use standard verb forms to improve your writing and editing skills.

### MODULE 6 — THE NARRATIVE ESSAY

Using the writing process, draft a first person narrative essay.

- Define narrative essay writing.
- Read and respond orally to a narrative piece.
- Identify pronouns and their antecedents and ensure that they agree in number to improve writing and editing skill.
- Use the writing process to write a narrative essay.

## Competency Statements Enabling Objectives, page 3

### MODULE 7—DESCRIPTIVE WRITING

Using the writing process and description as a mode of essay development, write a descriptive sketch.

- Define descriptive writing and write descriptive sentences
- Determine some ways to organize description.
- Respond to reading selections and identify sensory details.
- Build vocabulary to improve writing potential.
- Identify and avoid illogical shifts to tense to improve editing skills.
- Identify subjects and verbs in sentences and ensure that subjects and verbs agree in number.

### MODULE 8—PERSUASION

Using the writing process, write a persuasive letter.

- Define persuasive writing and identify two basic methods of persuasion.
- Discuss reading selections and establish the criteria for a persuasive writing assignment based on the reading selections.
- Evaluate reading selections according to criteria and establish detailed support.
- Draft and revise a persuasive letter.
- Identify and write simple, compound and complex sentences in order to edit for sentences variety and interest.

### MODULE 9—RELATIONSHIPS

Identify the cause(s) of a give effect, the effect(s) of a given action, and sequence of events; and using the writing process, write a composition using cause and effect as a development mode.

- Define sequence and arrange events in sequential order.
- Define cause and effect.
- Recognize cause and effect relationships in sentences.
- Determine an action and its effect in a paragraph.
- Identify cause and effect relationship(s) in multi-paragraph compositions and define cause and effect as a development mode.

## Competency Statements Enabling Objectives, page 4

### MODULE 10—PROCESS ANALYSIS

Using the writing process, write a process analysis and present it as an informal speech.

Define process analysis as a type of discourse.

Write a process analysis.

Review the use of modifiers, identifying and using them correctly to improve both oral and written composition.

Prepare process analysis for oral presentation.

### MODULE 11—FACT AND OPINION

Evaluate, make judgements and distinguish between fact and opinion to ensure correct interpretation of written material.

Define the terms fact and opinion.

Determine statements of fact and determine if these are verifiable.

Identify those statements which express an opinion.

Distinguish between fact and opinion.

Read written material to determine statements of fact and opinion in order to ensure correct interpretation of written material.

### MODULE 12—READING BETWEEN AND BEYOND THE LINES

Choose logical inferences to be made from a reading selection and summarize a passage by identifying its main ideas, including those that must be inferred.

Define inference and main idea.

Recognize evidence (details) which should result in logical inference and comprehension of main ideas.

Distinguish between inferences that are supported by evidence and those that are not supported by evidence.

Make logical inferences and draw conclusions based on given evidence.

**Competency Statements Enabling Objectives, page 5****MODULE 13—CONTEXT CLUES**

Use context clues to determine the meaning of an unknown word as it is used in a sentence.

Define the term context clue.

Identify an unknown word in a sentence by locating a synonym or a direct definition for that word.

Locate information given in connection with the word to determine the meaning of an unknown word.

Use clues of comparison and/or contrast to find the meaning of an unknown word.

Use context clues to determine the meaning of homographs.

**MODULE 14—POETRY**

Analyze a poem as to its meanings and impact, discussing specific details, poetic devices, and language to support the analysis.

Define narrative, lyric, and epic poetry.

Define and explain figurative language.

Define imagery and symbolism and recognize it in poetry.

Define rhythm and rhyme and recognize their function in poetry.

Define speaker and theme as they relate to poetry.

Respond to different types of poems and analyze meaning and impact brought about by some or all the elements studied.

**MODULE 15—FICTION**

Identify the characteristics of fiction by reading and discussing fictional works.

Identify common terminology use in the discussion of fiction.

Read and examine short fiction.

Write a character analysis.

## Competency Statements Enabling Objectives, page 6

### MODULE 16—DRAMA

Identify the general characteristics of drama by reading and discussing a three act play.

- Define drama and dramatic elements.
- Increase vocabulary to enhance the study of a play.
- Read and discuss Act One of a three act play.  
(*The Miracle Worker*)
- Read and discuss Act Two of a three act play.
- Read and discuss Act Three of a three act play.

### MODULE 17—NONFICTION

Identify the characteristics of nonfiction by reading and discussing works of nonfiction.

- Define nonfiction, determine different types of nonfiction, and discuss the elements of nonfiction.
- Increase vocabulary to enhance reading comprehension.
- Read a biography and answer discussion questions.
- Read a biography and answer discussion questions.
- Read real-life adventure and answer discussion questions.
- Share written discussion on nonfiction with other students and assess their ideas as compared to your own.

### MODULE 18—RESPONDING TO AND UNDERSTANDING LITERATURE

Complete a written, oral, visual, or other creative project through which you explore your own response to an understanding of a literary work.

- Express your response to and understanding of "The Necklace."
- Express your response to and understanding of "Li Chang's Million."
- Express your response to an understanding of "Three Wise Guy: Un Cuento a Navidad/A Christmas Story."
- Identify character motivation in literary works in order to help you understand and evaluate the works.
- Express a response to or understanding of a literary work through a choice of a written, oral, or other creative project.



## **Competency Statements Enabling Objectives, page 7**

### **MODULE 19—ADVENTURE IN LITERATURE**

Identify the characteristics of a good adventure story by reading and discussing an excerpt from an epic poem, a short story, and a radio drama.

Read and discuss an excerpt from an epic poem.

Read and discuss a short story.

Read and discuss a radio drama.

Enrich your reading and further your understanding of a story through research.

Discuss in writing an adventure tale.

### **MODULE 20—STUDY SKILLS**

Follow directions on a test, determine destination on a map, interpret graphs, and answer questions concerning the parts of a book.

Vary your reading rate according to your purpose for reading.

Read and following complex written directions to complete specific tasks.

Recognize the parts of a book.

Recognize the parts of a book in the back.

Use parts of a book to locate specific information.

Read and interpret graphs and charts.

### **MODULE 21—LIBRARY SKILLS**

Use the card catalog, periodicals, indexes, and reference books to locate answers to questions.

Locate in the library the card catalogs, reference materials, and periodical indexes.

Find specific information in the library card catalogs, periodical indexes, and various reference books.

**Competency Statements Enabling Objectives, page 8**

**MODULE 22—BIOGRAPHY AND RESEARCH**

Write a biography in order to demonstrate research skills, writing skills, and understanding of biography as a literary form.

Define biography.

Read, respond to, and analyze details of a biography.

Research information for a biography.

Organize and write a biography based on research.

**Competency Statements Enabling Objectives  
for COMM 322  
(English II)**

**MODULE 1—INTRODUCTION TO ENGLISH II**

Identify the elements involved in the writing process, correct subject-verb agreement, and the concept of theme in literature to help you understand that there are basic areas of communication skills to be taught and blended within the course.

Identify the major stages of the writing process.

Identify different types of writing.

Identify verbs that agree in number with their subjects.

Identify the theme of a literary selection.

Identify concepts concerning grammar, writing, and literature as an overview of the areas covered in the course.

**MODULE 2—SENTENCES, NOUNS, AND PRONOUNS**

Identify correct sentence structure, noun usage, and pronoun usage in order to make your language more effective.

Identify and correct fragments and run-ons.

Identify the correct possessive and/or plural forms of nouns in sentences.

Identify the correct pronoun case and number to be used in sentences.

Correctly choose between possessive pronouns and contractions to be used in given sentences.

Identify correct sentence structures, noun usage, and pronoun usage.

**MODULE 3—USING PARTS OF SPEECH**

Correctly use verbs, adjectives, and adverbs, and identify phrases and clauses used as adjectives and adverbs.

Recognize the correct form of the verb to use within given contexts and distinguish between action and linking verbs.

Identify and use adjectives and adverbs correctly in sentences.

Identify and correctly use phrases and clauses.

## Competency Statements Enabling Objectives, page 2

### MODULE 4—BUILDING AND ESSAY

Organize and write an expressive essay.

Define, identify, and write effective topic sentences.

Identify good thesis sentences.

Take an inventory of your interests and experiences to prepare for building an expressive essay.

Organize and write an expressive essay.

### MODULE 5—CAPITALIZATION AND PUNCTUATION

Use capital letters, end marks, commas, semicolons, colons, hyphens, dashes, quotation marks, parentheses, and underlining in a paragraph according to standard conventions.

Recognize the conventional uses of capitalization and correctly capitalize words in sentences.

Use end marks and commas to punctuate sentences.

Using semicolons, colons, hyphens, and dashes, correctly punctuate sentences.

Use quotation marks, parentheses, and underlining to punctuate sentences.

### MODULE 6—PERSUASIVE WRITING

Using the writing process, write a persuasive essay.

Perform prewriting activities for a persuasive essay.

Draft a persuasive essay.

Revise a persuasive essay.

Read and evaluate persuasive essays.

**Competency Statements Enabling Objectives, page 3**

**MODULE 7—ARRANGING AND COMBINING SENTENCES**

Arrange and combine sentences to give your writing more appeal.

- Use coordinating conjunctions to combine sentences.
- Use conjunctive adverbs and semicolons to combine sentences.
- Use subordinators to combine sentences.
- Use various means to combine sentences.

**MODULE 8—STUDY SKILLS**

Identify study skills and use the skills in preparing a written composition.

- Identify and use the parts of a book.
- Identify and use the library resources.
- Vary your reading speed and technique according to your purpose for reading.
- Use notetaking techniques.

**MODULE 9—SPELLING AND FREQUENTLY CONFUSED WORDS**

Correctly spell commonly misspelled words and correctly use commonly confused words.

- Identify and spell twenty commonly confused words.
- Identify and spell eighteen frequently confused words.
- Identify and spell twenty frequently confused words.
- Correctly spell frequently misspelled words.

**MODULE 10—INFORMATIVE WRITING**

Research, organize and write an informative report.

- Follow the steps necessary to begin a research report.
- Write a rough draft for a research project.
- Revise a research report draft.

## Competency Statements Enabling Objectives, page 4

### MODULE 11—READING SKILLS

Determine main idea and details, sequence of events, and word definitions based on context clues in order to improve your reading skills.

- Identify the main idea in a reading selection.
- Recognize relevant supporting details.
- Arrange events in a story sequentially.
- Use context clues to determine the meaning of words.

### MODULE 12—COMPREHENSION SKILLS

Derive fact and opinion, cause and effect, justified conclusions, and logical inferences from selected passages to demonstrate comprehension skills.

- Distinguish between statements of fact and those which are not.
- Identify cause and effect relationships in sentences and reading passages.
- Identify aspects of reasoning and distinguish between conclusions that are and are not logically reached.
- Draw inferences from selected reading passages.

### MODULE 13—LITERARY DEVICES

Identify literary devices used in passages taken from literary works.

- Understand why specialized techniques and literary devices are used by authors.
- Define special techniques and literary devices used by authors.

## **Competency Statements Enabling Objectives, page 5**

### **MODULE 14—POETRY**

Analyze effects and meaning in poetry.

Identify and understand elements used in poetry and strategies for reading poetry.

Use reading strategies and your knowledge of poetry elements help you understand poems.

Using your knowledge of poetry, write a poem.

### **MODULE 15—THE SHORT STORY**

Define elements of the short story, and identify elements in short stories by answering questions about them.

Define the elements of fiction.

Respond to short stories by answering questions.

Write an essay about a short story in which you discuss its elements.

### **MODULE 16—DRAMA**

Identify the characteristics of drama by reading two plays and answering both literal and interpretive questions about them.

Define various dramatic elements and understand strategy for reading drama.

Use strategies for reading drama and answer literal and interpretive questions about plays.

### **MODULE 17—THEME AND MEANING**

Answer questions related to theme in order to demonstrate your understanding of literary works.

Understand and identify theme in a short story.

Understand and identify theme in a poem.

Write an essay about the theme of a literary work.

## Competency Statements Enabling Objectives, page 6

### MODULE 18—NONFICTION

Identify the characteristics of nonfiction by answering questions about nonfiction and the nonfiction works read.

Define nonfiction and determine its purposes, forms and elements.  
Identify characteristics of nonfiction by reading and giving written responses to nonfiction.

### MODULE 19—SCIENCE FICTION

Demonstrate an understanding of the science fiction read by giving written responses to questions.

Respond to questions and write about a science fiction short story.  
Respond to questions and write about a science fiction teleplay.  
Respond to questions and write about a science fiction play.

### MODULE 20—ORAL PRESENTATION

Write a memoir and present it orally.

Perform prewriting activities.  
Prepare a draft.  
Revise a draft.  
Identify elements important to an oral presentation.



**Competency Statements Enabling Objectives  
for COMM 323  
(English III)**

**MODULE 1—EXPRESSIVE WRITING**

Define expressive writing, identify different sentence structures, and write an expressive composition, varying the sentence structure to add interest to your writing.

- Define expressive writing and write expressively
- Define, identify, and write simple, compound, and complex sentences in order to use them in your own writing.
- Write entries with an expressive purpose in a journal.
- List topics for expressive writing, write varied sentence structures, and write an expressive composition, varying its sentence structure.

**MODULE 2—COMMAS, APOSTROPHES, QUOTATION MARKS**

Punctuate sentences using commas, apostrophes, and quotation marks to assist the reader in understanding the meaning of the sentence.

- Identify the use of commas in nine areas of usage.
- Identify the use of the apostrophe.
- Identify the use of quotation marks.

**MODULE 3—SEMICOLONS, COLONS, AND HYPHENS**

Punctuate sentences using semicolons, colons, and hyphens to help the reader better understand the meaning of the sentence.

- Identify the correct use of semicolons in sentences according to the three basic rules of semicolon usage.
- Identify the correct use of colons in sentences.
- Identify the correct use of hyphens in sentences according to the five basic rules of hyphen usage.

## Competency Statements Enabling Objectives, page 2

### MODULE 4—INFORMATIVE WRITING

Write an informative composition incorporating the four basic types of sentences and using language that your audience can easily understand and which will demonstrate your understanding of informative or expository writing.

Define and identify informative, or expository writing.  
Identify, write, and recognize the four basic sentence types;  
declarative, exclamatory, imperative, and interrogative.

### MODULE 5—NOUNS, PRONOUNS, VERBS

Identify and correctly use nouns, pronouns, and verbs in written exercises.

Identify and classify nouns.  
Recognize and form the plurals and possessives of nouns.  
Define a pronoun and identify the different types of pronouns and  
their uses in written sentences.  
Recognize verbs.  
Identify and use the different verb tenses.

### MODULE 6—PERSUASIVE WRITING

Define persuasive writing and write a persuasive essay that is directed to a specific audience.

Define persuasive writing and speaking and identify its basic  
elements.  
Read and analyze a written speech on the merits of its  
persuasiveness.  
Analyze persuasion use din a written sermon and use it as a model  
for writing.

**Competency Statements Enabling Objectives, page 3**

**MODULE 7—ADJECTIVES, ADVERBS, AND PREPOSITIONS**

Identify adjectives, adverbs, and prepositions in sentences, and properly use these three parts of speech in your own sentences.

- Define and identify adjectives.
- Define and identify adverbs.
- Define and identify prepositions.

**MODULE 8—NARRATIVE WRITING**

Given a choice of topics and types of narration, write a narrative composition.

- Define narrative writing.*
- Read and respond to a short literary narrative with a third-person point of view.
- Write a reflective essay from the first-person point of view.
- Read and respond to a narrative poem.
- Draft, revise, and share entries in a diary.
- Choose a type of narration and write a narrative composition.

**MODULE 9—PROPAGANDA**

Define propaganda, list techniques of propaganda, give examples of written or spoken propaganda, and write a composition illustrating a propaganda technique.

- Define and understand four techniques associated with propaganda.
- Use the guidelines for critical listening.
- View television critically and identify techniques used to influence television viewers.
- Understand propaganda and propaganda techniques.

**Competency Statements Enabling Objectives, page 4**

**MODULE 10—FACT AND OPINION**

Evaluate and distinguish between fact and opinion to ensure correct interpretation of written material.

Define the terms fact and opinion.

Determine statement of fact and determine if these are verifiable.

Identify those statements which express an opinion.

Distinguish between fact and opinion.

**MODULE 11—CAUSE AND EFFECT**

In a given reading selection, identify actions and their causes or effects.

Define in writing the terms cause and effect.

Recognize cause and effect relationships in sentences.

Determine cause and effect in reading selections.

**MODULE 12—DEVELOPING YOUR VOCABULARY**

Identify appropriate definitions for given words.

Recognize that words have both denotation and connotation meanings.

Understand a writer's word choices through reading and comprehending a written selection.

Read and complete vocabulary assignments used in reading selections.

## **Competency Statements Enabling Objectives, page 5**

### **MODULE 13—CHARACTERISTICS OF FICTION**

Analyze fiction by listing its main characteristics, answering questions about works of fiction, and writing a character sketch.

- Define fiction and identify its characteristics in a given work.
- Discuss elements of plot in a work of fiction.
- Identify and discuss the element of setting in a work of fiction.
- Identify and discuss characterization and them in fiction.

### **MODULE 14—FIGURATIVE LANGUAGE AND SOUND DEVICES IN POETRY**

Define, identify, and analyze figurative language, sound devices and poems.

- Define and identify figurative language and the most common types of figurative as you discuss poems they are found in.
- Define and identify the five basic sound devices as you discuss poems they are found in.
- Draft, edit, and share a descriptive poem using figurative language and sound devices.

### **MODULE 15—CHARACTERISTICS OF NONFICTION**

Define nonfiction, list its characteristics, and analyze it by answering questions about selected works of nonfiction.

- Define nonfiction and list its characteristics.
- Read, understand, and analyze an autobiography.
- Read, understand, and analyze an American nonfiction essay.
- Read, examine and understand the role of personal research in writing nonfiction.

## Competency Statements Enabling Objectives, page 6

### MODULE 16—ELEMENTS OF DRAMA

Define and identify the elements of drama and answer questions about a three-act play.

Define drama and its dramatic elements.

Read and respond to questions about Act One of *A Raisin in The Sun*.

Read and respond to questions about Act Two of *A Raisin in The Sun*.

Read and respond to questions about Act Three of *A Raisin in The Sun*.

### MODULE 17—SYMBOLISM, ALLUSION, MOOD & IRONY

Define and identify, irony, symbolism, mood, and allusion in literature and answer questions concerning works in which these are found.

Define the four literary terms: symbolism, allusion, mood, and irony.

Recognize an author's use of irony and mood by reading and discussing a short story.

Recognize an author's use of allusion and its contribution to meaning by discussing a nonfiction piece.

Recognize an author's use of symbols and how they contribute to meaning by reading and discussing a short story.

### MODULE 18—INFORMAL SPEAKING

Present an informal speech in which you interpret the meaning of a selection from your literature book.

Understand and use the steps in preparing a good speech.

Draft, revise, edit, and present a speech.

Reflect on the writing and speaking process.

**Competency Statements Enabling Objectives  
for COMM 324  
(English IV)**

**PREREQUISITE MODULE 1—ENGLISH REVIEW: BASIC GRAMMAR**

Identify and use the eight parts of speech correctly in written sentences.

- Define and identify nouns.
- Define number in noun forms.
- Form plurals of nouns.
- Form possessives of nouns.
- Define and identify verbs.
- Identify verbs as a simple predicate.
- Identify the use of verbs as helping, or auxiliary verbs.
- Identify the different verb tenses.
- Identify and correctly use irregular verb forms.
- Identify and correctly use the principal parts of certain troublesome verbs.
- Define preposition and identify its characteristics.
- Identify a preposition's relationship in a prepositional phrase.
- Identify and use prepositions correctly in sentences.
- Define modifiers, adjectives, adverbs, positive degree, comparative degree, and superlative degree.
- Recognize the function of adjectives.
- Recognize the function of adverbs.
- Recognize the adverb suffix, *-ly*.
- Recognize the placement of adverbs.
- Define pronoun and identify the different types of pronouns and their uses in written sentences.
- Choose and use the appropriate forms of pronouns in sentences.
- Identify the proper usage of relative pronouns in sentences.
- Define and recognize conjunctions and interjections.

**PREREQUISITE MODULE 2—CAPITALIZATION AND PUNCTUATION**

Use capitalization and punctuation correctly in sentences according to the conventions of standard English.

- Recognize conventional uses of capitalization in sentences.
- Identify four types of sentences and their appropriate end punctuation.
- Identify the use of commas in sentences.

00087

**Competency Statements Enabling Objectives, page 2**

- Identify the use of the apostrophe.
- Identify the use of quotation marks.
- Recognize the use of the semicolon.
- Recognize the use of the colon.
- Recognize the use of the dash.
- Recognize the use of the hyphen.

**PREREQUISITE MODULE 3—SENTENCES**

Write well-formed simple, compound, complex and compound-complex sentences.

- Define or explain basic sentences structure terminology.
- Define and identify the follow: clause, phrase, independent clause, dependent clause, simple sentence, compound sentence, complex sentence, and compound-complex sentence.
- Identify dependent clauses in sentences.
- Identify the different types of dependent clauses.
- Identify simple and compound sentences.
- Identify complex and compound-complex sentences.

**MODULE 1—PARAGRAPHS**

Write effective descriptive, narrative, expository, and persuasive paragraphs.

- Define terms related to paragraphs.
- Recognize the different types of paragraphs.
- Explain the stages of the writing process.
- Identify the elements of effective paragraphs.
- Explain the stages of paragraph development.

**MODULE 2—EDITING**

Use the proofreading and revising process to edit for the following: effective sentences, clarity of language, appropriate word choice, standard English usage, and mechanics.

- Define terms related to writing.
- Identify the checklist items for editing sentences.
- Make appropriate word choices to ensure standard English usage and clarity.



### **Competency Statements Enabling Objectives, page 3**

Use the editing process to eliminate sentence fragments and run-on sentences.

Identify proofreader's marks as used in the editing process.

Use proofreader's marks to edit faulty writing samples.

### **MODULE 3—WRITING EFFECTIVE COMPOSITIONS**

Write an effective expository composition that demonstrates unity, clarity, and coherence.

Define terms related to writing.

Recognize the prewriting stage of writing a composition.

Recognize the elements of an effective composition.

Recognize the writing stage of developing a composition.

Recognize the stages of postwriting a composition.

Use the writing process to write an effective expository composition.

### **MODULE 4—AUDIENCE AND PURPOSE IN WRITING**

Write an essay to demonstrate a specified purpose and the use of language appropriate to audience.

Explain purpose and modes of writing.

Read and respond orally to purpose in writing.

Distinguish between the language used for specialized and general audiences.

Use the writing process to write an essay for a general audience and specified purpose.

### **MODULE 5—NARRATIVE WRITING**

Using the writing process, write a first person narrative essay.

Define narration.

Read and respond orally to a narrative piece.

Use sophisticated and precise word choice to convey meaning.

Use the writing process to write a narrative essay.

**Competency Statements Enabling Objectives, page 4**

**MODULE 6—PERSUASIVE WRITING**

Write an effective persuasive essay that demonstrates logical thinking.

Define persuasion.

Recognize irrelevancy in argumentation.

Recognize devices of propaganda.

Use persuasion to write a letter of complaint.

Write a persuasive essay that demonstrates logical thinking.

**MODULE 7—NEWSPAPERS**

Use newspapers for information and interpretation, and write an informative news story.

Define and identify newspaper terms.

Identify the functions of a newspaper.

Identify and recognize the sections of a newspaper.

Identify and recognize the aspects of a news story.

Identify and recognize the types of advertisements.

Identify and recognize facts and opinions in editorials.

Write an informative news story, in journalistic style, and present it as a news broadcast.

**MODULE 8—APPLICATION FORMS AND LETTERS**

Complete a job application form correctly, and compose an effective letter of application.

Write a personal fact sheet.

Explain the purpose of job application forms.

Follow directions to fill out application forms.

Explain the purpose of letters of application.

Identify the format for business letters.

Compare a letter of application in reply to a job advertisement.

## **Competency Statements Enabling Objectives, page 5**

### **MODULE 9—INTERVIEWS**

Demonstrate good interview practices by preparing a resume, preparing for and participating in an interview, and writing a follow-up letter.

- Explain the purpose of a resume.
- Explain the purpose of an interview.
- Identify and use the steps for interview preparation.
- Participate in a mock interview.
- Compose a follow-up letter.

### **MODULE 10—FUNCTION AND DEVELOPMENT OF ENGLISH**

Describe the development of the English language and expand vocabulary through structural analysis and context clues.

- Describe the major features of the origins and the development of the English language.
- Understand how compound words, blended words, clipped words, and acronyms enter the English language.
- Understand how words borrowed from names, places, and sounds enter the English language.
- Determine word meanings through structural analysis.
- Recognize denotation and connotation in language.
- Determine word meanings through context clues.
- Recognize common literary elements.

### **MODULE 11—FORMS AND DEVICES OF LITERATURE**

Analyze literary devices and forms to derive meaning from written selections.

- Recognize the purpose of literary devices.
- Recognize the terminology of literary devices.
- Identify literary devices that appear in written passages.
- Recognize two general forms of literature.
- Identify types of prose.
- Identify types of poetry.
- Analyze literary devices and forms to derive meaning from specific literary selections.

**Competency Statements Enabling Objectives, page 6****MODULE 12—ANGLO-SAXON AND MEDIEVAL**

Identify and discuss some major authors, forms, and literary works of the Anglo-Saxon Medieval Era.

Examine the Anglo-Saxon period.

Read and discuss *Beowulf* as an example of Anglo-Saxon poetic literature.

Examine the Medieval period.

Read and discuss "Sir Gawain and Green Knight" as an example of classic Medieval prose.

Read and discuss "Robin Hood and the Three Squires" as an example of a Medieval ballad.

Read and discuss "The Pardoner's Tale" as an example of Medieval poetry.

Write a descriptive essay on a character from Anglo-Saxon or Medieval literature.

**MODULE 13—THE RENAISSANCE**

Identify dramatic terms and read and discuss an Elizabethan drama from a major author of the Renaissance.

Identify the Renaissance, Elizabethan drama and blank verse.

Define and examine dramatic terms and elements.

Read and discuss ACT I of a five-act play, *Macbeth*.

Read and discuss ACT II of a five-act play, *Macbeth*.

Read and discuss ACT III of a five-act play, *Macbeth*.

Read and discuss ACT IV of a five-act play, *Macbeth*.

Read and discuss ACT V of a five-act play, *Macbeth*.

Identify characteristics of drama by responding to questions.

**Competency Statements Enabling Objectives, page 7****MODULE 14—RESTORATION AND ENLIGHTENMENT**

Identify characteristics of biographies and satires and write an objective biography after having read and discussed excerpts from literary works of the Enlightenment Era.

- Recognize the characteristics of a biography.
- Understand and interpret excerpts from a biography.
- Recognize satire as a literary technique.
- Respond to an excerpt from a work of satire.
- Analyze selected poetry of the times.

**MODULE 15—ROMANTIC AND VICTORIAN**

Analyze Romantic/Victorian poetry by examining its language, poetic devices, and other elements that contribute to meaning.

- Identify theme, speaker, and rhyme scheme in a Romantic poem.
- Recognize symbolism and imagery in Romantic/Victorian poetry and interpret the contrasting messages of two poems.
- Analyze the importance of meter in the poem as you read, understand, and appreciate a Romantic poem.
- Evaluate the author's attitude as you read, understand, and appreciate a poem and a letter.
- Write a literary analysis of a poem noting how figurative language and sound devices contribute to theme or meaning.

**MODULE 16—EARLY TWENTIETH CENTURY**

Analyze literary techniques in the discussion of selected literature from the early twentieth century, and examine how mood and tone contribute to theme.

- Understand and analyze wartime poetry and recognize the speaker's attitude.
- Examine how point of view, mood, and tone contribute to a story's theme.
- Understand and analyze a short story and recognize details that contribute to the tone of the story.
- Understand and appreciate a humorous short story.
- Make generalizations from a given series of assumptions.

## Competency Statements Enabling Objectives, page 8

### MODULE 17—MODERN PERIOD TO PRESENT

Analyze contemporary British poetry and fiction, indicate how figurative language and irony contribute to meaning, and identify elements of fiction.

Read and analyze a modern poem and recognize assonance and consonance as sound devices.

Interpret idiomatic expressions.

Analyze a modern short story and indicate an understanding of its ironic elements.

Analyze a modern poem and indicate how irony contributes to its meaning.

Analyze a supernatural short story and recognize its use of flashbacks and foreshadowing.

### MODULE 18—WRITING FROM RESEARCH

Research, organize, and write a research paper incorporating outside information with documentation.

Identify the parts of a book.

Identify the purpose and use of skimming and scanning.

Find specific information in the library card catalogs, periodicals indexes, and various reference books.

Choose and limit a topic for a research paper.

Use library skills to research this topic and write bibliography cards and note cards from the information you located.

Organize information into a formal outline.

Use the writing process to write a research paper.

**Competency Statements Enabling Objectives  
for COMM 341  
(Spanish I)**

**MODULE 1—SPANISH PRONUNCIATION, INTRODUCTION TO  
GRAMMAR**

Read and write the Spanish alphabet, pronounce words using the appropriate emphasis, use accent marks, form the plural of words, use and understand the two genders of the Spanish language, use proper capitalization, and use cognates, or words that look the same in two languages, in the language development process.

Read, write, and say the Spanish alphabet by using English sounds as models.

Using equivalent English sounds, recognize and pronounce the sounds of all Spanish vowels and the consonants B through K.

Using equivalent English sounds, recognize and pronounce the sounds for the Spanish letters L through Z.

With the help of syllabication, stress Spanish words correctly.

Form and use plural Spanish words correctly.

Identify and use the genders of the Spanish language correctly.

Capitalize words properly in Spanish.

Develop your vocabulary using cognates.

**MODULE 2—GREETINGS, NUMBERS, ASPECTS OF TIME**

Study the learning resources. Following all given directions, complete the assignments. Use the pronunciation/activities tape to reinforce the information presented in the learning resources.

Use expressions of courtesy and proper greetings, and answer questions related to introductions.

Recognize and use the days of the week.

Memorize and use cardinal numbers from zero to one hundred.

Recognize and use vocabulary relating to the months of the years and the season.

Tell time in Spanish.

**Competency Statements Enabling Objectives, page 2****MODULE 3—BUILDING VOCABULARY, *SER* AND *ESTAR***

Understand and use vocabulary relating to the Spanish classroom, colors, numbers from 100 to 1,000,000,000; understand and conjugate the verbs *ser* and *estar* and their uses.

- Understand and use classroom vocabulary and expressions.
- Identify and correctly use the colors in Spanish.
- Memorize and use the numbers from one hundred to one million.
- Conjugate the verb *ser*, and use it correctly in sentences.
- Conjugate the verb *estar*, and use it correctly in sentences.

**MODULE 4—PLACES, VERB CONJUGATION, MORE IRREGULAR VERBS**

Understand and use the names of common places visited by people every day, as well as conjugate and use regular Spanish verbs and the irregular verbs *tener* and *ir*.

- Identify and use the Spanish names of locations.
- Conjugate and use regular -ar verbs.
- Conjugate and use regular -er and -ir verbs.
- Conjugate the irregular verb *ir*, and use it appropriately.
- Conjugate the verb *tener*, and understand its uses.

**MODULE 5—THE WEATHER, QUESTIONS, CONNECTORS**

Describe the weather, use connectors, and ask questions by changing the word order of a sentence and using question words.

- Conjugate the verb *hacer*, and use it with expressions concerning the weather.
- Ask simple questions requiring a yes/no answer.
- Identify interrogative words, use them to form questions, and answer questions that use interrogatives.
- Use connectors in written material, and translate that material.



**Competency Statements Enabling Objectives, page 3****MODULE 6—DESCRIBING PEOPLE AND CLOTHING, GUSTAR**

Appropriately use vocabulary concerning people, relatives, and clothing; conjugate and use the reflexive verb *gustar*; and understand possessive adjectives.

- Describe people using vocabulary relating to their characteristics.
- Understand and use possessive adjectives.
- Using Spanish vocabulary, describe the family.
- Describe articles of clothing in Spanish.
- Conjugate and use the verb *gustar*.

**MODULE 7—DIRECT OBJECTS, STEM-CHANGING VERBS, THE HOUSE**

Correctly use direct objects, direct object pronouns, and the personal *a* where appropriate; identify the rooms of a house and the different types of houses; understand and use vocabulary about items found in the different rooms of a house and verbs relating to activities done around the house; and understand, conjugate, and use stem-changing verbs.

- Understand and use direct objects and the personal *a*.
- Understand, conjugate, and use *e* to *ie* stem-changing verbs.
- Understand, conjugate, and use *o* to *ue* stem-changing verbs.
- Understand, conjugate, and use *e* to *I* stem-changing verbs.
- After identifying the different types of housing and the rooms of a house, use the vocabulary in sentences.
- Identify furniture in a house, and use verbs relating to household activities.

**MODULE 8—MEALS, SEASONAL VERBS, MORE WORK WITH VERBS**

Correctly read and translate sentences using vocabulary about meals, and understand the cultural differences between the United States and Spanish speaking countries concerning meals; use reflexive verbs in sentences; use present participles to form the present progressive tense, and use that tense correctly; translate sentences using vocabulary pertaining to seasonal activities; choose between and use *saber* and *conocer*.

## Competency Statements Enabling Objectives, page 4

Read and translate sentences using Spanish vocabulary concerning meals; answer questions about meals in Hispanic countries.

Correctly use reflexive verbs in sentences.

Use present participles to form the present progressive tense.

Identify activities pertaining to the four seasons, and translate sentences about those activities.

Use *saber* and *conocer* correctly by understanding the different uses of the two verbs.

### MODULE 9—LOCATIONS AND RELATED EXPRESSIONS, POR AND PARA, INTRODUCTION TO PRETERITE TENSE

Correctly translate and use sentences containing vocabulary relating to locations and the expression *hay*; understand the differences between *por* and *para*, and use each preposition correctly in sentences; form the preterite of regular *-ar*, *-er*, and *-ir* verbs and some stem-changing verbs, use the preterite correctly, and translate sentences using the preterite tense.

Translate sentences using vocabulary about locations and the expression *hay*.

Use *por* and *para* correctly by understanding the differences in the words.

Conjugate *-ar* verbs in the preterite tense, translate sentences using that tense, and answer questions using the preterite.

Conjugate *-er* and *-ir* verbs in the preterite tense, translate sentences using that tense, and create original sentences using the preterite.

### MODULE 10—IRREGULAR PRETERITE TENSE VERBS, COGNATES

Understand and use irregular preterite verbs and cognates.

Conjugate verbs that undergo spelling changes in the preterite.

Use stem-changing verbs in the preterite.

Distinguish between and use the preterite forms of the verbs *ir* and *ser*.

Conjugate and use the preterite forms of the verb *tener* and similar verbs.

Conjugate other irregular verbs.

Learn cognates to develop vocabulary.

**Competency Statements Enabling Objectives, page 5**

**MODULE 11—EL FUTURO**

Conjugate and use future-tense verbs—including regular verbs, *ser* and *estar*, and irregular verbs—and give directions in Spanish.

Conjugate regular *-ar*, *-er*, and *-ir* future-tense verbs, and use them in sentences.

Conjugate irregular verbs in the future tense.

Distinguish between *ser* and *estar*, and conjugate these verbs in the future tense.

Describe locations and give directions.

**MODULE 12—EL IMPERFECTO**

Conjugate and use verbs in the imperfect tense; use the imperfect and preterite tenses in the same sentence; and understand and use vocabulary relating to shopping, specialty stores, and ordinal numbers.

Identify the names of specialty stores and items sold in those stores, and use ordinal numbers correctly.

Correctly use verbs in the imperfect these, and translate sentences written in the imperfect.

Use the preterite and imperfect tenses together in sentences.

**Competency Statements Enabling Objectives  
for SCIE 402  
(Biology)**

**MODULE 1—BIOLOGY BASICS**

Identify basic biological terminology, ways of collecting data, and some of the contributors to the field.

- Understand the meaning of biology and why it is important.
- Explain the scientific method and recognize the difference between a hypothesis and a theory.
- Discuss the light microscope; include terms and safety precautions.
- Understand the metric system and its application to the study of biology.
- Recognize some of the different types of equipment used by biologists, and understand how these tools help expand biological knowledge.

**MODULE 2—CELL MORPHOLOGY AND GENERAL TAXONOMY**

Describe cell components and their functions, and understand the importance of classification in the study of biology.

- Describe the historic advancements which led up to the discovery of cells.
- Understand the three ideas behind the Cellular Theory, and the individuals responsible for proposing them.
- Discuss the three major parts of the cell.
- Explain the components and responsibilities of a cell's membrane.
- Discuss cytoplasm, and the cellular parts and activities which occur there.
- Identify the parts and functions of the cell's nucleus.
- Discuss the similarities and differences of diffusion and osmosis.
- Describe the different ways in which cells may be organized.
- Explain the purpose and reasoning behind the idea of taxonomy, and discuss its uses and applications in biology.

**MODULE 3—VIRUSES, BACTERIA, AND PROTISTS**

Define life, describe the unique characteristics that constitute viruses, bacteria, and protists, and understand in what ways they affect your world.

- Describe the eight (8) standards by which biologists determine life.
- Understand what a virus is, how it affects the living world, and how it is controlled.

**Competency Statements Enabling Objectives, page 2**

- Examine the Moneran Kingdom, and the ways in which bacteria help and hurt the living world.
- Explain Koch's Postulates and how these relate to our understanding of bacterial disease.
- Describe the Protist kingdom Protozoa and the four unique phylum which make it up.
- Explain the four types of animal like Protozoans and their distinguishing characteristics.
- Discuss the plant-like protists which make up the Algae kingdom.
- Explain the fungi-like kingdom of protists.

**MODULE 4—FUNGI AND PLANTS**

Identify the distinguishing features of fungi and plants, and discuss photosynthesis and reproductive processes.

- List the main characteristics of fungi and explain how they affect the living world.
- Recognize the four main groups of fungi and the distinguishing features of each.
- Identify the two common features shared by plants and discuss photosynthesis.
- Recognize the difference between vascular and nonvascular plants, and understand how this distinction serves to divide plants into two major groupings.
- Explain the chief characteristics of nonvascular plants.
- Recognize the three main groups of vascular plants.
- Describe the anatomy and purpose of a plant leaf, the way they vary, and in what ways they contribute to the living world.
- Explain the cellular makeup of leaves and how it affects transpiration and respiration.
- Recognize the importance of stems and roots in plants.
- Discuss plant growth patterns and how plants respond to disease.
- Discuss the ways in which plants benefit the living world.

**Competency Statements Enabling Objectives, page 3****MODULE 5—INVERTEBRATES**

Discuss the chief characteristics of invertebrates, their main group classifications, and how they affect the living world.

Understand the general characteristics of the Animal Kingdom.

Understand the differences between vertebrate and invertebrate animals and give examples of each.

Recognize the four main types of simple invertebrates and discuss the characteristics of each.

Recognize the characteristics and features of sponges.

Discuss stinging cell animal's characteristics and anatomy.

Discuss the different ways worms are grouped and why these different types exist.

Describe the animals classified as simple soft-bodied invertebrates.

Identify the three main types of mollusks and the distinguishing characteristics of each.

Recognize the characteristics of complex invertebrates and give some examples of joint-legged invertebrates.

Describe the main characteristics of the three Arthropod groupings.

Describe the spiny-skinned complex invertebrates.

**MODULE 6—VERTEBRATES**

Explain the major characteristics shared by all vertebrates, how they are grouped and some of the unique features each displays.

Discuss the general characteristics of vertebrate animals and what the presence of the backbone implies of biologists.

Understand the seven groups classified as vertebrates and scientists who study vertebrates.

Identify the common traits shared by all fishes, and the unique features separating the jawless, cartilaginous, and bony fishes.

Discuss the outstanding characteristics of jawless fish, cartilaginous fish, and bony fish.

List some features of the amphibian class showing their advancement over and distinction from fish.

Compare the traits of members of the reptile class including snakes, alligators, lizards and crocodiles.

**Competency Statements Enabling Objectives, page 4**

Explain why birds can fly and how they still resemble the reptile class of animals.

Explain the unique features seen in the mammal class and how these affect behavior and development.

**MODULE 7—NUTRITION AND DIGESTION**

Describe what food is, how it is digested and used by your body, and how your body rids itself of waste.

Define food, why it is necessary for life, and list the six nutrients all food contains.

Discuss the functions of each food nutrient and give some examples of different foods containing each nutrient.

Understand what the term calorie means and what it indicates; explain common caloric needs for different people.

List the organs used in digestion, and explain how they work to break down and absorb food.

Discuss some of the illnesses of the human digestive system.

Recognize the many important responsibilities of your liver.

**MODULE 8—THE CIRCULATORY SYSTEM**

Discuss the purpose, anatomy, and workings of the circulatory system and what affect it.

List some general facts relating to the circulatory system.

Discuss historic beliefs and breakthroughs regarding the circulatory system.

Explain the anatomy and purpose of the human heart.

Discuss the pump action of the heart.

Identify and differentiate between the different types of blood vessels contained within the body.

Discuss the four components of blood and what each is responsible for.

Identify common heart ailments and how they can be avoided.

**Competency Statements Enabling Objectives, page 5****MODULE 9—BONES, MUSCLES, SKIN AND HAIR**

Describe the purpose of the skeletal, muscular, and integumentary systems, how they are composed, and what problems they may experience.

Identify the purpose, composition, and type of bony skeleton which you possess.

Describe the skeletal framework inside the body and how the bones are grouped.

List the types of tissue found in bone.

List the different types of joints and where they are found in the body.

Discuss some problems affecting the skeletal system.

Explain what muscles are and how they are classified.

Explain how muscles work, and how skeletal muscles attach to the bones.

Describe some of the diseases and problems associated with the muscular system.

Discuss skin, hair, and nail anatomy, and what these body parts are responsible for doing.

**MODULE 10—THE NERVOUS SYSTEM**

Explain how the nervous system is laid out, how body communication occurs, and in what ways your nervous system is compromised by abusive behavior.

Identify the body components making up the nervous system and their purpose.

Identify the parts of the central nervous system and how they are organized.

Describe the anatomy, responsibilities, and some problems relating to the spinal cord and peripheral nervous system.

List the sensory organs and explain how they receive and transmit information to the brain.

Identify the main components of your eye and how it works.

Identify the sensory organs used to smell and taste and discuss how they work to pass information to the brain.

Identify the different parts of the ear and how they enable a person to hear and balance.

Describe how tactile information is received by the skin and passed to the brain.



**Competency Statements Enabling Objectives, page 6****MODULE 11—HEREDITY AND REPRODUCTION**

Compare mitosis to meiosis and discuss the role played by DNA, genes, and chromosomes in biological variety and human development.

Explain why cellular reproduction is necessary and the two different ways in which cells duplicate themselves.

Define mitosis and why it occurs.

List five stages of mitosis and what cellular changes occurs in each.

Discuss how aging and cancer affect mitosis.

Define mitosis and explain what body cells are involved in this process.

Explain why variety is necessary, what natural selection is, and how it is achieved through meiosis.

Discuss Mendel's findings with pea plants as well as the principle of dominant and recessive traits.

Discuss the relationship between genes and chromosomes in the human body.

Explain the molecular structure of the DNA molecule.

Discuss the function of DNA, the role play by RNA in protein synthesis, and the implications this has on variety.

Discuss the development stages of the human embryo.

**MODULE 12—LIVING RESPONSIBLY ON THE EARTH**

Discuss the dependency existing between species on the living plant, some of the problems caused by people, and possible solutions.

Define ecology and discuss how all living things depend and impact on each other and the planet.

Explain factors which influence the size and fluctuations of a population.

Explain how populations are spaced within the environment and discuss the different types of population within a community.

Compare and contrast the different types of community relationships which may exist.

Define ecosystem and discuss the nonliving features which control it.

Discuss the impact of overpopulation and deforestation on the living earth as well as some ways in which these problems can be resolved.

List the different forms of pollution and how they affect the earth.

List some of the ways in which people can combat man-made problems of pollution, deforestation, and overpopulation.

**Competency Statements Enabling Objectives  
for SCIE 403  
(Health)**

**MODULE 1—HUMAN BODY SYSTEMS I**

Define, locate and identify body systems, their parts, and functions.

Distinguish between anatomy and physiology; identify anatomical regions and some body systems.

Identify the parts of the skeletal system and their functions.

Identify the functions and structure of the muscular system.

Describe the integumentary system.

**MODULE 2—HUMAN BODY SYSTEMS II**

Match, list, and identify body systems, their parts, and functions.

Identify terms associated with the nervous system.

Identify and describe the components of the circulatory and respiratory systems.

Identify, list, and describe terms and functions related to the digestive and urinary systems.

Identify the system in which a body part operates or exists and locate the proper functions of a given body part.

Discuss current health issues related to the body systems.

**MODULE 3—HUMAN REPRODUCTION**

Define, identify, and recognize the male and female reproductive systems and how they function in the development and birth of a baby.

Define and identify meiotic terms and phrases.

Identify male reproductive parts and their functions.

Identify female reproductive parts and their functions.

Identify stages of uterine development and embryonic development.

Discuss the birth process.

## Competency Statements Enabling Objectives, page 2

### MODULE 4—PERSONAL HEALTH

Cite the areas of the human body which require essential care and recognize the factors involved in maintaining good personal health.

Explain the elements associated with caring for the human body and conditions that affect the essential care centers.

Identify health problems that prove to be potential dangers to the human body.

Discuss the factors essential in preventing health problems.

Identify methods to finance health care.

### MODULE 5—GROWTH STAGES AND LIFE PASSAGES

Identify, define, and discuss the stages of human growth and the passages one goes through in life.

List, match, and describe the eight psychosocial stages set forth by Erik Erikson.

Define terms and identify facts associated with growth stages and life passages covered in this module.

### MODULE 6—NUTRITION & CONSUMER AWARENESS

Identify the basic nutrient and food groups and describe their uses by the body. Explain food labeling, identify elements and terms associated with federal consumer protection and recommended nutritional guidelines, and identify diseases and disorders associated with nutrition.

Identify six (6) nutrients and place food in the four (4) basic food groups.

Interpret the information on food labels and explain the meaning of "USDA," "RDA," and "FDA."

Identify the use of psychology in the design of packages and store layout to attract customers.

Identify various additives and explain their uses in foods and other products.

Define terms associated with nutrition and U. S. government dietary guidelines for daily vitamin and mineral intake, and consider your ideal weight.

**Competency Statements Enabling Objectives, page 3**

Identify eating disorders and their causes, symptoms and treatments.

**MODULE 7—DRUG ABUSE**

Classify the major types of drugs, match the effects with the drugs that cause them, and explain the relationship between drugs and society in order to become aware of the potential dangers of drug abuse.

Define the terms associated with drug use and abuse.

Classify various drugs under the following terms: depressant, stimulant, or psychedelic, explain their short and long term effects.

Identify some of the causes of drug addiction and explain some of the drug treatment and prevention programs.

Identify and list the effects of alcohol and tobacco on mental, physical, and economic health and identify various treatment programs.

Identify laws and regulations for possession, use, delivery, and sale of alcohol, tobacco, and other drugs.

**MODULE 8—FIRST AID AND ACCIDENT PREVENTION**

Describe and identify emergency medical care which may be needed in cases of interrupted breathing or choking, cardiac distress/arrest, uncontrolled bleeding, poison, shock, or burns; and demonstrate knowledge of accident prevention methods.

Identify and describe terms and steps related to providing first aid.

Describe and identify first-aid measures for choking and cardiac arrest/distress.

Identify, describe and locate proper terms and first-aid procedures associated with wounds, bleeding, shock, poison, and burns.

Identify accident prevention measures.

**Competency Statements Enabling Objectives, page 4**

**MODULE 9—ENVIRONMENTAL HEALTH**

Identify factors relating to environmental issues and pollution control.

Identify and explain the elements of air pollution, its sources and the agencies that govern air pollution levels.

Describe and explain the factors associated with water pollution and its effect on the environment.

Discuss the issues associated with noise pollution and the possible steps involved in controlling it.

Identify and explain the health-related and economic benefits of energy conservation and possible sources of energy for the future.

**Competency Statements Enabling Objectives  
for SCIE 407  
(Physical Science)**

**MODULE 1—INTRODUCTION TO PHYSICAL SCIENCE**

Recognize the general proportion of matter, the four phases of matter, and why the study of physical science is important.

Gain an understanding of physical science and of scientific investigation.

Recognize and define matter.

Identify the four general properties of matter.

Identify the four phases of matter.

**MODULE 2—THE METRIC SYSTEM**

Show the difference between the metric system and the English system of measurement and how to convert from one system to the other system.

Promote accuracy and uniformity in measurement.

Understand length and how it is expressed in the Metric System.

Understand area and how it is expressed in the Metric System.

Understand volume and how it is expressed in the Metric System.

Analyze the term mass and how it is expressed in the Metric System.

Understand time and temperature and how it is expressed in the Metric System.

Learn how data is recorded on a scale or graph.

**MODULE 3—COLLECTIONS**

Classify different types of matter and mixtures and describe the difference between elements and compounds.

Understand how to classify matter according to its makeup.

Discuss heterogeneous and homogeneous mixtures.

Explain the difference between the two pure substances— elements and compounds.

Explain how elements are the building blocks of matter.

## Competency Statements Enabling Objectives, page 2

### MODULE 4—THE ATOM

Appraise the different models of the atom, the structure of the atom, and describe the difference between radioactive and non-radioactive elements.

Explain how different models of the atom have developed.

Describe the structure of the atom.

Determine the difference between radioactive and nonradioactive elements.

Describe the difference between nuclear fusion and nuclear fission.

### MODULE 5—BONDING

Analyze the bonding of elements to form new compounds and the different kinds of bonding and examine the Periodic Table of Elements.

Describe how electrons are arranged around the nucleus.

Gain information on compounds and chemical bonding.

Describe how ionic bonding occurs.

Describe how covalent bonding occurs.

Describe how ionic compounds form a crystal lattice structure.

### MODULE 6—PERIODIC TABLE

Learn how elements are arranged on the Periodic Table, the difference between metals, nonmetals, metalloids, and noble gases.

Explain the arrangement of the Periodic Table of Elements.

Identify characteristics of metals.

Identify characteristics of nonmetals.

Identify characteristics of metalloids.

Identify characteristics of noble gases.

Identify characteristics of alkali metals.

Identify characteristics of halogens.

**Competency Statements Enabling Objectives, page 3****MODULE 7—CHEMICAL CHANGE**

Describe chemical reactions, equations and the difference between acids, bases, and salts and define a pH scale.

- Describe the process of chemical reactions.
- Explain chemical equations.
- Explain how to speed up a reaction.
- Define acids.
- Describe bases.
- Describe salts.
- Understand the usage of pH and indicators.

**MODULE 8—ENERGY**

Understand the different types of energy, how combustion engines work, energy resources, and the basic theory of electrical energy.

- Understand the different types of energy.
- Understand about combustion engines.
- Understand about heat and mechanical energy.
- Determine the different energy sources.
- Understand the basic theory of electric energy.
- Determine the different types of electrical charges.
- Analyze the flow of electrical current.
- Gain more information on electricity, appliances, and fuses.

**MODULE 9—FORCE**

Understand types of forces, movement, how to measure work and force and gain knowledge of simple machines.

- Understand the basic types of forces.
- Understand the nature of forces and movement.
- Define newton, joule, and learn to measure work and force.
- Understand the mathematical measurements of work and power.
- Identify simple machines.



## **Competency Statements Enabling Objectives, page 4**

### **MODULE 10—SOUND AND LIGHT**

Understand the different types of energy, how combustion engines work, energy resources and the basic theory of electrical energy.

Gain information on sound and sound waves.

Analyze the characteristics of sound

Recognize different musical terms and instruments.

Understand how to control sound.

Explain how sound waves and electric waves function.

Examine information on light and light waves.

Recognize the behavior of light.

### **MODULE 11—CAREER AND CAREER DEVELOPMENT**

Learn about the many different jobs and careers available in the field of physical science.

Gain knowledge of different jobs/careers in physical science.

Understand the steps to be used to plan a career in physical science.

**Competency Statements Enabling Objectives  
for SCIE 408  
(Environmental Science)**

**MODULE 1—ENVIRONMENTAL ECOLOGY**

Define the term environment and what makes up the environment.

Define the term environment and identify components with the environment.  
To identify the levels of biological organization.  
Understand the three major parts of the ecosystem and their interaction.  
Identify the causes of variations and conservation concern within individual ecosystems.

**MODULE 2—ENVIRONMENTAL RESOURCES**

Learn the difference between renewable and nonrenewable resources and how the population of the Earth can protect these resources.

Define resources and their usages.  
Identify energy resources and their availability.  
Predict the consumption rate of energy.  
Recognize dwindling and recycling resources.

**MODULE 3—ENVIRONMENTAL ISSUES**

Become aware of the environmental issues and how these issues affect the lives of the citizens of the Earth.

Comprehend the chemical makeup of the atmosphere.  
Understand issues that are affecting the quality of life — The Greenhouse Effect.  
Understand issues that are affecting the quality of life — Pollution.  
Understand issues that are affecting the quality of life — Depletion.  
Understand issues that are affecting the quality of life — Acid Rain.  
Understand issues that are affecting the quality of life — Groundwater Pollution.  
Understand issues that are affecting the quality of life — Hazardous Waste/Garbage.  
Understand issues that are affecting the quality of life — Pesticides.  
Understand issues that are affecting the quality of life — Pollution.

## Competency Statements Enabling Objectives, page 2

### MODULE 4—ENVIRONMENTAL CONSERVATION

Analyze the process of environmental conservation by learning to conserve soil, water, flora, and fauna.

- To determine the major areas of conservation.
- To gain an understanding of water conservation.
- To gain an understanding of soil conservation.
- To gain an understanding of soil and water conservation.
- To gain an understanding of flora and fauna conservation.
- Determine why wetlands are important.

### MODULE 5—ENVIRONMENTAL PRESERVATION

Become aware of the different ways to protect the environment.

- Identify problems with consumer products and determine alternative solutions.
- Learning to promote a healthier environment.
- To be aware of how businesses are helping preserve the environment.
- Individual role in preserving the environment.

### MODULE 6—ENVIRONMENTAL RECOVERY

Learn that the environment can be helped by using recovery methods including composting, planting trees, and mulching.

- To understand how trees can help to regain a healthy environment.
- To help understand how plants can help to regain a healthy environment.
- To understand the benefits of mulching.
- To understand the benefits of composting.
- To learn about water saving techniques.

**Competency Statements Enabling Objectives, page 3**

**MODULE 7—ENVIRONMENTAL ANALYSIS**

Develop problem solving techniques to analyze environmental hazards.

To understand how to analyze environmental hazards.

To understand problem solving techniques associated with environmental hazards.

To determine the facts involved in determining risk acceptability.

**MODULE 8—ENVIRONMENTAL CAREERS**

Become aware of careers available for individuals regarding environmental issues on the federal, state, and local level.

To investigate career opportunities related to wildlife conservation.

To investigate career opportunities on a local and state level.

To investigate career opportunities associated with the Wilderness Society.

**Competency Statements Enabling Objectives  
for SOCS 501  
(World Geography)**

**MODULE 1—INTRODUCTION TO WORLD GEOGRAPHY**

Identify the five types of geography that will be studied throughout the course.

Match areas of geography to specific geographical findings.

Draw a diagram showing the relationship between a continent and an ocean.

Explain the theory of continental drift.

Define the major religions and governments of the world.

Explain the uses of maps and globes. Identify specific parts of a map.

**MODULE 2—MAP SKILLS**

Learn the construction and proper use of the tools of geography which are reading and deciphering maps, graphs, and charts.

Explain the Earth's movement and placement in the solar system.

Define specific types of maps.

Identify map codes.

Draw and read different kinds of graphs.

**MODULE 3—FEATURES OF THE EARTH**

Identify planet Earth by structure, composition and atmosphere.

Explain the Earth's movement and placement in the solar system.

List the layers of the earth. Explain how the earth is affected by plate movement.

Define and identify bodies of water and terms associated with them.

Describe weather conditions in various climates.

Relate vegetation types to their climates.

**Competency Statements Enabling Objectives, page 2**

**MODULE 4—LANDFORM AND DESERTS**

Examine different kinds of landform.

Identify farming practices.

Describe four types of mountains and how they were formed.

Understand landform and deserts.

**MODULE 5—NATURAL RESOURCES.**

Learn about natural resources in relationship to manufacturing and farming.

Define type of resources.

Identify farming practices.

Explain developing nations and developed nations. Define types of economies.

Describe types of industries and their development.

Identify kinds and sources of energy in selected regions of the world.

Identify problems associated with technological changes man has used in exploiting natural resources.

**MODULE 6—PHYSICAL LOCATIONS OF NATIONS OF THE WORLD.**

Locate the major nations and regions of the world.

Identify nations in Europe.

Identify nations in Asia.

Identify nations in North Africa and the Middle East.

Identify nations in Africa.

Identify nations in the Americas.

**Competency Statements Enabling Objectives, page 3**

**MODULE 7—THEMES IN CULTURAL GEOGRAPHY**

Identify cultural issues which includes various belief systems, customs, and cultural regions.

Customs  
Taboos  
Definitions  
Buddhism  
Hinduism

**MODULE 8—EUROPE AND THE SOVIET UNION**

Learn about the economy, resources, and cultural features of Western Europe, Eastern Europe, and the Soviet Union.

Identify characteristics of Western Europe.  
Match Western European countries with their economic and cultural elements.  
Explain important aspects of particular countries in Western Europe.  
Identify characteristics of Eastern European countries.  
Relate important features of the Soviet Union.

**MODULE 9—ASIA**

Learn about India's religion, history, people, and economy and other countries of Asia.

Identify cultural elements in India.  
Identify features of other countries in South Asia.  
Identify cultural aspects of cultural life in China, Mongolia, and Taiwan.  
Explain cultural elements in Japan and the two Koreas.  
Describe characteristics of countries that make up Indochina and island countries in Southeast Asia.

**Competency Statements Enabling Objectives, page 4**

**MODULE 10—NORTH AFRICA AND THE MIDDLE EAST**

Understand the physical characteristics and cultural elements of the North African continent and the Middle East.

- Identify features of countries in the Western Sahara.
- Match important features of cultural life with countries in Africa.
- Explain political problems existing in the Middle East.
- Describe religions and political differences among Middle East countries.
- Identify cultural elements found in Iraq, Iran, and Afghanistan.

**MODULE 11—AFRICA**

Learn the physical features and culture of Africa and their relationship to European countries.

- Match countries of East Africa with their important physical and cultural characteristics.
- Identify physical and cultural aspects of East African countries.
- Identify West African countries with their important features.
- Identify Western African countries with their physical and cultural elements.
- Identify characteristics of countries found in Central Africa.

**MODULE 12—LATIN AMERICA**

Define the cultural influences and physical features of Latin America.

- Explain cultural aspects found in Mexico and Central America.
- Match Caribbean Island countries to political, economic, and cultural features.
- Identify characteristics of island countries.
- Describe cultural features of South American countries.
- Identify political, economic, and cultural patterns of South American countries.



## **Competency Statements Enabling Objectives, page 5**

### **MODULE 13—UNITED STATES AND CANADA**

Examine the regions, national resources, and urban structure of the United States and Canada.

- Identify population patterns found in the United States.
- Identify physical and cultural regions of the United States.
- Explain urban structures found in the United States.
- Identify provinces of Canada.

### **MODULE 14—OCEANIA**

Understand the physical features and people of Oceania which includes Australia, New Zealand, islands in the Pacific, and Antarctica.

- Explain the characteristics of Pacific Island countries.
- Identify cultural and physical aspects of Australia, New Zealand and Antarctica.

### **MODULE 15—AMERICAN CITIES**

Locate American cities and discuss reasons for urban growth.

- Explain industries found in U. S. cities.
- Identify characteristics of cities in the Midwest.
- Match Western and Southern cities with important features.

### **MODULE 16—LOCATIONS OF MAJOR CITIES OF THE WORLD**

- Examine maps to locate major cities of the world.
- Study a map to locate European cities.
- Study a map to locate Asian and African cities.
- Study a map to locate cities of North and South America.

**Competency Statements Enabling Objectives  
for SOCS 503  
(U. S. Government)**

**MODULE 1—THE ORIGIN OF AMERICAN GOVERNMENT**

Identify the various types of world political systems and describe the events leading to the development of the United States Constitution.

Describe the theories of the development of government and compare and contrast the forms of government.

Describe the ideas and the events that led to the establishment of self-government by the colonies.

Describe the issues and activities that resulted in the Constitutional Convention and the struggle for ratification.

**MODULE 2—THE CONSTITUTION AND THE BILL OF RIGHTS**

Describe the framework of American government that was established by the Constitution, identify the amendments that make up the Bill of Rights, and the rights protected by each amendment.

Describe the organization and basic principles of the Constitution.

Understand and identify the purpose of each article of the U. S. Constitution.

Describe the rights and protection provided to American citizens by the Bill of Rights.

**MODULE 3—THE CONGRESS, THE LEGISLATIVE BRANCH**

Describe the roles of the Senate and the House of Representatives in lawmaking process.

Explain what Congress is, how each term begins, and rules for procedure.

Explain the functions of the United States Senate.

Describe the organization of the House of Representatives.

Describe the duties, responsibilities, and privileges of members of Congress.

Identify the expressed powers and implied powers of Congress.

Identify the nonlegislative powers and powers denied to Congress.

Analyze the purpose and function of the committee system, and the types of bills Congress can consider.

## **Competency Statements Enabling Objectives, page 2**

### **MODULE 4—THE PRESIDENCY AND THE EXECUTIVE BRANCH**

Describe the roles and powers of the President and explain the organization of the Executive Branch of the Federal Government.

Describe the constitutional basis and selection process for the offices of President and Vice President.

Explain the constitutional qualifications for the President and Vice President and how they are elected to office.

Identify and describe the major roles, duties and powers of the President of the United States.

Analyze the functions of the Executive Office of the President.

Analyze the functions of the Presidential Cabinet.

### **MODULE 5—THE JUDICIAL BRANCH AND THE LEGAL SYSTEM**

Describe the legal system and the role of the Judicial Branch in the United States Federal Government.

Describe the development and characteristics of laws of the United States.

Describe the jurisdiction of the federal court system.

Understand the organization of the federal court system.

Understand the workings of the federal court system.

Describe how the Supreme Court has influenced the making of American policy.

Review court cases to understand the protection of basic freedoms.

### **MODULE 6 — STATE AND LOCAL GOVERNMENTS**

Explain the organizations, functions, and duties of state and local governments.

Examine state constitutions and the powers given to and denied the states.

Describe the common problems and issues which state governments must deal with.

Describe the organizations and functions of state legislatures.

Describe the organization and purpose of the state executive branch.

Describe the structure and operations of the judicial branch of state government.

Describe the organization and purpose of county governments.

Understand the different types of municipal governments.

**Competency Statements Enabling Objectives, page 3**

**MODULE 7 — GOVERNMENT TAXING AND SPENDING**

Delineate the purposes and methods for raising and spending revenues for federal, state, and local governments.

Understand the Constitutional basis for taxation by the federal government.

Describe the sources of revenue of the federal government.

Analyze the federal government's influence on the nation's economy.

List the ways the states can raise revenues for state programs.

Understand the sources for and disbursement of revenue collected by local governments.

**MODULE 8 — AMERICAN POLITICAL PARTIES**

Explain the political party system and the roles of interest groups, public opinion, and voter attitudes in the American political process.

Describe the types of political parties.

Understand the development of the American political parties.

Become aware of the organization, membership, and sources of funds for political parties.

Describe the role of interest groups in American politics.

Learn how the role of public opinion affects the American political process.

Analyze the factors that influence attitudes toward political participation and voting behavior.

**Competency Statements Enabling Objectives  
for SOCS 508  
(U. S. History: 1865-Present)**

**MODULE 1—REVIEWING AMERICA'S PAST**

Describe the physical geography of North America, and summarize the major events which occurred prior to 1865.

Discuss the reasons why studying American history is important.

Review the geographical features characterizing the United States and recognize how they influenced American history.

Describe the Native Americans who discovered this land, and the European explorers who followed.

Discuss the discovery made by Christopher Columbus and the following explorations of the Spanish.

Compare the French exploration of America to that of the Spanish.

Describe English settlements in early America.

Identify the events leading up to and resulting from the American Revolution.

Identify the major events which occurred in the United States following the American Revolution.

**MODULE 2—AFTER THE CIVIL WAR, 1865-1869**

Identify and explain the political, economic, industrial, international, and social conditions which occurred from 1865 to 1869.

Discuss Lincoln and Johnson's plan for Southern reconstruction.

Explain the role played by Radical Republicans, their actions, and their motives.

Explain the reasons behind President Johnson's impeachment and the results of the trial.

Identify the three groups who held governmental positions in the South, what they did, and how the South was affected by post-war policies.

Discuss the reasoning behind Grant's election and the events characterizing his term in office.

Identify the industries and monetary policies that began prior to the Civil War and lasted long after its conclusion.

Discuss the economic situation in the South and how people coped with this condition.

**Competency Statements Enabling Objectives, page 2**

- Discuss the importance of the railroad to the post-war economy and the westward movement.
- Discuss the reasons behind the westward movement and the importance of the transcontinental railroad.
- Explain the economic changes which resulted from the transcontinental railroad system.
- Discuss the increase in American industry that followed the Civil War, as well as the implications of this technological boom.
- Identify the events which led to America's purchase of Alaska.
- Explain the implications of the Monroe Doctrine in relation to the development of Latin America.

**MODULE 3—THE "IN-BETWEEN" YEARS, 1870-1877**

Identify and explain the reasons for the western movement of the pioneers as well as the political, economic, industrial, international, and social conditions in the United States from 1870 to 1877.

- Explain the importance of the 15th Amendment, the Force Acts, the Amnesty Act, and the Civil Rights Act of 1875.
- Describe the scandals characterized during Grant's term in office and explain why they occurred.
- Identify the different groups of settlers and their reasons for moving West, and how they were affected by the Homestead Act.
- Summarize the economic conditions experienced by immigrants, cattlemen, farmers, and businessmen from 1869 to 1877.
- List some of the major inventions and cultural achievements made between 1869 and 1877.
- Explain America's foreign policy regarding Cuba, Santo Domingo, and Hawaii.
- Identify some of the issues which encouraged the women's rights movement to grow in the 1870s.
- Explain the reasoning behind the Indian uprisings of the 1870s, and some of the major players of this historic time.

## **Competency Statements Enabling Objectives, page 3**

### **MODULE 4—RUTHERFORD B. HAYES, "SERVING THE COUNTRY BEST"**

Describe the political, economic, industrial, and international situations characterizing the term of Rutherford B. Hayes from 1877 to 1881.

Identify the following: the end of reconstruction, Bland-Allison Act, "free silver," and the Greenback Party.

Discuss the reforms instituted during President Hayes' term in office.

List the major new inventions and business growth that occurred from 1877 to 1881.

Identify the foreign issues facing President Hayes' during his term in office.

### **MODULE 5—THE ARTHUR YEARS**

Identify and explain the political, economic, industrial, and social conditions in the United States during the term of James A. Garfield and Chester A. Arthur (1881 to 1885).

Discuss the election and assassination of President James A. Garfield, and the appointment of Chester A. Arthur to the Presidency.

Recognize Chester A. Arthur's aims as President and how he continued the civil reform program begun by Hayes and Garfield.

Discuss the effects of the "Jim Crow" laws and the Supreme Court decision on the Civil Rights Act of 1875.

Explain what was happening to Southern agriculture and industries in the 1880s.

Compare the goals, organization, and membership of the Knights of Labor to the American Federation of Labor (AFL) during 1881 to 1885.

Discuss American business and industry developments from 1881 to 1885.

Identify key events in Latin America, Hawaii, and China from 1881 to 1885 and discuss how they affected America.

Discuss civil rights issues addressed by Helen Hunt Jackson and Booker T. Washington.

## **Competency Statements Enabling Objectives, page 4**

### **MODULE 6—CLEVELAND'S FIRST YEARS**

Describe the political, economic, industrial, and international conditions in the United States during the first term of Grover Cleveland (1885-1889).

Discuss the issues facing the Presidential candidates in 1884 and the election of Grover Cleveland.

Discuss the Dawes Act and how it affected the American Indian.

Identify some of the other important issues of Cleveland's administration.

Summarize the economic conditions in America during Cleveland's administration.

List inventions and industrial advances from 1885 to 1889.

Discuss American foreign policy under President Cleveland.

### **MODULE 7—ON THE BRINK**

Describe the political, economic, industrial, international, and social conditions that characterized the United States during the term of Benjamin Harrison (1889-1893).

Explain how Benjamin Harrison's election returned the Republican party to power.

Identify the economic need behind the formation of the McKinley Tariff Act, Sherman Silver Purchase Act, "free silver," National Farmers Alliance, Populist Party, and indicate their importance.

Discuss the importance of the Sherman Antitrust laws.

Describe the settling of Oklahoma.

Describe how the industrial growth of America affected the family and women by 1889.

Discuss factory dangers associated with industrial growth and how the unions attempted to correct them.

Identify American foreign policy during Harrison's term in office.

Discuss the American treatment of Native Americans at Wounded Knee.

Explain America's immigrant policy as shown by the Mafia Black Hand Society and Hull House.



## Competency Statements Enabling Objectives, page 5

### MODULE 8—CLEVELAND'S SECOND TERM

Describe America's political, economic, international, and social conditions during Grover Cleveland's second term in office.

- Discuss Cleveland's second-election win to the Presidency.
- Summarize the effects of the Depression of 1893 and the growing chasm between railroad owners and factory workers.
- Discuss the importance of the Supreme Court rulings on income tax, monopoly, Jim Crow laws, and the Pullman strike.
- Discuss how the Depression of 1893 was handled.
- Identify the decision reached on the Bering Sea seal case and relate how Cuba caught America's attention.
- Discuss the annexation of Hawaii.
- Explain American foreign policy in Venezuela.
- Describe the Columbian Exposition, recognize the creation of the Big Ten, the first states to grant women the right to vote, and the importance of the Atlanta Compromise.
- Identify Hearst and Pulitzer and the "yellow journalism" they created.

### MODULE 9—IMPERIALISM

Describe the political, foreign, economic, and social conditions in America that characterized the term of William McKinley (1897-1901).

- Discuss the Presidential election of 1897.
- Summarize the events that led to the Spanish-American War.
- Discuss the Spanish-American War.
- Discuss the actions taken by Spain and America in the Philippines and Puerto Rico.
- Discuss American imperialism after the Spanish-American War.
- Explain the postwar settlement in Puerto Rico.
- Identify the problems facing the Philippines following the Spanish-American War.
- Explain American imperialism in Hawaii, Samoa, and Guam.
- Discuss the reasons for constructing the Panama Canal.
- Discuss the conditions leading up to the Boxer Rebellion in China and how America responded to the problem.
- Identify the importance of Alaskan gold discoveries to McKinley's administration.

## Competency Statements Enabling Objectives, page 6

Analyze the situation of the African-American at the turn of the century.  
Discuss the events and leading up to the assassination of President McKinley in 1901.

### MODULE 10—PROGRESSIVISM

Describe the political, technological, international, and social conditions in the United States during the two administrative terms of Theodore Roosevelt (1901-1909).

- Analyze Theodore Roosevelt's rise to power.
- Discuss President Roosevelt's stand on conservation.
- Explain Roosevelt's "Square Deal" diplomacy.
- Discuss Roosevelt's attack on big business.
- Describe the reform movements from 1901 to 1909.
- Define Roosevelt's "big stick" diplomacy and show how it was used to solve problems between the Russians and Japanese.
- Explain Roosevelt's actions in Morocco.
- Discuss the United States involvement in constructing the Panama Canal.
- Describe American involvement in Santo Domingo and how it further eroded relations between the United States and Latin America.
- Discuss some of the major inventions made while Roosevelt was President.
- Discuss the emergence of Black American activism.

### MODULE 11—DOLLAR DIPLOMACY

Describe the political, foreign, economic, and social conditions in America during the term of William Howard Taft (1909-1913).

- Discuss Taft's background, his relationship to Theodore Roosevelt, and the Presidential election of 1909.
- Discuss the Payne-Aldrich Act, the Supreme Court's "rule of reason," and the Taft reforms.
- Discuss the domestic policies and reforms which occurred during President Taft's administration.
- Explain why the 16th Amendment was written and passed.
- Discuss the 17th amendment.
- Explain Taft's "Dollar Diplomacy" policy and its affect on China.

**Competency Statements Enabling Objectives, page 7**

- Discuss how Taft's administration affected Central America.
- Discuss how Taft's "Dollar Diplomacy" affected the Honduras.
- Discuss American relations with Mexico.
- Discuss why Taft's reciprocity agreement failed in Canada.
- Identify the General Foundation of Women's Clubs.

**MODULE 12—THE WORLD AT WAR, 1913-1921**

Describe the political, foreign, economic, and social conditions in America during the term of Woodrow Wilson (1913-1921).

- Describe Wilson's successful bid for the Presidency.
- Discuss President Wilson's New Freedom agenda and explain how he used it to pass lower tariff laws and establish an income tax.
- Explain why the Federal Reserve Board was formed.
- Discuss Wilson's antitrust achievements in light of his conservative social views.
- Explain why the 18th Amendment, which outlawed liquor, was ratified.
- Discuss American-Mexican relations and how these relations influenced Germany's opinion of the United States.
- Discuss the events leading up to World War I.
- Describe how America became involved in World War I.
- Discuss American fighting in World War I.
- Discuss the end results of World War I.
- Discuss how America benefitted from war time economy.
- Discuss some major advances in technology and how it affected World War I and post-war America.
- Discuss the 19th Amendment giving women the right to vote.
- Discuss the pioneering work of Margaret Sanger, the establishment of daylight savings time, and problems facing African-Americans.
- Describe American foreign accomplishments and policies in Latin America.

**Competency Statements Enabling Objectives, page 8****MODULE 13—HARDING-COOLIDGE**

Describe the political, foreign, economic, technological, and social conditions in America during the term of Warren G. Harding (1921-1923) and Calvin Coolidge (1923-1929).

Discuss Warren G. Harding's history and campaign.

Explain the Teapot Dome Scandal and the Veterans Bureau Scandal and what happened as a result.

Discuss the economic state of America after World War I.

Explain the economic conditions facing the average American worker after World War I.

Discuss the impact of World War I on the American perception of foreign immigrants.

Discuss the Washington Conference, the Four-Power Treaty, and the Nine-Power Treaty.

Define the Good Neighbor Policy.

Discuss the advances in technology during the 1920s and how it affected American life.

Explain how prohibition resulted in the rise of gangsters and identify Al Capone.

**MODULE 14—THE GREAT DEPRESSION**

Describe the political, foreign, economic, and social conditions in America during the term of Herbert Hoover (1929-1933).

Discuss the Presidential election of 1929.

Explain some of the major factors leading up to the Stock Market Crash of 1929.

Discuss Black Thursday, Black Tuesday, and the results.

Identify some of the ways in which President Hoover tried to help the United States survive the Great Depression.

Discuss Hoover's international policies.

**Competency Statements Enabling Objectives, page 9****MODULE 15—DOUBLE TROUBLE**

Describe the political, foreign, economic, and social conditions in America during the terms of Franklin D. Roosevelt (1933-1945).

- Discuss Franklin Roosevelt's background and 1932 Presidential bid.
- Identify some of the economic programs started by President Roosevelt immediately after becoming Chief Executive.
- Explain how Roosevelt's programs helped America emerge from the Great Depression.
- Discuss how the recovery program affected organized labor.
- Describe Roosevelt's attempt to change the Supreme Court.
- Describe the rise of totalitarian dictatorships in the 20th century.
- Discuss Roosevelt's early foreign policy beliefs.
- Explain major World War II developments in Europe.
- Recognize the importance of Hitler's invasion into the Soviet Union and how this affected the war.
- Discuss the Atlantic Charter and growing tensions in Japan.
- Discuss the key World War II battlefields and terms.
- Understand the War in the Pacific.
- Explain the facts surrounding Roosevelt's death and how it impacted the world.
- Discuss the ways in which World War II gave Americans a new appreciation of their uniqueness.

**MODULE 16—WARS HOT AND COLD**

Describe the political, foreign, economic, and social conditions in America during the term of Harry S. Truman (1945-1953).

- Discuss Truman's background and succession as President.
- Discuss events leading up to V-E Day in Europe and the formation of the United Nations.
- Discuss the dropping of the atomic bomb and subsequent V-J Day in the Pacific.
- Discuss the world's horror at discovering the Holocaust and how this feeling led to the formation of Israel.
- Explain the Soviet takeover after World War II.

**Competency Statements Enabling Objectives, page 10**

- Explain the concept behind the Truman Doctrine, the Marshall Plan, and the formation of East and West Germany.
- Describe domestic adjustment in the United States after the war.
- Discuss Truman's ideas on civil rights and America's attempt to rid itself of all suspected communists.
- Discuss the creation of the NATO alliance.
- Explain events leading up to Truman's 1948 reelection.
- Discuss Mao Zedong's communist takeover in China and the development of a Soviet atomic bomb.
- Discuss the events which led up to the Korean War.

**MODULE 17—WARS HOT AND COLD**

Describe the political, foreign, economic, and social conditions in America during the two Presidential terms of Dwight D. Eisenhower (1953-1961).

- Discuss Dwight D. Eisenhower's background and 1952 Presidential election.
- Discuss Eisenhower's policy toward the Korean War.
- Discuss the end of McCarthy's Communist witch-hunt in America.
- Explain how African Americans made civil advances during President Eisenhower's administrations.
- Discuss social changes in America after World War II.
- Discuss the recession, economic growth, and labor problems that characterized Eisenhower's administration.
- Explain Eisenhower's containment policy in Vietnam.
- Discuss developments in Egypt and the Suez Canal during Eisenhower's administration.
- Discuss the Soviet involvement in Eastern Europe, Eisenhower's attempts to negotiate, and the U2 spy plane incident.
- Explain Cuba's turn towards communism.
- Discuss the space race that took place between the United States and the Soviet Union.

## Competency Statements Enabling Objectives, page 11

### MODULE 18—A THOUSAND DAYS

Describe the political, foreign, economic, and social conditions in America during the term of John F. Kennedy (1961-1963).

Discuss John F. Kennedy's election and his Presidential agenda.

Discuss Kennedy's efforts in establishing the Alliance for Progress and the Peace Corps.

Explain Kennedy's mishandling of the Bay of Pigs affair in Cuba and the Cuban Missile Crisis.

Identify the reasons behind the Soviet construction of the Berlin Wall and how this affected East-West relations.

Explain Kennedy's "flexible response" policy in Vietnam.

List some of the civil accomplishments achieved during the Kennedy administration.

Discuss Kennedy's assassination and explain how it affected America.

### MODULE 19—JOHNSON'S "GREAT SOCIETY"

Describe the political, economic, international, and social conditions during Lyndon B. Johnson's administration (1963-1969).

Discuss Johnson's experience prior to taking over as President.

Discuss President Johnson's vision of a "Great Society," including his War on Poverty, HUD, and Medicare program.

Discuss the black power movement and identify some of the key people involved.

Describe other social protests that occurred in the United States during Johnson's administration.

Discuss the women's liberation movement and the formation of NOW.

Explain President Johnson's actions in the Dominican Republic.

Explain Johnson's uncertainty in dealing with Vietnam.

Explain events leading up to the Six Day War.

Describe the extent and effect of the Peace Movement in America, draft-dodgers, and Robert Kennedy.

Discuss Supreme Court decisions made during this time.

## **Competency Statements Enabling Objectives, page 12**

### **MODULE 20—THE CONSTITUTION SURVIVES, 1969-1974**

Describe the political, economic, international, and social conditions during the term of Richard M. Nixon (1969-1974).

Describe Richard M. Nixon's upbringing and 1968 presidential win.

Discuss America's policy of Vietnamization and "peace with honor."

Describe some of the domestic achievements and issues that characterized Nixon's administration.

Describe economic factors that caused inflation and how President Nixon attempted to deal with the problem.

Identify Nixon's attempts to end the Cold War.

Describe Nixon's efforts to ease tensions in the Middle East.

Analyze the importance of Watergate.

Discuss Spiro T. Agnew's Vice Presidential resignation and the appointment of Gerald Ford as Agnew's replacement.

### **MODULE 21—GERALD R. FORD, THE INTERIM PRESIDENT**

Describe the political, economic, international, and social conditions during the term of Gerald R. Ford (1974-1977).

Describe President Ford's past and his succession to the White House.

Discuss President Ford's Watergate pardons and how they influenced America's opinion of him.

Describe Ford's attempts to deal with inflation.

Describe the spread of Communism despite continued efforts at detente.

Explain the immigrant problem that occurred as a result of the Vietnam War and how it affected America.

### **MODULE 22—JIMMY CARTER, CHANGE IN THE WHITE HOUSE**

Describe the political, economic, international, and social conditions during the term of Jimmy Carter (1977-1981).

Discuss Jimmy Carter's upbringing and Presidential election.

Discuss the energy crisis in America between 1977 and 1981.

Describe the American economic situation between 1977 and 1981.



### **Competency Statements Enabling Objectives, page 13**

Describe Carter's human rights agenda and discuss how it affected American-Soviet relations.

Explain developments in the Middle East during Carter's administration.

Explain why President Carter agreed to give up control of the Panama Canal and how Americans reacted to the news.

### **MODULE 23—THE REAGAN ERA**

Describe the political, economic, international, and social conditions during the Reagan administration.

Describe Ronald Reagan's past as well as his Presidential win in 1980.

Describe the economic and political aspects of Ronald Reagan's first administration.

Describe President Reagan's energy policy and how it affected Americans.

Discuss Reagan's reelection win in 1984.

Identify Reagan's feelings about Communism and his agenda for ending communist rule in Europe.

Discuss the war in Grenada, anti-Communist support in El Salvador, and contra aid in Nicaragua.

Describe the development of the PLO in the Middle East and how Reagan responded to developments there.

Explain the Iran-contra scandal, identify Oliver North, and discuss how these scandal affected President Reagan's popularity.

Discuss the end to the Cold War and the beginning of glasnost.

Describe the economic and social gains of African -Americans, Hispanic Americans, Asian Americans, and women.

## **Competency Statements Enabling Objectives, page 14**

### **MODULE 24—GEORGE BUSH, HEIR APPARENT**

Describe the challenges facing President Bush both at home and abroad and explain the policies he enacted to handle them.

Relate significant events in George Bush's upbringing and describe how he won the 1988 Presidential election.

Discuss the economic problems facing President Bush and how he attempted to handle them.

Identify Manuel Noriega and describe the situation in Panama challenged Bush's foreign agenda.

Identify factors leading up to the end of the Cold War, the fall of the Berlin Wall, and the end of the Soviet Union.

Identify reasons leading to the Desert Storm War and the results of that conflict.

### **MODULE 25—BILL CLINTON'S VISION OF AMERICA**

Discuss the background and political experiences of Bill Clinton and some of the issues faced during the early years of his administration.

Identify important events in Bill Clinton's past and discuss his 1992 presidential campaign.

Discuss Clinton's domestic agenda for America in 1994.

Define NAFTA and discuss viewpoints regarding its passage.

Describe the importance of the Arafat-Rabin agreement and what it promises the Middle East.

**Competency Statements Enabling Objectives  
for SOCS 509  
(WORLD HISTORY)**

**MODULE 1—PRIMITIVE MAN IN THE STONE AGE**

Recognize the time frame, climatic influences, and geographic dispersion of early man, as well as the five (5) main physical and technological stages of his development.

Describe why it is important to study world history, and how geography has played an important role in man's development.

Demonstrate the main development stages of early man, and how geological events affected man's development.

Explain the significance of Neanderthal to man's development.

Recognize Cro-Magnon as a modern man and the importance of his accomplishments.

Recognize the beginnings of agriculture and the cultural advances which resulted.

**MODULE 2—EARLY CIVILIZATIONS**

Recognize the characteristics making up early civilizations, where and how these first developed and the people involved.

Recognize the concepts of society culture, city, city-state, and civilization, and recognize the characteristics of each.

Recognize the Sumerian civilization in Mesopotamia and its contribution to world history.

Describe the conquest of the Sumerian city-state by the Akkadians and the contributions made by these victors to world history.

Recognize the importance of Hammurabi and the significance of the legal system he established.

Recognize the importance of the Hittites, how they conquered Asia Minor and the northernmost end of Mesopotamia, and their technological contribution to society.

Explain the Assyrian takeover of southern Mesopotamia, their customs, and their contributions to world history.

Distinguish the Chaldean legacy under King Nebuchanezzar's rule, including an accurate calendar and the Hanging Gardens.

Understand the origins of the first monetary system developed by the Lydians in Asia Minor.

Recognize the Persian Empire as the largest in the Middle East and the technological and religious contributions it advanced.

## Competency Statements Enabling Objectives, page 2

### MODULE 3—RIVER CIVILIZATIONS IN EGYPT, INDIA, AND CHINA

Describe the identifying characteristics, geography, and technological advancements of the River Valley Civilizations from the Fertile Crescent, Nile, Indus, and Huang He or Yellow River Valleys.

Identify the way geography affected Egyptian civilization, outlook, and history. Recognize the major characteristics of the Old Kingdom in Egypt and the events which precipitated and resulted from this period.

Identify the traits characterizing the Middle Kingdom of Egypt and significant events which occurred during this period.

Understand the Egyptian writing system, how it was deciphered, and what we have learned from it.

Recognize some of the significant individual and events which characterized the New Kingdom in Egypt.

Understand the importance of later pharaohs and the decline of Egypt during the New Kingdom.

Identify the geography and climate of the Indus River Valley and the early civilization which flourished there.

Recognize the characteristics defining Harappan and Mohenjo-Daro civilizations, their time frame, and the mystery surrounding their decline.

Identify not only the geography and climate of China, but also how these environmental factors affected early civilization there.

Identify the characteristics of the Shang Dynasty, its time frame, and advancements initiated by these people.

Describe the Zhou Dynasty and the significant events which occurred during this period of Chinese history.

### MODULE 4—GREEK CIVILIZATION AND THE HELLENISTIC AGE

Identify the geography, significant events, and historic individual which characterize Greece and the Hellenistic Age.

Identify the major geographic features of Greece.

Define the characteristics of Minoan culture.

Recognize the contributions to Greek history made by the Myceneans.

Identify the Dorians who plunged Greece into the Dark Ages.

Recognize the achievements of the Hellenic Age of Greece, as well as the differences between the two Greek city-states of Athens and Sparta.

Identify the major battles constituting the Persian Wars, and the long-term repercussions of the conflict.

### Competency Statements Enabling Objectives, page 3

Identify the reasons for forming the Delian League and the problems posed by its existence.

Match the characteristics which defined the Golden Age of Pericles to the people and events of the time.

Identify the events leading up to the Peloponnesian War and the results of the conflict.

Recognize the important role played by Philip of Macedonia in Greek history.

Understand the military expertise and driving ambition of Alexander the Great, and his remarkable world conquest.

Recognize the lasting results of Alexander's empire and what happened after his death.

### MODULE 5—WORLD RELIGIONS

Identify the five major world religions, their philosophies and origins, and in what ways they are similar to, and different from, one another.

Recognize the Hindu religion as the oldest world religion and understand its development, basic philosophy, holy books, and goals.

Identify the principles, sects, and goals of Buddhism, and the ways in which it differs and agrees with Hinduism.

Recognize the importance of Hebrew history to Judaism, and understand how Jewish believers view their relationship with God as unique in all the world.

Identify Jesus Christ as the founder of the Christian religion, and how its principals, teachings and philosophy have affected the world.

Identify Mohammed as the founder of Islam, and understand the beliefs, holy book, and groups which characterize the Muslim faith.

### MODULE 6—THE ROMAN AGE

Recognize the major contributions which resulted from the Romans as well as the geography, key people, and events of the time.

Identify the geographic features which characterized the Roman region.

Recognize the people who preceded the Romans and their accomplishments.

Recognize the accomplishments of the Roman Republic in the development of their governing structure and the expansion which resulted.

Identify the reasons for the Punic Wars, the role played by Hannibal and Scipio, and the results of the conflict.

**Competency Statements Enabling Objectives, page 4**

Understand the reasons contributing to the decline of the Roman Republic, the subsequent rule by military dictators, and the genius of Julius Caesar.

Identify the contributions made by Octavian and the Pax Romana rulers which created the Roman Empire.

Summarize the society, beliefs, culture, and arts which characterized the Roman Empire.

Identify the factors which contributed to the decline of the Roman Empire and the emperors who ruled during this time.

Recognize the effect of Christianity on the Roman Empire.

**MODULE 7—INDIA, CHINA, AND AFRICA**

Identify the key events and cultures which occurred in the areas of India, China, and Africa and understand how these developments co-existed with Greece and Rome.

Recognize the kingdoms, people, and events which characterized the Gold Age of India.

Identify the main events which occurred in China under the Qin and Han Dynasties.

Identify the geography and ecological zones comprising Africa.

Identify the civilizations which developed along the Upper Nile River.

Recognize the importance of the Bantu migrations and the kingdoms which resulted.

Summarize the development of West African trade and the emergence of the kingdoms of Ghana and Mali.

**MODULE 8—THE FIRST AMERICANS**

Recognize the location, cultural advancements, and diversity of Native Americans.

Describe the geography of the North American continent.

Identify different Indian cultures of North America.

Recognize the contributions made by the Olmec and Mayan civilizations of central America.

Describe the Toltec and Aztec civilizations of Central America.

Describe the geography of South America and its influence on the cultures developed there.

Identify the Inca civilization.

## Competency Statements Enabling Objectives, page 5

### MODULE 9—THE BYZANTINE EMPIRE AND RISE OF RUSSIA

Describe the events leading to the development of both the Byzantine Empire and Russian state, their characteristics and lasting influences.

Describe events leading up to the formation of Constantinople, and the geography which influenced this location.

Recognize the important contributions made by Justinian, Theodora, and Belisarius.

Identify the reason of the birth of the Byzantine Empire.

Recognize how Emperor Leo's battle against the Muslims saved western civilization.

Discuss the schism (split) between the Roman Catholic Church and the Eastern Orthodox Church.

Identify the geography of Eastern Europe and how it affected the development of Russia.

Describe the cultures and events which led to the rise of Russia.

Identify the reasons contributing to the decline of the Byzantine Empire.

### MODULE 10—THE MIDDLE AGES

Describe how western Europe was affected by the fall of the Roman Empire, the role played by the Christian Church in developing medieval society, and the emergence of European states.

Describe the political void in western Europe following the collapse of the Roman Empire.

Recognize the importance of both the political organization as reflected in the feudal system and the economic organization based on the manorial system.

Understand how peace and stability caused European commoners and serfs to grow in affluence, freedom, and power.

Discuss the differences between the limited power held by English kings and the absolute power of French monarchs, how they developed, and why these same leadership systems were not used in Germany and Italy.

Identify the issues causing conflict between the church and different European kings, and how they were resolved.

Describe the goal of the Crusades, why they failed in the Middle East, and how these conflicts affected German expansion.

Recognize the importance advances in literature and the arts during the late Middle Ages.

Identify factors leading to the decline of church power and the end of the Middle Ages.

## Competency Statements Enabling Objectives, page 6

### MODULE 11—RENAISSANCE, REFORMATION, AND EXPLORATION

Identify the Renaissance Age, the ways it manifested itself intellectually, culturally, and religiously, and how the following Ages of Exploration and Colonization were affected.

Review the political and economic climate of Europe in the 1300s and the events leading to the Renaissance.

Identify the ways the Renaissance spread beyond Italy throughout Europe.

List some of the major artists and authors of the Renaissance and their accomplishments.

Identify the impact Renaissance thinking had on the Church.

Identify the factors leading to and results of the Age of Exploration.

Discuss the Spanish and Portuguese colonization of the Americas.

Identify the regions explored by early English, French, and Dutch.

### MODULE 12—GROWING ECONOMY—GROWING NATIONS

Identify the economic factors and political concerns dominating Europe from 1500 to 1800 and how they affected Europe, Africa, and the Americas.

Recognize the importance of Mercantilism and Capitalism in determining a nation's wealth.

Identify the diverse cultures of the New World.

Identify the reasons for the African slave trade and how African and American cultures were effected.

Describe Spain's rise and decline as a world power.

Identify the ways French and German rulers handled religious conflicts.

Identify the Sun King, accomplishments, and results of his policies.

Understand the English Bill of Rights, how it was influenced by the Magna Carta, and affect on colonial American attitudes.

Discuss the factors leading to the creation of Hungary and Poland, and the development of Russia as a major European country.



## Competency Statements Enabling Objectives, page 7

### MODULE 13—FREE THINKERS—REVOLUTIONARY RESULTS

Discuss the philosophers and ideas characterizing the Age of Enlightenment, and how these concepts influenced revolution in the American colonies, Europe, and Latin America.

Describe the events that formulated the Age of Enlightenment and the resulting major philosophies.

Identify the philosophers and theories of the Age of Enlightenment and how these concepts affected the common man.

Discuss the relationship between Enlightened Philosophies and the American Revolution.

Discuss how Enlightenment thinking and the American Revolution influenced France in the mid-1700s and precipitated the French Revolution of 1789.

Identify Napoleon Bonaparte and his Rule of France.

Describe the long-term effects resulting from the French Revolution and Napoleon Bonaparte's Empire in Europe.

Identify the Romantic movement in art and literature. Relate how it tied into the political events of the time.

Connect the Revolutionary events occurring in Latin America during the 19th century to the American and French Revolutions.

Analyze the problems of the newly independent Latin American countries.

### MODULE 14—ENERGY IS ETERNAL DELIGHT

Identify the factors that caused the Industrial Revolution and the resulting political, social, and technological events.

Explain the factors that made the Industrial Revolution possible, and compare this revolution to the American and French Revolutions.

Discuss the early stages of the Industrial Revolution, the conditions in pre-industrial England, and some of the early inventions of the Industrial Revolution.

List the positive and negative ways the working class people were affected by the Industrial Revolution.

Describe the ways and economic theories socialists proposed to handle growing industry.

Explain the major economic and political reforms that occurred in England and the United States.

Show how continental Europe was impacted by the Industrial Revolution and the class divisions which developed as a consequence.

### Competency Statements Enabling Objectives, page 8

Summarize several of the major advances achieved in the physical, biological, and social sciences during the 1800s.

Identify the ways the Industrial Revolution influenced art, music, and literature.

Discuss the unification of Italy and resulting social changes.

Explain the events leading to the unification of Germany and Germany characterized itself.

Discuss the cause of the power decline in Eastern Europe.

Explain the dangers associated with growing nationalism.

### MODULE 15—IMPERIALISM

List ten (10) reasons for imperial expansion, the countries which were responsible, and the ways in which this movement affected native populations.

Define imperialism and explain how it differs from colonization.

List ten reason for imperial expansion.

Discuss imperialism in North America.

Analyze on Great Britain's imperialist take over in Australia and New Zealand.

Discuss the British take over in Ireland and the resulting problems.

Identify British imperialist movements in India.

Recognize the imperialist movement in China and Southeast Asia.

Describe the early development of Japanese society and the effects of modernization within the country.

Explain early European interest in Africa and the native response to the white man's arrival.

Describe the imperialist take over of Africa and the resulting conflicts.

Describe the positive and negative effects of imperialism on Africa.

### MODULE 16—CIVILIZATION IN JEOPARDY

Discuss the reasons for both World War I and World War II, the nations involved, and the outcome of these conflicts; explain how these events affected, and were affected by, the Russian Revolution and Great Depression.

Analyze the events that led to the start of World War I.

Trace the progress of World War I and the reasons the United States became involved in the conflict.

## Competency Statements Enabling Objectives, page 9

Relate the ways in which a peace settlement was achieved and the results of World War I.

Understand the Russian Revolution and the rise of the Russian Communist Party.

Describe post-World War I Europe; include discussions on rising fascism and failing democracy.

Describe the Great Depression, the causes and effect on the world economy.

Describe upheaval in Asia following World War I; include the development of Chinese communism, Japanese imperialism, and Middle East nationalism.

Describe the reasons which lead up to the outbreak of World War II.

Understand the reasons for the war between the United States and Japan, and how it was resolved.

Discuss the events ending World War II and the results of this global conflict.

Identify some of the prominent art forms and literary works characterizing the time period from 1914 to 1945.

## MODULE 17—FROM COLD WAR TO GLASNOST

Identify the global policies of both the Soviet Union and the United States from 1945 to present; include events that have occurred in Asia and Western Europe since the end of World War II.

Explain the importance of the Marshall Plan, United Nations, NATO, and the Common Market to postwar Europe.

Discuss the reasoning behind the Cold War, the ways this international hostility manifested itself, and the collapse of the Communist regime.

Explain the postwar division of Germany and the reunification.

Discuss developments in Great Britain and her changing role in global politics.

Understand postwar France and the role in world events.

Discuss the major events of Italy since 1945.

Analyze the history of Spain and Portugal since World War II.

Discuss the importance of Mahatma Ghandi's policies in India's push for self-rule.

Study the economic development of Japan and its postwar reconstruction.

Discuss the rise and establishment of Communism in China.

Understand the events in Southeast Asia, the Vietnam War, the Philippines, Laos and Cambodia.

## **Competency Statements Enabling Objectives, page 10**

### **MODULE 18—OLD PROBLEMS IN A MODERN WORLD**

Describe the major issues shaping present-day Africa, Latin America, and Middle East.

Describe how economic and political concerns have affected Latin America during the 20th century.

Discuss the issues involved in the North American Free Trade Agreement (NAFTA), and how this will affect Mexico, the United States and Canada.

Review the role played by Europe in colonizing Africa and the continent's growing desire for freedom.

Analyze the ways the African colonies gained independence.

Recognize major obstacles facing African nations today.

Discuss apartheid in South Africa and the current push for reform.

Evaluate the Arab-Israeli discord and how past history has played an important role in establishing current policy.

Understand how religious fundamentalism has affected other Middle East countries.

### **MODULE 19—LOOKING AHEAD**

Review the reasons for studying world history and emphasize the importance of personal achievement.

Discuss some of the technological advancements made in space and underwater, and how our life has changed as a result.

Identify some of the recent scientific accomplishments in biology and medicine, and how man's life has been affected.

Identify the issues involved in the environmental movement and how they affect us.

Review the reasons for studying world history and emphasize the importance of personal achievement.

**Competency Statements Enabling Objectives  
for ECON 702  
(Economics: Free Enterprise)**

**MODULE 1—WHAT IS ECONOMICS?**

Identify basic economic terms and their concepts and discuss key principles of economic theory.

Define survival, basic needs and interdependence, and understand how interdependence is necessary for survival.

Define and understand the terms producer, consumer, circular flow, barter, economic good, and free good.

Define scarcity, specialization, market, supply, demand, and recognize their function in the study of economics.

Define and understand a traditional economic system. Give examples of the types of people using the traditional economic system and understand its limitations.

Define and understand a command economic system. Realize its importance in our history, and understand its place in the modern world.

Define and understand the free enterprise system. Comprehend the terms self-determination, capitalism, and profit.

Understand the difference between the free enterprise system and the traditional and command economic systems.

**MODULE 2—DEMOCRATIC BELIEFS AND PERSONAL RESPONSIBILITY**

Show familiarity with the historic documents which created the American Free Enterprise System, and understand that with the freedom guaranteed by these historic papers comes responsibility.

Read the Declaration of Independence and understand this document as a reaction to the command economic system and the catalyst for creating the free enterprise system.

Read the United States Constitution and understand this document as the foundation for the American Free Enterprise System.

Read the Bill of Rights and understand this document as support for citizen rights and the free enterprise system.

Understand that the documents which support the free enterprise system also guarantee man's freedom, and with that freedom comes responsibility.

**Competency Statements Enabling Objectives, page 2****MODULE 3—AMERICAN FREE ENTERPRISE SYSTEM**

Discuss the characteristics, benefits, and goals of the American Free Enterprise System, how they are measured, and how the system allows man the highest standard of living and personal freedom.

Define the characteristics and benefits of the American Free Enterprise System.

Understand the goals of the American Free Enterprise System.

Identify the types of measurements taken to gauge economic performance.

Identify economic structures associated with the American Free Enterprise System and discuss how their characteristics, benefits, and goals support and allow the highest standard of living and personal freedom.

**MODULE 4—BUSINESS AT HOME AND ABROAD**

Identify and analyze the concepts and manifestations of business in the American Free Enterprise System, including business goals, functions, cycles, presence, and effect on world trade.

Identify the different kinds of business structures, the advantages and disadvantages of each, and their importance to the American Free Enterprise System.

Define and identify the goals and functions of business.

Define supply and demand and identify ways they influence business.

Identify business cycles and explain how they relate to economic cycles.

Recognize the purpose, impact, and extent of international business and how trade restrictions affect global business.

Identify and analyze the concept, manifestations, and importance of business in the American Free Enterprise System.

## Competency Statements Enabling Objectives, page 3

### MODULE 5—MONEY AND FINANCE

Identify facts about money and analyze the importance of money to daily transactions and its effects on the economy.

Explain the characteristics of money and what makes one medium a better form of exchange than another.

Identify the role of governmental departments which control or monitor the money supply.

Identify financial interactions of banks such as checking, credit, and savings accounts and recognize how these transactions affect the economy.

Understand global finance and the means used to control it; recognize the global responsibility we have to aid lesser developed countries and the methods used to help those in need.

Identify facts about money and analyze money's importance in daily transactions as well as its effects on the economy.

### MODULE 6—INDIVIDUAL AND THE GOVERNMENT

Identify economic concepts and discuss the importance of every individual to the success of the American Free Enterprise System, the various ways in which the government serves its people, and how that service affects the economy.

Identify characteristics of people you admire and relate those characteristics to your own characteristics in order to realize that you are important and have special talents which should be shared with the community.

Explain individual rights and responsibilities under the American Free Enterprise System.

Show how individual choices and decisions affect the economy.

Identify the different kinds of taxes and their purposes, which individuals pay.

Identify the means by which the government serves individuals.

Identify the ways in which the government protects its citizens by regulating the marketplace.

Understand the budget-making process and how the government's monetary policy affects the economy.

Identify economic concepts and discuss the importance of every individual to the success of the American Free Enterprise System, the various ways in which the government serves the people, and how that service affects the economy.

**Competency Statements Enabling Objectives, page 4**

**MODULE 7 — COURSE SUMMARY**

Identify basic economic concepts contributing to the American Free Enterprise System and discuss how man has benefited from the system.

Identify basic economic concepts and, recognizing that economics is not a dry, isolated subject, but rather one which describes man's history of interaction, discuss how man (male and female) has benefited as a result of the American Free Enterprise System.



## Budget Worksheet for Transformative Charter Academy

(See explanation in expense summary section immediately following this worksheet)

Overview	Function Code	Object Code	Total
Net Assets at Beginning of Year			<u>0</u>
Estimated Revenues:			
Local Sources			<u>0</u>
State Sources (120 students x 4,000)			<u>480,000</u>
Federal Sources (Grants)			<u>10,000</u>
Other Sources (fund raising , learning ctr)			<u>7,500</u>
Total Estimated Revenues			<u>497,500</u>
Estimated Expenses:			
Payroll Costs	61000		<u>283,540</u>
Professional and Contracted Services	6200		<u>57,400</u>
Supplies and Materials	6300		<u>63,475</u>
Other Operating Costs	6400		<u>72,050</u>
Debt Expense	6500		<u>0</u>
Total Estimated Expenses			<u>476,465</u>
Gains	7950		<u>21,035</u>
Losses	8950		<u>0</u>
Change in Assets			<u>          </u>
Net Assets at End of Year			<u>21,035</u>
Expense			
Instruction: 11			
Payroll Costs	6100		<u>201,300</u>
Professional and Contracted Services	6200		<u>0</u>
Supplies and Materials	6300		<u>18,000</u>
Other Operating Costs	6400		<u>50,050</u>
Debt Expense	6500		<u>0</u>
Total Instruction			<u>269,350</u>

Instructional Resources and Media	12		
Services:			
Payroll Costs		6100	<u>0</u>
Professional and Contracted		6200	<u>2,800</u>
Services			
Supplies and Materials		6300	<u>27,825</u>
Other Operating Costs		6400	<u>0</u>
Debt Expense		6500	<u>0</u>
 Total Instructional Resources and Media Services			 <u>30,625</u>
 Curriculum Development and Instructional Staff Development:	13		
Payroll Costs		6100	<u>0</u>
Professional and Contracted		6200	<u>2,500</u>
Services			
Supplies and Materials		6300	<u>1,500</u>
Other Operating Costs		6400	<u>11,300</u>
Debt Expense		6500	<u>0</u>
 Total Curriculum Development and Instructional Staff Development			 <u>15,300</u>
 Instructional Leadership:			
Payroll Costs		6100	<u>38,175</u>
Professional and Contracted Services		6200	<u>0</u>
 Supplies and Materials		6300	<u>1,000</u>
Other Operating Costs		6400	<u>0</u>
Debt Expense		6500	<u>0</u>
 Total Instructional Leadership			 <u>39,175</u>

School Leadership:	23		
Payroll Costs		6100	<u>44,065</u>
Professional and Contracted Services		6200	<u>0</u>
Supplies and Materials		6300	<u>5,400</u>
Other Operating Costs		6400	<u>8,000</u>
Debt Expense		6500	<u>0</u>
Total School Leadership			<u>57,465</u>
Guidance, Counseling and Evaluation Services:	31		
Payroll Costs		6100	<u>0</u>
Professional and Contracted Services		6200	<u>5,000</u>
Supplies and Materials		6300	<u>2,000</u>
Other Operating Costs		6400	<u>0</u>
Debt Expense		6500	<u>0</u>
Total Guidance, Counseling and Evaluation Services			<u>7,000</u>
Social Work Services: (Optional)	32		
Payroll Costs		6100	<u>0</u>
Professional and Contracted Services		6200	<u>0</u>
Supplies and Materials		6300	<u>0</u>
Other Operating Costs		6400	<u>0</u>
Debt Expense		6500	<u>0</u>
Total Social Work Services			<u>0</u>
Health Services	33		
Payroll Costs		6100	<u>0</u>
Professional and Contracted Services		6200	<u>5,000</u>
Supplies and Materials		6300	<u>500</u>
Other Operating Costs		6400	<u>0</u>

00155

Debt Expense		6500	<u>0</u>	
Total Health Services				<u>5,500</u>
Student Transportation: (Optional)	34			
Payroll Costs		6100	<u>0</u>	
Professional and Contracted Services		6200	<u>0</u>	
Supplies and Materials		6300	<u>0</u>	
Other Operating Costs		6400	<u>0</u>	
Debt Expense		6500	<u>0</u>	
Total Student Transportation				<u>0</u>
Food Services: (Optional)	35			
Payroll Costs		6100	<u>0</u>	
Professional and Contracted Services		6200	<u>0</u>	
Supplies and Materials		6300	<u>0</u>	
Other Operating Costs		6400	<u>0</u>	
Debt Expense		6500	<u>0</u>	
Total Food Services				<u>0</u>
Co-curricular/Extracurricular Activities: (Optional)	36			
Payroll Costs		6100	<u>0</u>	
Professional and Contracted Services		6200	<u>0</u>	
Supplies and Materials		6300	<u>1,200</u>	
Other Operating Costs		6400	<u>0</u>	
Debt Expense		6500	<u>0</u>	
Total Co-curricular/Extracurricular Activities				<u>1,200</u>
General Administration:	41			
Payroll Costs		6100	<u>0</u>	
Professional and Contracted Services		6200	<u>5,000</u>	

Supplies and Materials		6300	<u>250</u>	
Other Operating Costs		6400	<u>0</u>	
Debt Expense		6500	<u>0</u>	
Total General Administration				<u>5,250</u>
Plant Maintenance and Operations:	51			
Payroll Costs		6100	<u>0</u>	
Professional and Contracted Services		6200	<u>16,000</u>	
Supplies and Materials		6300	<u>1500</u>	
Other Operating Costs		6400	<u>0</u>	
Debt Expense		6500	<u>0</u>	
Total Plant Maintenance and Operations				<u>17,500</u>
Security and Monitoring Services: (Optional)	52			
Payroll Costs		6100	<u>0</u>	
Professional and Contracted Services		6200	<u>1,600</u>	
Supplies and Materials		6300	<u>0</u>	
Other Operating Costs		6400	<u>0</u>	
Debt Expense		6500	<u>0</u>	
Total Security and Monitoring Services				<u>1,600</u>
Data Processing Services:				
Payroll Costs		6100	<u>0</u>	
Professional and Contracted Services		6200	<u>9,500</u>	
Supplies and Materials		6300	<u>0</u>	
Other Operating Costs		6400	<u>0</u>	
Debt Expense		6500	<u>0</u>	
Total Data Processing Services				<u>9,500</u>
Community Services: (Optional)	61			

Payroll Costs	6100	<u>0</u>
Professional and Contracted Services	6200	<u>0</u>
Supplies and Materials	6300	<u>3,000</u>
Other Operating Costs	6400	<u>0</u>
Debt Expense	6500	<u>0</u>

Total Community Services 3,000

Fund Raising: (Optional) 81

Payroll Costs	6100	<u>0</u>
Professional and Contracted Services	6200	<u>10,000</u>
Supplies and Materials	6300	<u>2,500</u>
Other Operating Costs	6400	<u>1,500</u>
Debt Expense	6500	<u>0</u>

Total Fund Raising 14,000

TOTAL EXPENSES (All Functions) 476,465

## Expense Summary for Transformative Charter Academy

### Instruction: Function Code 11

Payroll Cost: (6100)	Cost Explanation	Cost
Chief Executive Officer	25% x 60,000	15,000
Program Coordinator	50% x 35,000	17,500
4 full time instructional staff	4 x 25,000	100,000
4 part-time instructional staff	4 x 40 wks x 20 hrs/wk x \$10/hr	32,000
Instructional support secretary	50% x 15,000	7,500
Employee Benefits (Social Security & Teacher Retirement System)	15% of payroll (172,000)	25,800
Health Insurance	2.5 % of full-time wage	<u>3,500</u>
		201,300
Supplies and Material (6300)		
Curriculum from API	120 students x \$100 each	12,000
Supplies & printing	120 students x \$50 each	<u>6,000</u>
		18,000
Other Operating Costs (6400)		
Tuition scholarship for Junior/Senior student to take 3 - 6 semester hours at local community college for dual credit	50 students x 300 per student	15,000
Rent 807 N 8th Street (See rent appraisal & lease in Appendix E)	1,250/month x 6 (Jul - Dec 98) 7,500 1,450 x 7 (Jan - Jul 99) <u>10,150</u>	17,650
Utilities	600 a month x 12	7,200
Furniture		
- student desks/tables	50 desks x 80 each = 4,000	
- student chairs	80 chairs x 40 each = 3,200	
15 computer desks	15 desks x 200 each = <u>3,000</u>	
		<u>10,200</u>
		50,050

### Instructional Resources and Media Services: Function Code 12

Professional and Contracted Services (6200)		
Computer maintenance & installation	1st year maintenance	2,500
Internet Services	25 per month x 12	<u>300</u>
		2,800

<b>Supplies and Material (6300)</b>		
15 computers	15 x 1,200 each	18,000
Software programs (integrated applications software, test preparation e.g SAT, ACT, ASFAB, TAAS; instructional support software programs etc)		7,500
computer supplies ( printer cartridges, and computer paper	15 stations x 75 each	1,125
VCR	1 x 200	200
Overhead projector & screen	1 x 750	750
TV	1 x 250	<u>250</u>
		27,825

### **Curriculum Development and Instructional Staff Development: Function Code 13**

<b>Professional and Contracted Services (6200)</b>		
In service Teacher training		2,500
Supplies and Materials (6300)		1,500
<b>Other Operating Costs (6400)</b>		
Faculty & Staff computers	2 x 1,500 each	3,000
computer desks	4 x 200 each	800
External Workshops, conferences, seminars		<u>7,500</u>
		11,300

### **Instructional Leadership: Function Code 21**

<b>Payroll Costs: (6100)</b>		
Chief Executive Officer	25% of 60,000	15,000
Program Coordinator	50% of 35,000	17,500
Employee Benefits (Social Security & Teacher Retirement System)	15% x 32,500	4,875
Health Insurance	2.5% x 32,500	<u>800</u>
		38,175
Supplies and Material - paper, postage, etc (6300)		1,000

### **School Leadership: Function Code 23**

<b>Payroll Costs: (6100)</b>		
Chief Executive Officer	50% of 60,000	30,000
Leadership Support Secretary	50% of 15,000	7,500
Employee Benefits	15% of 37,500	5,625
Health Insurance	2.5% x 37,500	<u>940</u>
		44,065
Supplies and Materials (6300)		



2 computers	2x 1,500	3,000	
Office Supplies	200 a month x 12	<u>2,400</u>	5,400
<b>Other Operating Costs (6400)</b>			
Advertising		5,000	
Telephone	150 per month x 12	1,800	
Travel	100 per month x 12	<u>1,200</u>	8,000

**Guidance, Counseling and Evaluation Services: Function Code 31**

Professional and Contracted Services (6200)			
Testing and Evaluation Services			5,000
Supplies and Materials (6300)			
(Personality Inventories, e.g., Myers Briggs; Learning Style Inventories, etc)			2,000

**Health Services: Function Code 33**

Professional and Contracted Services (6200)			
Set aside fund for minor emergencies that occur on school property and students and/or parents are unable to pay for services			5,000
Supplies and Materials			500

**Co-curricular/Extracurricular Activities: Function Code 36**

Other Operating Cost (6400)			
Entry fees for community-sponsored activities; e.g bowling, soccer, softball leagues			1,200

**General Administration: Function Code 41**

Professional & Contracted Services (6200)			
Financial Audit			5,000
Supplies and Materials (6300)			250

**Plant Maintenance and Operations**

Professional & Contracted Services (6200)			
Repair services on building, heating and cooling equipment, parking, new carpeting, furniture and fixtures		10,000	
Janitorial Services		<u>6,000</u>	16,000
Supplies and Materials (6300)			1,500

**Security and Monitoring Services: Function Code 52**

Professional and Contracted Services (6200)			
Fire Security System (per city code)		1,000	
Fire Security Monitoring \$50 a month x 12 months		<u>600</u>	
			1,600

**Data Processing Services: Function Code 53**

Professional and Contracted Services (6200)			
PEIMS Services (Include payroll, vendor checks, attendance reporting, demographic data, student registration, TRS reporting, etc)	Region 12 Service Center		9,500
Will contract with Region 12 Service Center			

**Community Services: Function Code 61**

Supplies and Material (6300)			
For Community Service			
Learning projects	120 students x \$25 each		3,000

**Fund Raising: Function Code 81**

Professional and Contracted Services (6200)			
Grant Writing Services			10,000
Supplies and Materials (6300)			2,500
Other Operating Costs (6400)			
(postage, printing, advertisement, etc)			1,500

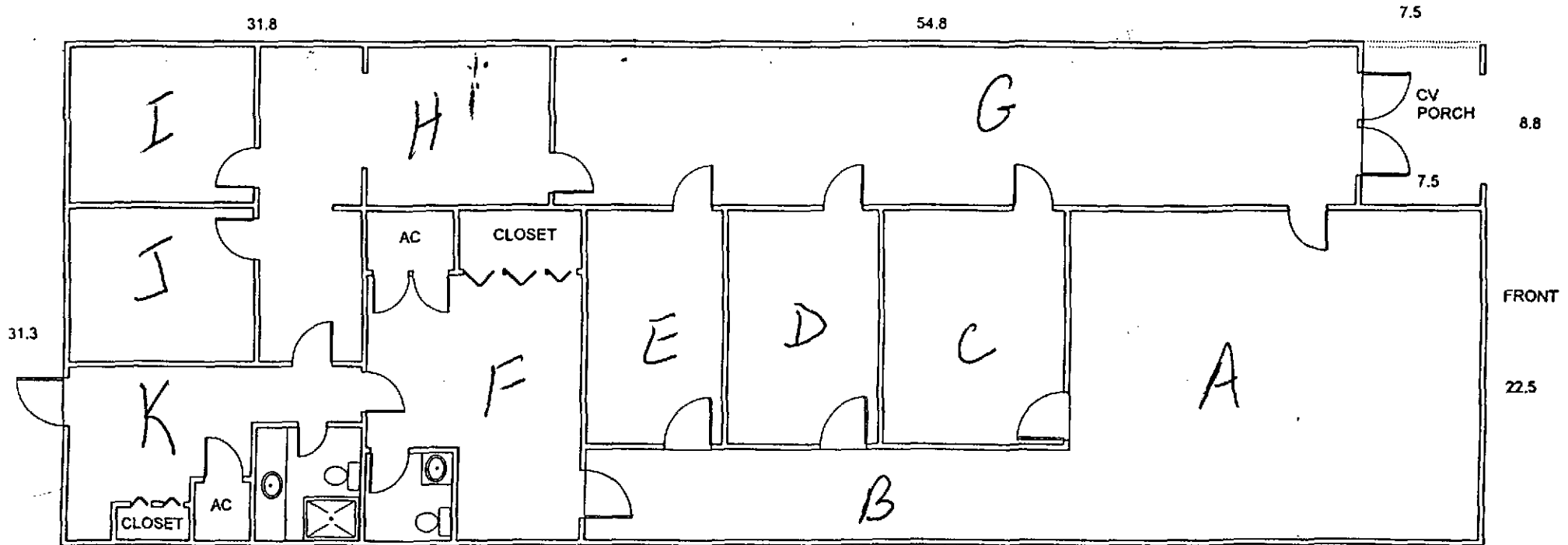
00162

31.3 X 86.5 = 2707.45  
(8.8 X 7.5) = -66

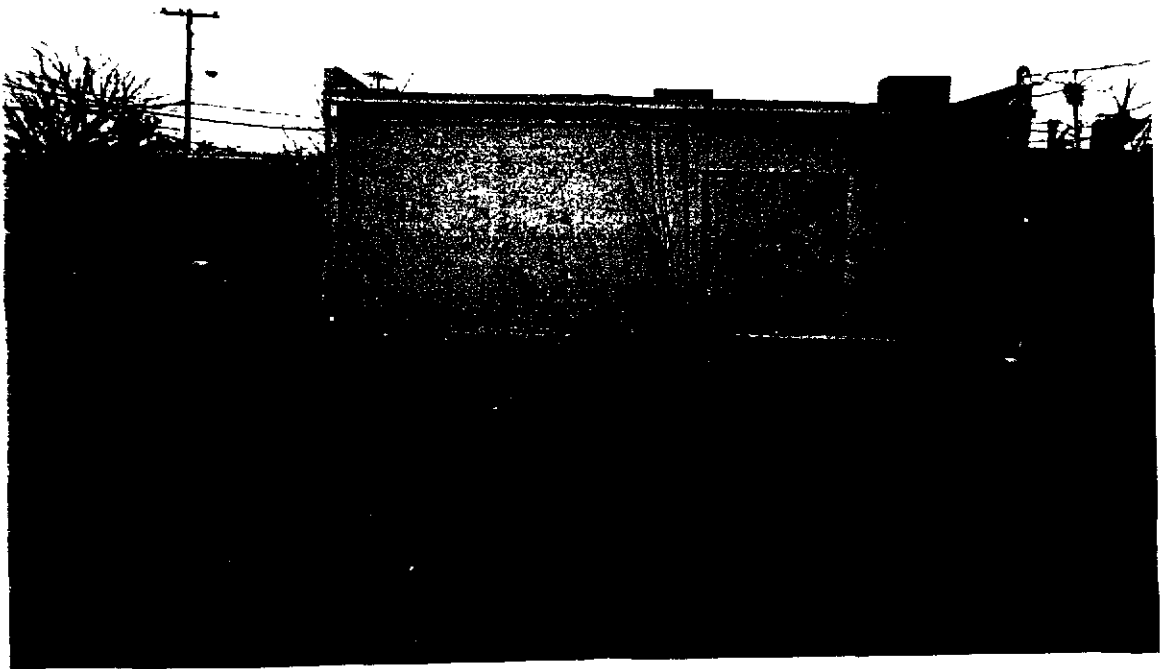
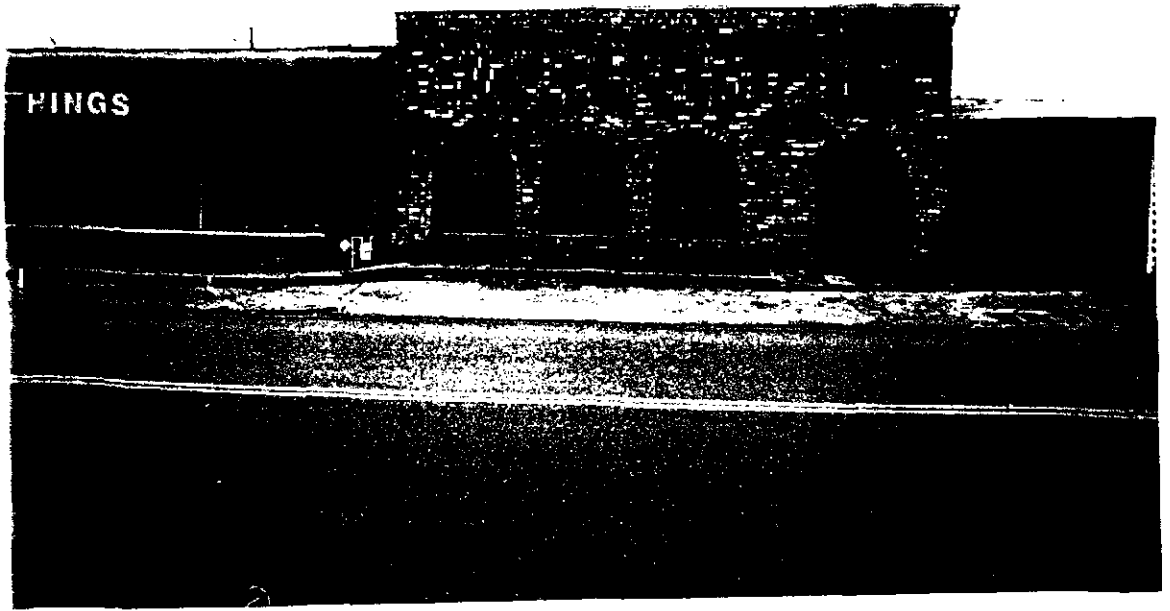
2641.45  
(7.5 X 54.8) = -411.

2230.45

86.5



00163





## HOME INSPECTION AND APPRAISAL SERVICE

806 So. W.S. Young Dr. P.O. Box 84  
Killeen, Texas 76540  
Phone (817) 699-5158  
254



December 11, 1997

Ms. Mary Alfred  
7127 Creek Place Drive  
Killeen, Texas 76542

Dear Ms. Alfred,

In receiving the rental appraisal I prepared for you on the property at 807 N. 8th Street, Killeen, Texas, I discovered that I made a calculation error on the building measurements. The correct measurements should have been  $31.3 \times 86.5 = 2707.45$  plus the portion I overlooked which was  $7.5 \times 22.5 = 168.75$  for a total of 2876.2 square feet of rentable space. Therefore at the rate of \$.50 cents per square feet, the nominal gross rent recommendation should be \$1,438.10, rounded to \$1,450.00 per month.

I sincerely apologize for the error and hope that it did not cause you any inconvenience.

Sincerely,

Michael P. Klimaszewski  
Master Certified Appraiser  
TX 1321969-G

00165



# HOME INSPECTION AND APPRAISAL SERVICE

806 So. W.S. Young Dr. P.O. Box 84  
Killeen, Texas 76540  
Phone (817) 699-5158  
254



December 11, 1997

Ms. Mary Alfred  
7127 Creek Place Drive  
Killeen, Texas 76542

Reference: Rental Appraisal

Dear Ms. Alfred,

In accordance with your request, I have researched the typical rentals in the downtown section of Killeen in relation to the property located at 807 N. 8th Street, Killeen, Texas.

The enclosed report contains an evaluation and description of the subject property, and typical rents for properties in similar condition and locations. Market Rent for the subject as determined by this report is \$1,321.00 per month rounded to \$1,300 per month, with the tenant paying for all utilities except taxes and insurance.

This is a Summary Appraisal Report as defined by the Appraisal Standards Board of the Appraisal Foundation, and complies with the Uniform Standards of Professional Practices (USPAP). Since the appraisal addresses only the rental aspects of the property, according to the clients request, the departure provision of the USPAP is invoked.

Sincerely,

Michael P. Klimaszewski  
Master Certified Appraiser  
TX 1321969-G

00166

SUMMARY OF SALIENT FACTS AND CONCLUSIONS

Property: One-story office building with brick veneer front, and with open asphalt paved parking.

Address: 807 N. 8th Street, Killeen, Bell County, Texas

Effective Date of Appraisal: December 10, 1997

Date of Report: December 10, 1997

Land Size: 4695 square feet

Building Size: <sup>2,876</sup>~~2642~~ square feet of gross building area per the physical inspection of the subject.

Land-to-Building Area Ratio: 0.563 to 1.0

Description of Improvements: One story building, with slab foundation, brick veneer front, tar and gravel roof. There is open asphalt paved parking. There is grass in the unpaved portions along the western boundary.

Year of Construction: 1972, according to Bell County Tax Records.

Improvement Condition: Average

Highest and Best Use As Vacant: Interim hold, awaiting future general retail development.

Highest and Best Use As Improved: Continued use as multi-tenant office building.

Market Rent Estimates: <sup>1450</sup>~~\$1300.00~~ per month gross rent.

Date of Lease:

# COMMERCIAL LEASE

LANDLORD	TENANT
Name: Julian P. Alfred	Name: TRANSFORMATIVE LEARNING SYSTEMS
Address: 7127 Creek Place Dr.	Address: 807 N 8th Street
Killeen, TX 76542	Killeen, TX 76541
Phone: (254) 634-1351	Phone: (254) 519-7708

## TERMS

Lease Start Date	Lease End Date	Monthly Rent	Security Deposit	Rent Deposit
Jan 1, 1998	Dec 31, 1999	\$1,250 first yr \$1,450 second yr	None	None
Utilities Paid By Landlord		Utilities Paid By Tenant		
None		All		

1. The Landlord agrees to rent to the Tenant and the Tenant agrees to rent from the Landlord the following commercial property: (describe rental property):

Approximately 2900 square ft red brick building with 8 offices/classrooms. It has two heating and cooling systems with carpeting in the main areas and tiles in the large foyer.

2. The term of this lease will be from the Lease Start Date set forth above, until the Lease End Date set forth above. If the Tenant continues to occupy the property, with the consent of the Landlord after the expiration of the original term of this lease, the rental will continue on a month-to-month basis with all of the other terms of this lease continuing unchanged.

3. The rental payments set forth above will be payable by the Tenant to the Landlord on the 10th day of each month, beginning on January 1, 19 98. If any rental payment is not paid within five (5) days of its due date, the Tenant agrees to pay an additional late charge of 5% of the rental due.

4. The Tenant has paid the Landlord the security deposit set forth above. This security deposit will be held as security for the repair of any damages to the property by the Tenant. This deposit will be returned to the Tenant within 10 days of the termination of this lease, less any amounts needed to repair the property.

5. The Tenant has paid the Landlord additional rent set forth above equal to 0 months' rent. This rent deposit will be had as security for the payment of rent by the Tenant. This rent payment deposit will be returned to the Tenant within 10 days of the termination of this lease, less any rent still due upon termination.

6. Tenant agrees to maintain the property in a clean and sanitary manner and not to make any alterations to the property without the Landlord's written consent. At the termination of this lease, the Tenant agrees to leave the property in the same condition as when it was received, except for normal wear and tear.

7. Tenant agrees no to sub-let the property or assign this lease without the Landlord's written consent. Tenant agrees to allow the Landlord reasonable access to the property for inspection and repair. Landlord agrees to only enter the property after notifying the Tenant in advance, except in an emergency.

8. The Tenant has inspected the property and has found it satisfactory.

9. If the Tenant fails to pay the rent on time or violates any other terms of this lease, the Landlord will have the right to terminate this lease in accordance with state law. The Landlord will also have the right to re-enter the property and take possession of it and to take advantage of any other legal remedies available.

10. The Landlord is responsible for the repair and upkeep of the exterior of the property and the Tenant is responsible for the repair and upkeep of the interior of the property.



11. The Landlord agrees that the Tenant may install the following equipment and fixtures for the purpose of operation the Tenant's business:

The tenant can modify the rooms to meet its educational needs. The classrooms can be combined, and the large room can be separated with movable wall. The tenant can the needed equipment to carry out its learning programs. All modifications, however, must be first discussed with the landlord.

12. The Landlord agrees to carry fire and casualty insurance on the property, but does not have any liability for the operation of the Tenant's business. The Tenant agrees not to do anything that will increase the Landlord's insurance premiums and, further, agrees to indemnify and hold the Landlord harmless from any liability caused by Tenant's operations. The Tenant agrees to carry casualty insurance on any equipment or fixtures that Tenant installs at the property. In addition, the Tenant agrees to carry business liability insurance covering Tenant's business operations in the amount of market value with the Landlord named as a coinsured party. Tenant agrees to furnish Landlord copies of the insurance policies and to not cancel the policies without notifying the Landlord in advance.

13. This lease is subject to any mortgage or deed of trust currently on the property or which may be made against the property at any time in the future. The Tenant agrees to sign any documents necessary to subordinate this lease to a mortgage or deed of trust for the Landlord.

14. The Tenant agrees to use the property only for the purpose of carrying out the following business:

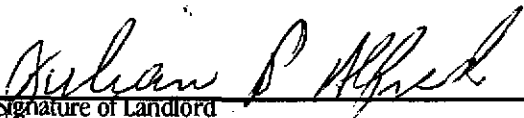
Educational programs which may include a learning center, charter school, adult education classes, etc.


15. Following are additional terms of this Lease:

Tenant is currently not able to pay for the property but will occupy it as of January 1. Tenant will begin payments when it is able to pay. However, rent is cumulative as of the occupancy date.

The landlord will paint the building and bring it up to ADA standards; that is widen the bathrooms doors, install a ramp to provide access to the back part of the building where there is a step. Landlord will not terminate tenant for inability to pay.

16. The parties agree that this lease is the entire agreement between them. This Lease binds and benefits both the Landlord and Tenant and any successors.

  
Signature of Landlord

  
Signature of Tenant  
Transformative Learning System

Z  
Φ  
B

**ZETA PHI BETA SORORITY, INC  
MU DELTA ZETA CHAPTER  
P.O. BOX 4155  
KILLEEN, TEXAS 76540-4155**

December 13, 1997

Transformative Learning Systems  
807 North 8th Street  
Killeen, Texas 76541

Dear Dr. Mary Alfred:

We, the members of Mu Delta Zeta Chapter, Zeta Phi Beta Sorority, Inc., Killeen, Texas, congratulate you and your committee's effort to bring a Charter School to the Killeen/Ft. Hood area. A program, such as the one you are proposing, will be a welcome addition to our community.

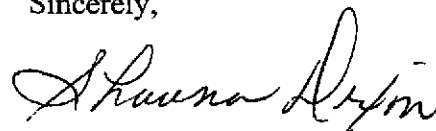
As educators, we know that all students do not learn in the same manner, and we know that all students will not survive in our traditional educational programs. New and better ways of educating our young people must be incorporated into our community if our young people are to be successful. A school, such as the one you are proposing, will give our youth that opportunity. A Charter School in this area will give our young people a new and innovative alternative for achieving a high school diploma.

One element of your proposed Charter School is that of community service. As a sorority, we feel that community service is very important and it is one of our seven point programs. Community service will allow our young people an opportunity to become involved in where they live. It will give them an opportunity to experience what makes or breaks a community. Community service will also give them an opportunity to work with businesses where they can learn skills that could eventually lead to employment.

Though we are not financially able to support you at this time, we will gladly support you by making ourselves available as tutors and mentors for your program.

If we can be of further assistance, do not hesitate to call us. We wish you success.

Sincerely,



Shawna Dixon, Basileus (President)  
Mu Delta Zeta Chapter  
Zeta Phi Beta Sorority, Inc.

00170

**GREATER VISION FULL GOSPEL COMMUNITY CHURCH  
312 N. Gray Street  
Killeen, TX 76541**

January 4, 1998

Dr. Mary V. Alfred  
Chief Operating Officer  
Transformative Learning Systems  
807 N. 8<sup>th</sup> Street  
P.O. Box 4352  
Killeen, TX 76540-4352

Dear Dr. Alfred,

Let me first commend you on your efforts to implement a charter school in our community that focuses on the educational needs of "at risk" young people, providing them with yet another opportunity for a high school diploma vs. a G.E.D. Not only will this school benefit many young people, but the entire Killeen community.

As a community church, not only are we fully dedicated to Christian ministry, but to the support of other positive efforts in the community as well. We whole-heartedly support your efforts. As a matter of fact, some of our members have already committed to assist with the tutoring program that the school will offer. We are readily available to assist in any way possible.

Again, I commend you for your efforts and look forward to the emergence of this great school. May God bless you in your endeavors.

Sincerely,



David G. Reynolds  
Pastor

DGR/erg

00171

December 4, 1997

Dear Sir or Madam:

My name is [REDACTED] and I dropped out of school at [REDACTED] years old because I [REDACTED]. My [REDACTED] and I got married and I now have a [REDACTED]. My [REDACTED] is [REDACTED] but I have not been able to go back to school because I do not feel right going back to Killeen High. I want to finish my high school diploma but we do not have another school in Killeen or Fort Hood for me to go. The programs offered on television commercials cost a thousand dollars to get your diploma and I can not afford it.

My Mom told me about the school that the people are planning and asked me to write this letter asking you to give us the school because we need it. There are many young [REDACTED] and [REDACTED] like me, who did not finish high school. Now we know that you can not get anywhere without a diploma. My [REDACTED] will work at night and [REDACTED] for me to go to school in the day. I want to finish my high school diploma so I can help my [REDACTED], my [REDACTED], and especially myself.

They told me that the charter school will be free and that we will have to do community service. The community service will help me work with people and give me some job experience too. My Mom also said that we will also have to take a college class before we graduate. I like that because it gives me the push I need to better my life.

Please give us a school like this in Killeen and Fort Hood. There are many of my friends who want to go [REDACTED] but they can not go

00172

because they do not have a high school diploma and this school can make this possible. Thank you very much.

Sincerely,



[REDACTED]

TO WHOM IT MAY CONCERN

I am writing this letter because I have not finish high school. I am now 18 years and left 2 years ago. I would like to get my high school diploma but I it is hard to go back to the same school I left. There is no other school in Killeen that offers a high school diploma. Central Texas College has a private high school program but people like me with no job and no money cannot afford it because it is very expensive. It is also only open during the day. I was at a group meeting with my mom and Dr. Alfred was explaining to us about the school that her committee wants to start. There are many people like me in Killeen who need that school. I do not want a GED. I want a high school diploma, and the fact that the school will be free will help me get it.

Since I do not have any job skills, the community service and the on the job training will help me get some work experience. The small classes and the one on one teaching will give me the attention that I need to learn. When that school is open I will be able to go at night because my mom will be able to watch the baby when she comes home from work. I also have a brother who dropped out and he will go to school also and get his diploma. He wants to go into the military and they will not take him with a GED. They will only take him with a high school diploma.

Please give us this school in Killeen so we can better out lives. There are many kids in Killeen who dropped out of school or are close to dropping out and have no way to improve themselves. We need a school where the teachers are interested in us and awant to help us.

Yours Truely  
[REDACTED]

00174

Nov. 21, '97

Ladies and Gentlemen,

I understand that Transformative Learning Systems is applying for a Charter school for children who have dropped out of school. I would like to strongly support them and vice versa will do the same because I know my [redacted] would benefit from such a school. My [redacted] is [redacted] years old and dropped out of school two years ago [redacted] now wants to go back to complete [redacted] high school education but does not want to go back to the Killdeer Independent School District. As a drop out with a [redacted] [redacted] does not feel comfortable going back to the school because of being treated as a child, when [redacted] living in a group world because of [redacted] choices. There is not other schools in Killdeer for my [redacted] to attend [redacted] now wants very much to complete [redacted] high school diploma and feel comfortable and [redacted] also needs a structure environment.

Dr. Alfred addressed a group of people where she talked about the school that they want to start. I believe that the half day schedule would keep the children from being truant and losing interest. I like the idea of one-to-one teaching because my [redacted] is smart but you must stay on [redacted] to get [redacted] do [redacted] because [redacted] loses interest quickly. Teaching that way [redacted] will get more help and [redacted] can be better understood and feel that the teachers care. I also like the idea of the community service and internships that would be available to my [redacted] This will give the children some experience so that they can feel what's like to

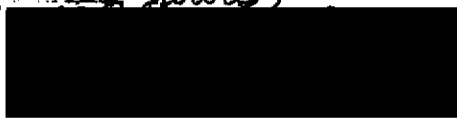
00175

have a job and in finding a job when they leave school. Many minority and poor children have trouble finding a part-time job because they do not have the right connections because the right people aren't known to them. Dr. Alfred also said that the school will work in trying to find the children part-time jobs or some kind of work to keep them busy while they are in school.

I believe that this school is very much needed in this town that consist of civilians and a large number of military and their dependents. I hope that you will consider giving us that school we desperately need.

Thank you for taking the time to read my letter and hope I have made my point to win you over.

Sincerely yours,





December 5, 1997

Dear Sir or Madam:

On behalf of the Hispanic Catholic Society of St. Joseph's Church, I am writing this letter in support of Transformative Learning Systems that is applying for a charter school. As a Hispanic, I see many kids from my culture drop out of school at an early age. After they drop out they have no place to get an education so they get involved with drugs, gangs, and other illegal activities. Without a high school diploma they can not get a good job or join the military. The military is our number one employer in Killeen and Fort Hood. It is the salvation of many Hispanic people.

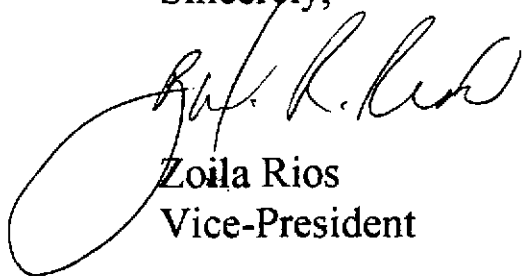
An alternative high school will give the kids a second chance to get an education. From the way the school was described to me, it is what our kids need to make them feel as an important part of society. I like the different class schedules and the fact that they can come at another time if they have a good reason for missing the regular schedule. The community service will expose them to business and careers and to important people in the business world. I also like the idea of the professional dress code. We believe that the students will be less threatening to the community and be more readily accepted if they present a professional appearance.

From what I hear and see, the people support the idea of a charter school that will give some students a second chance at a high school diploma at no cost to them. Many of the children who drop

out or are at risk of dropping out are from a socioeconomic status and are not able to pay for education.

I sincerely hope you will consider this application from Transformative Learning Systems for an alternative high school. Killeen, Fort Hood and the communities of Central Texas will truly benefit from this project.

Sincerely,

A handwritten signature in black ink, appearing to read 'Zoila Rios', written over the printed name and title.

Zoila Rios  
Vice-President

**Anderson Chapel African Methodist Episcopal Church**

1002 Jefferis Avenue, Killeen, TX 76543

Church Office: 254-690-5030 <> Fax: 254-690-6453 <> Pastor's Office: 254-690-5330

E-Mail Address: amechurch@n-link.com

**Rev. Walter McDonald, Minister**

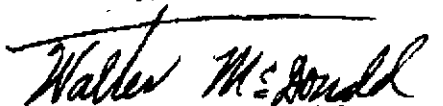
January 6, 1997

Dr. Mary V. Alfred  
Transformative Learning System  
807 North 8<sup>TH</sup> Street  
Killeen, Texas 76540-4352

Dear Dr. Mary V. Alfred:

The Anderson Chapel A.M.E. Church is in favor of charter schools. We are looking forward with great anticipation to the development and opening of the charter school sponsored by the Transformative Learning Systems. We would like to facilitate in anyway possible in this process. We believe that this form of alternative education will produce greater opportunities for creativity in the classroom. In addition, it will provide our youth and young adults with the opportunity to learn, dream and achieve success in life.

Sincerely,

  
Rev. Walter McDonald, Minister  
Anderson Chapel A.M.E. Church

00179

## CHARTER SCHOOL SURVEY OF SUPPORT

**TRANSFORMATIVE LEARNING SYSTEMS**, a newly-created nonprofit corporation, is applying to the Texas State Board of Education for a charter school. Charter schools are legally independent and publicly funded schools authorized to provide public education to families through a contract with a sponsoring agent. In exchange, the charter school is held publicly accountable by the results of the outcomes they specify in their charter and are evaluated by how well they actually deliver these results.

The educational program that **TRANSFORMATIVE LEARNING SYSTEMS** is proposing will be a competency-based high school diploma program with a rigorous academic curriculum that uses individualized instructions and collaborative group learning in a supportive and professional environment. It will be open to students ages 16-21.

Charter schools are public schools that are funded by the state, but they do not fall under the jurisdiction of the local school board. Charter schools are free to all those who qualify. If you would consider enrolling your child in a charter school, or if you are a young adult who does not have a high school diploma and would consider enrolling in the school, please sign below.

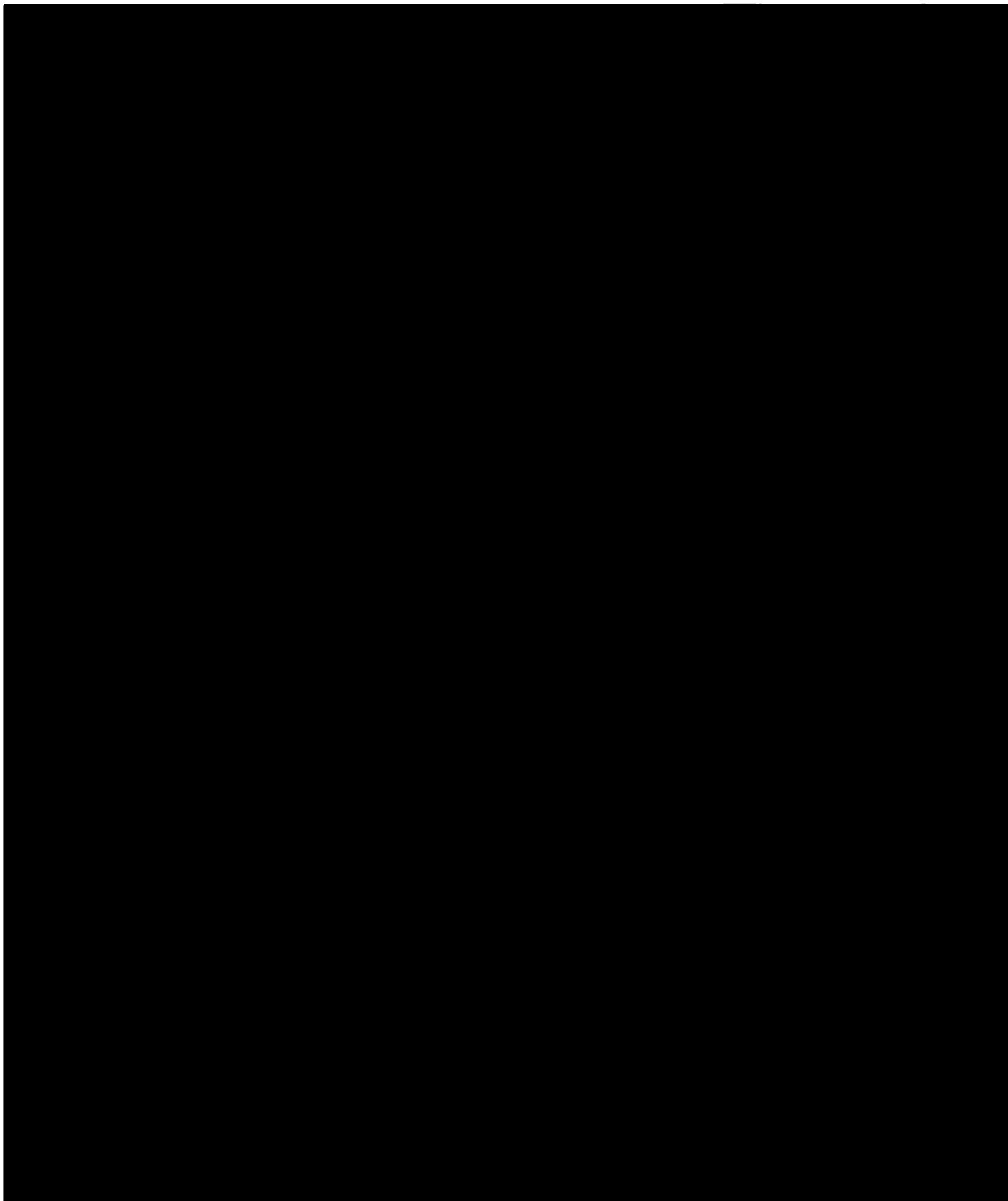
**THANK YOU**

NAME	ADDRESS	PHONE #
------	---------	---------

Name

Address

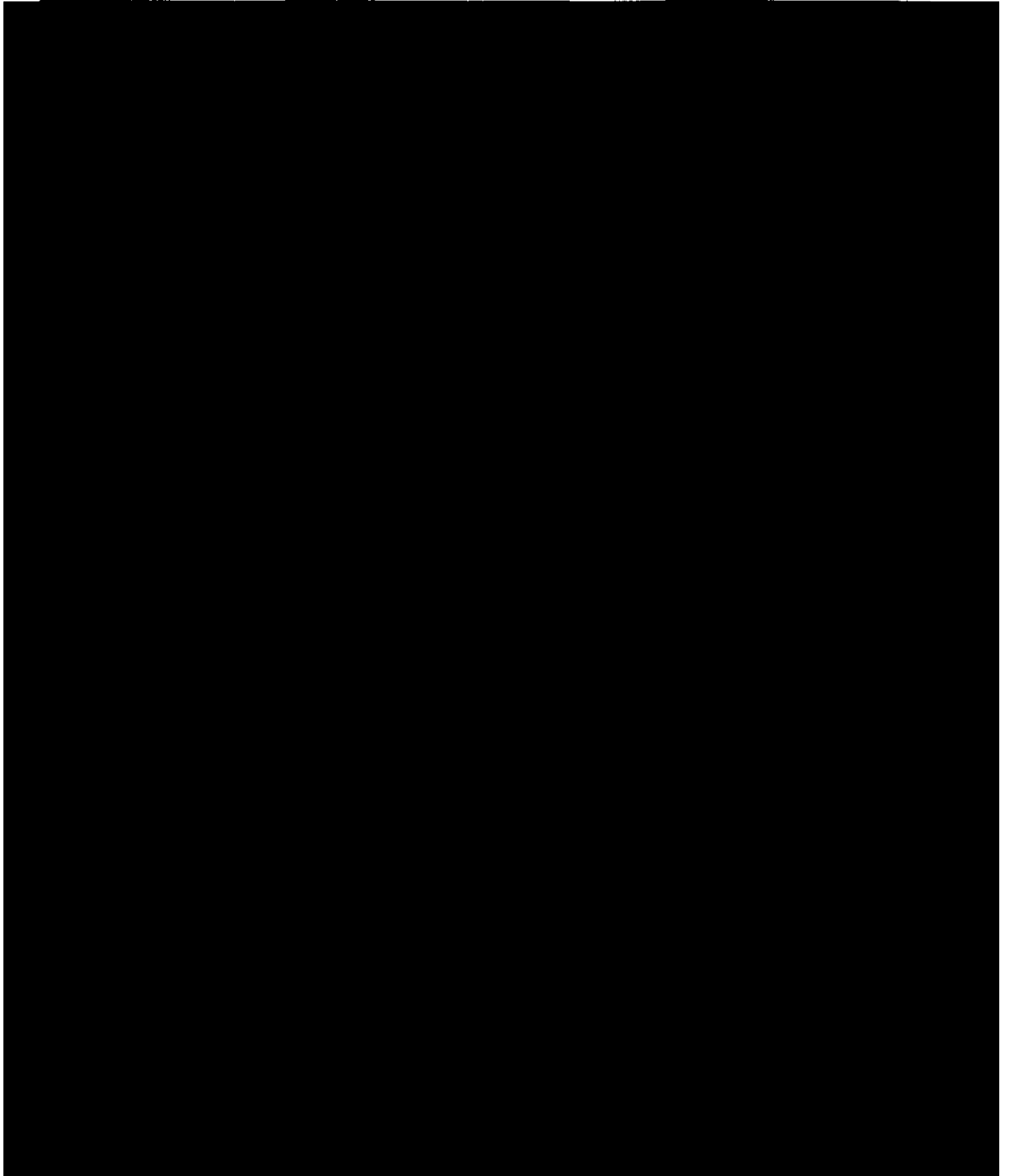
Phone #



Name

Address

Phone #



## CHARTER SCHOOL SURVEY OF SUPPORT

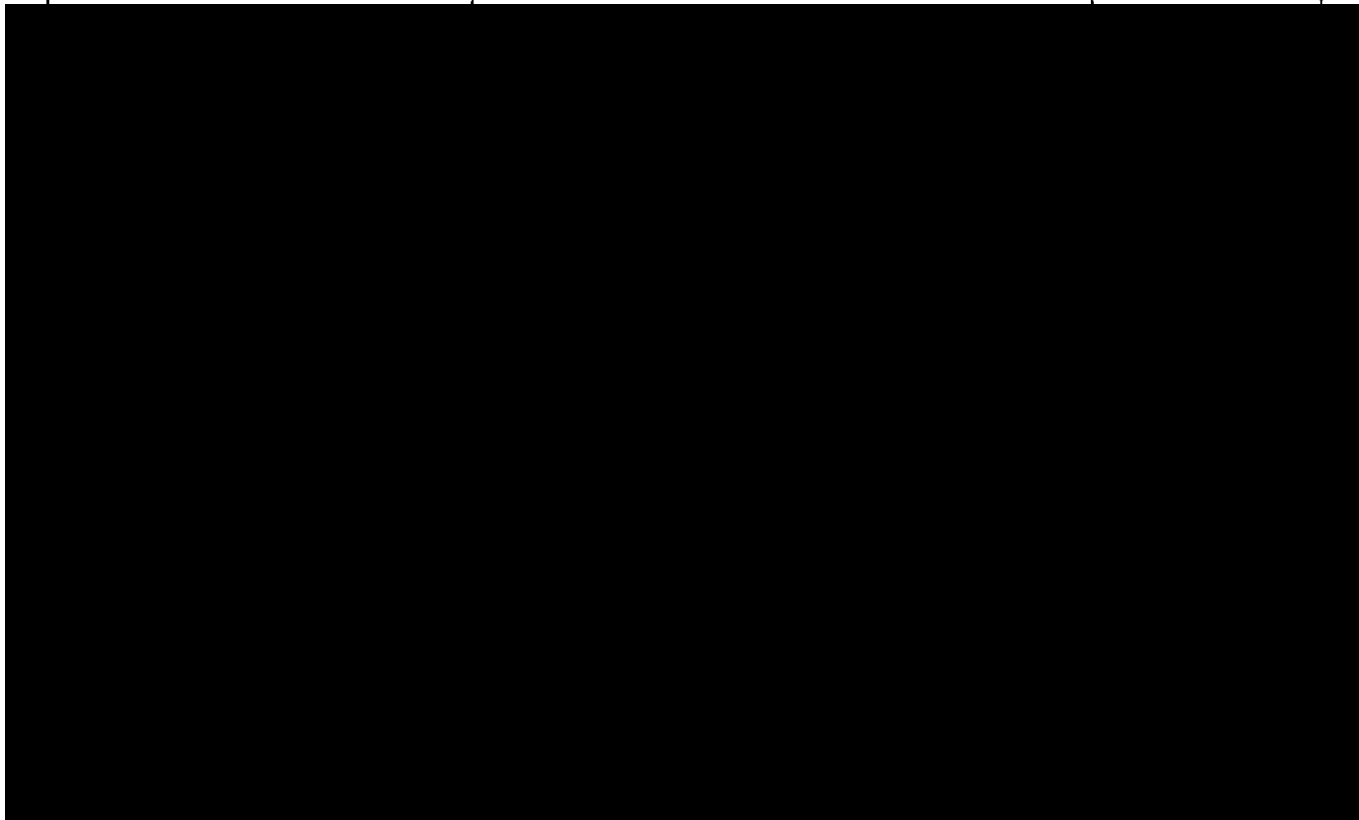
**TRANSFORMATIVE LEARNING SYSTEMS**, a newly-created nonprofit corporation, is applying to the Texas State Board of Education for a charter school. Charter schools are legally independent and publicly funded schools authorized to provide public education to families through a contract with a sponsoring agent. In exchange, the charter school is held publicly accountable by the results of the outcomes they specify in their charter and are evaluated by how well they actually deliver these results.

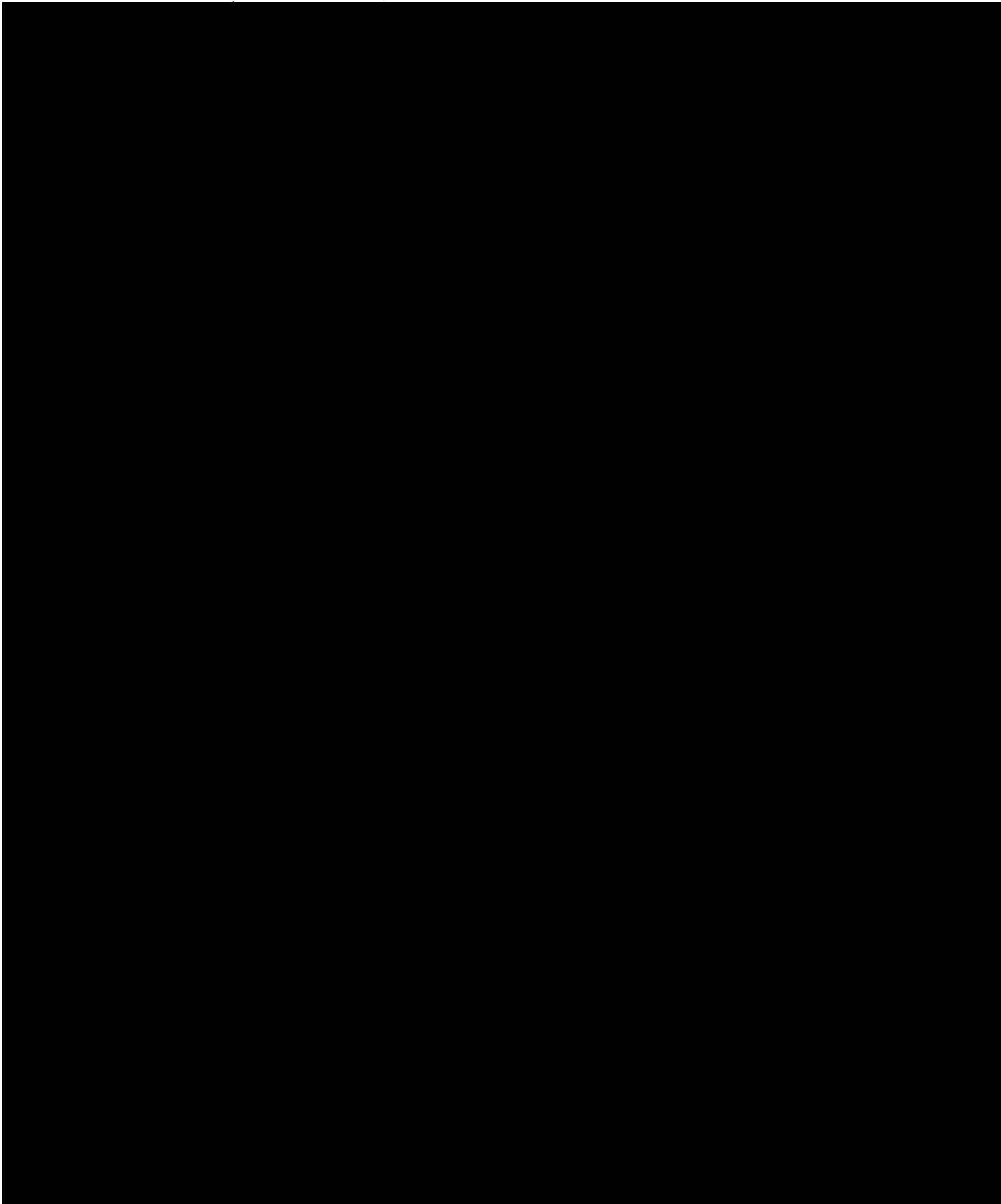
The educational program that **TRANSFORMATIVE LEARNING SYSTEMS** is proposing will be a competency-based high school diploma program with a rigorous academic curriculum that uses individualized instructions and collaborative group learning in a supportive and professional environment. It will be open to students ages 16-21.

Charter schools are public schools that are funded by the state, but they do not fall under the jurisdiction of the local school board. Charter schools are free to all those who qualify. If you would consider enrolling your child in a charter school, or if you are a young adult who does not have a high school diploma and would consider enrolling in the school, please sign below.

THANK YOU

NAME	ADDRESS	PHONE #
------	---------	---------







## CHARTER SCHOOL SURVEY OF SUPPORT

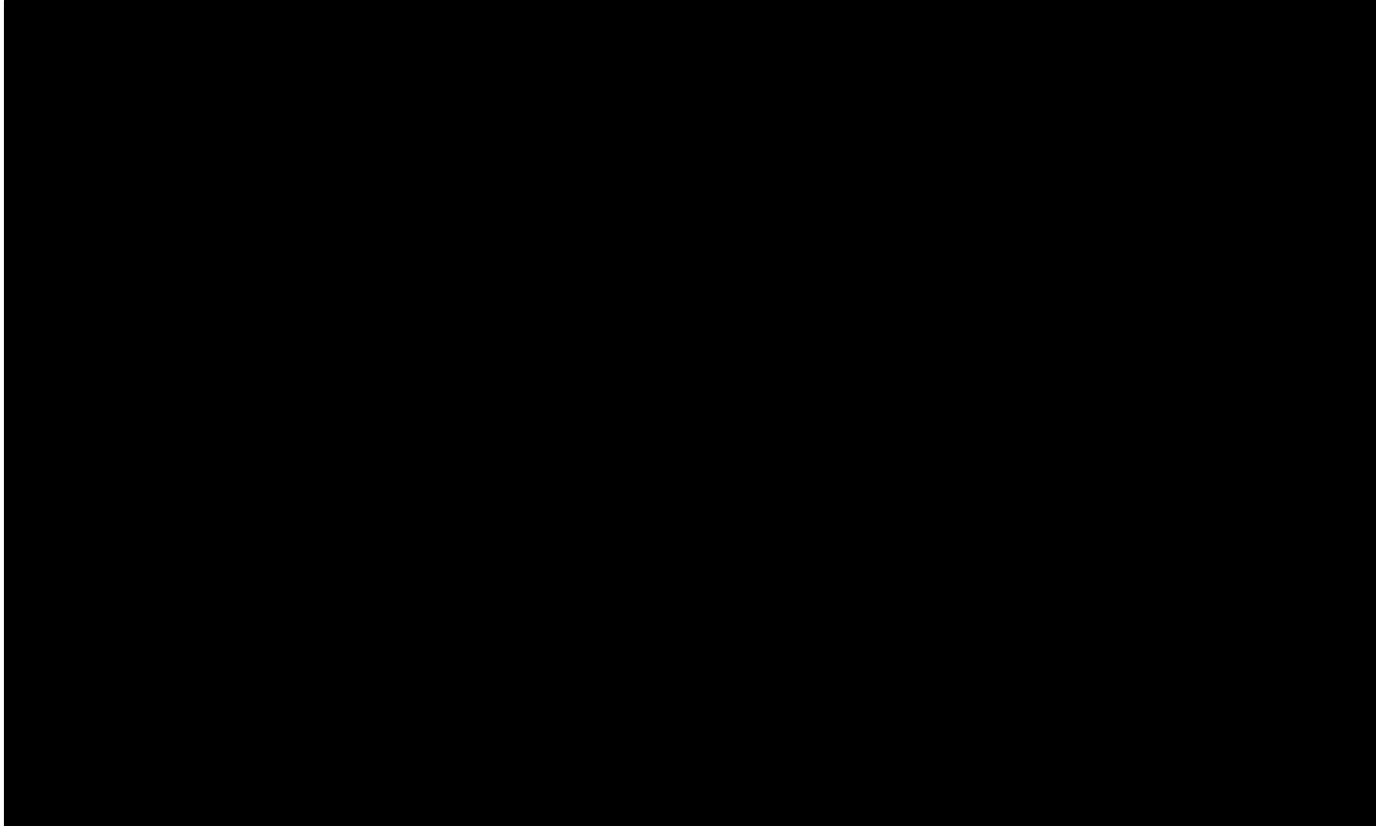
**TRANSFORMATIVE LEARNING SYSTEMS**, a newly-created nonprofit corporation, is applying to the Texas State Board of Education for a charter school. Charter schools are legally independent and publicly funded schools authorized to provide public education to families through a contract with a sponsoring agent. In exchange, the charter school is held publicly accountable by the results of the outcomes they specify in their charter and are evaluated by how well they actually deliver these results.

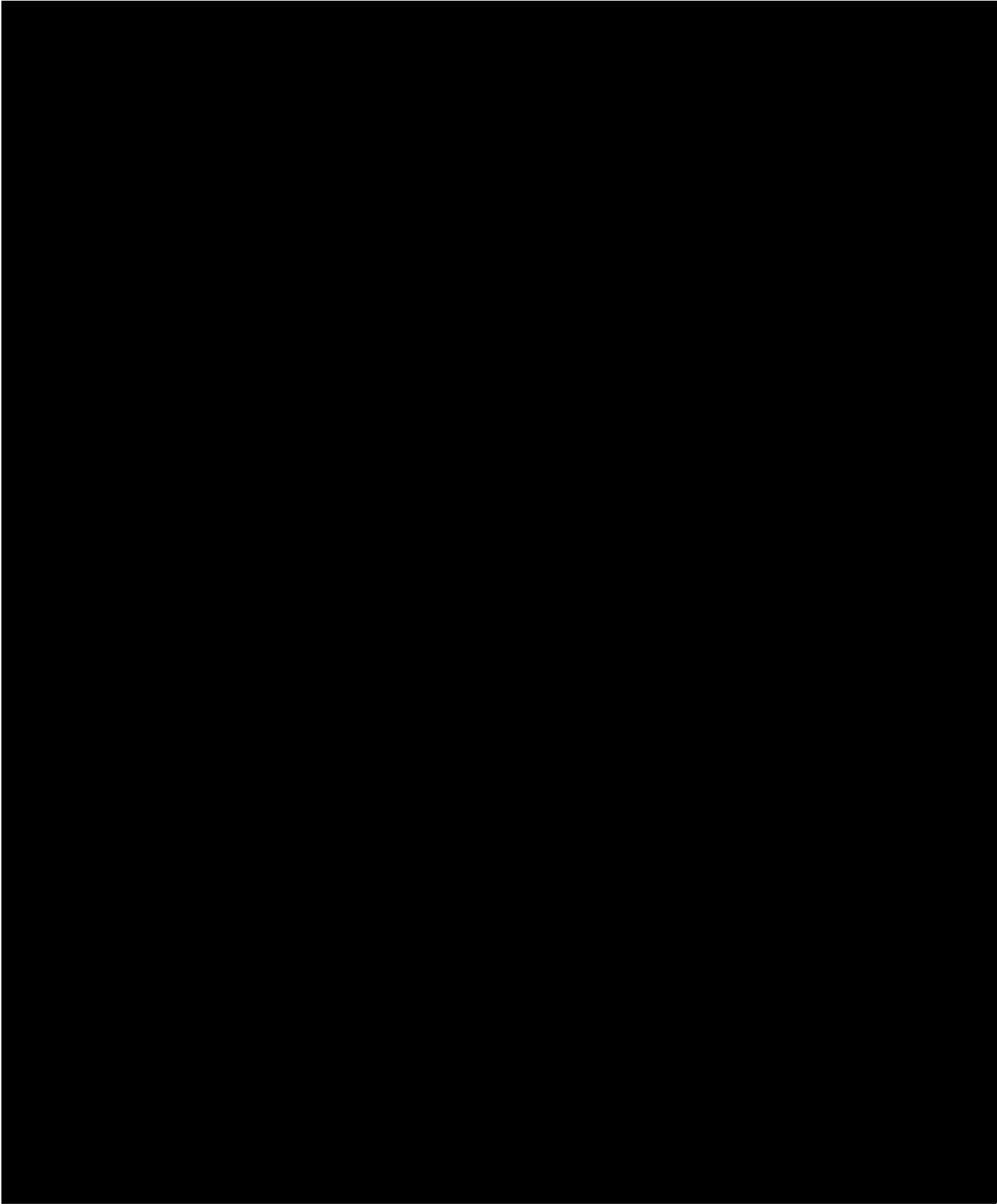
The educational program that **TRANSFORMATIVE LEARNING SYSTEMS** is proposing will be a competency-based high school diploma program with a rigorous academic curriculum that uses individualized instructions and collaborative group learning in a supportive and professional environment. It will be open to students ages 16-21.

Charter schools are public schools that are funded by the state, but they do not fall under the jurisdiction of the local school board. Charter schools are free to all those who qualify. If you would consider enrolling your child in a charter school, or if you are a young adult who does not have a high school diploma and would consider enrolling in the school, please sign below.

**THANK YOU**

NAME	ADDRESS	PHONE #
------	---------	---------





## CHARTER SCHOOL SURVEY OF SUPPORT

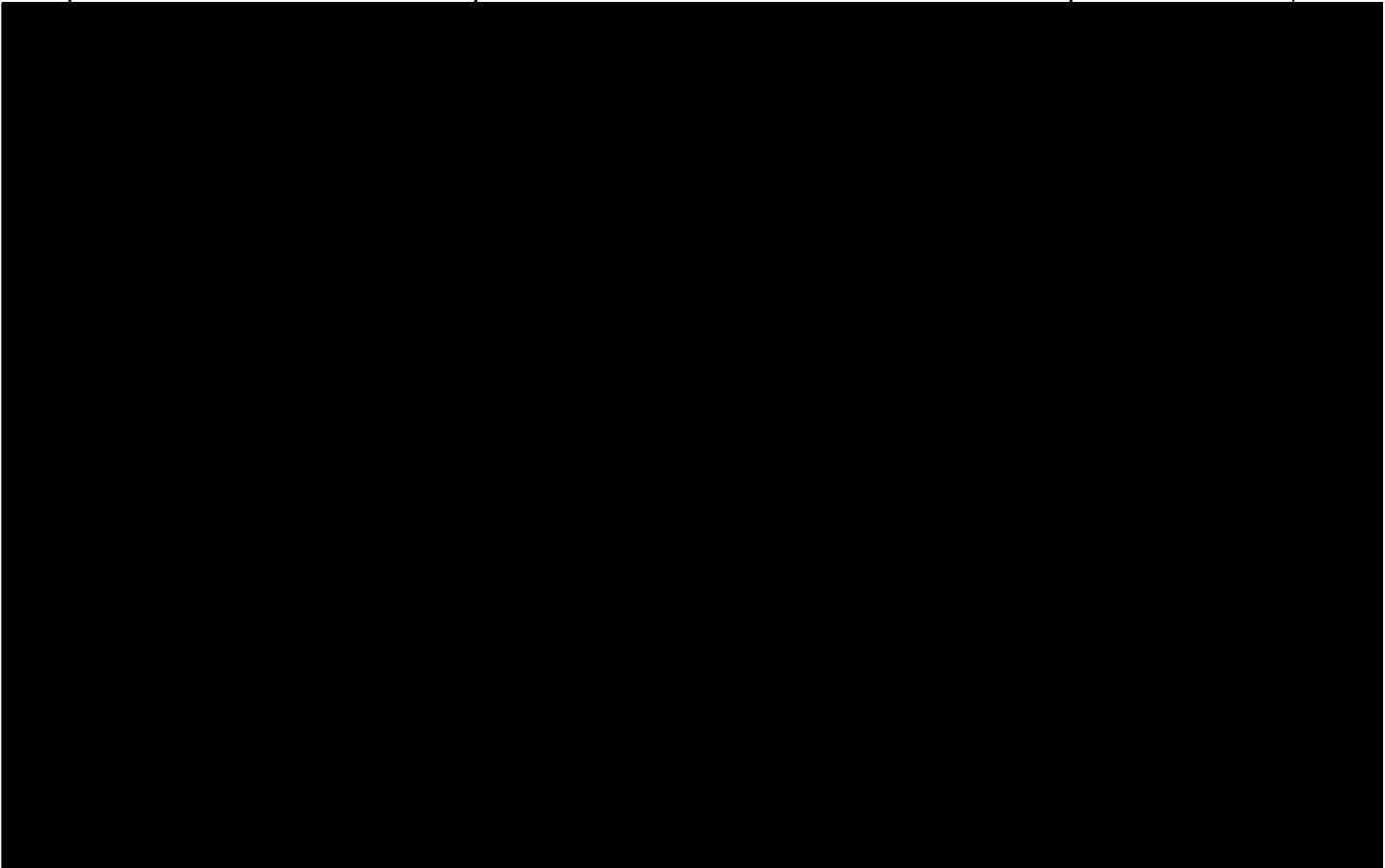
**TRANSFORMATIVE LEARNING SYSTEMS**, a newly-created nonprofit corporation, is applying to the Texas State Board of Education for a charter school. Charter schools are legally independent and publicly funded schools authorized to provide public education to families through a contract with a sponsoring agent. In exchange, the charter school is held publicly accountable by the results of the outcomes they specify in their charter and are evaluated by how well they actually deliver these results.

The educational program that **TRANSFORMATIVE LEARNING SYSTEMS** is proposing will be a competency-based high school diploma program with a rigorous academic curriculum that uses individualized instructions and collaborative group learning in a supportive and professional environment. It will be open to students ages 16-21.

Charter schools are public schools that are funded by the state, but they do not fall under the jurisdiction of the local school board. Charter schools are free to all those who qualify. If you would consider enrolling your child in a charter school, or if you are a young adult who does not have a high school diploma and would consider enrolling in the school, please sign below.

**THANK YOU**

NAME	ADDRESS	PHONE #
------	---------	---------





## LEARNING CENTER VOLUNTEER SUPPORT

*TRANSFORMATIVE LEARNING SYSTEMS*, a newly-created nonprofit corporation, tax exempt under Section 501(c)(3) of the Internal Revenue Code, is planning to start a learning center in January 1998. The center will start by offering tutoring services to students of all ages--elementary, secondary, as well as college students. We are seeking tutor volunteers to donate a minimum of one evening a week to help those in need. To help meet our start-up expenses, we will charge a fee for the services while maintaining an all-volunteer instructional and administrative staff for the first year.

If you would like to donate at least an evening a week tutoring, please complete the information below.

**THANK YOU**

NAME	PHONE #	ACADEMIC SPECIALTY OR PREFERRED SUBJECT
------	---------	--

00189

## LEARNING CENTER VOLUNTEER SUPPORT

**TRANSFORMATIVE LEARNING SYSTEMS**, a newly-created nonprofit corporation, tax exempt under Section 501(c)(3) of the Internal Revenue Code, is planning to start a learning center in January 1998. The center will start by offering tutoring services to students of all ages--elementary, secondary, as well as college students. We are seeking tutor volunteers to donate a minimum of one evening a week to help those in need. To help meet our start-up expenses, we will charge a fee for the services while maintaining an all-volunteer instructional and administrative staff for the first year.

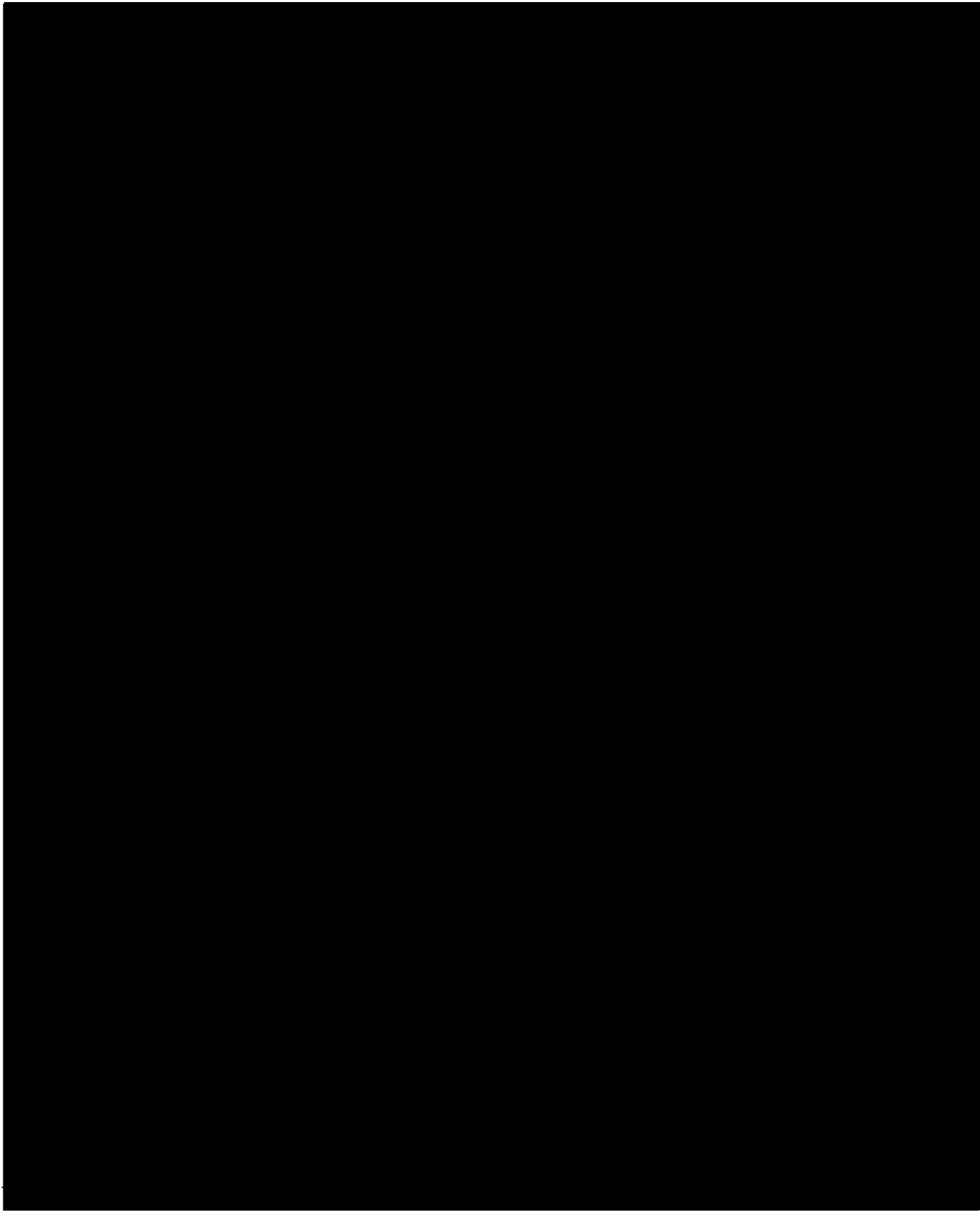
If you would like to donate at least an evening a week tutoring, please complete the information below.

THANK YOU

NAME	PHONE #	ACADEMIC SPECIALTY OR PREFERRED SUBJECT
------	---------	--


00190

1947 1948 1949 1950 1951 1952 1953 1954 1955 1956 1957 1958 1959 1960 1961 1962 1963 1964 1965 1966 1967 1968 1969 1970 1971 1972 1973 1974 1975 1976 1977 1978 1979 1980 1981 1982 1983 1984 1985 1986 1987 1988 1989 1990 1991 1992 1993 1994 1995 1996 1997 1998 1999 2000 2001 2002 2003 2004 2005 2006 2007 2008 2009 2010 2011 2012 2013 2014 2015 2016 2017 2018 2019 2020 2021 2022 2023 2024 2025



00194

**TRANSFORMATIVE LEARNING SYSTEMS  
807 N 8TH STREET  
KILLEEN, TX 76541**



February 21, 1998

Mr. Brooks Flemister  
Senior Director  
Charter School Division  
Texas Education Agency  
Austin, TX 78701

Dear Mr. Flemister

RE: Transformative Charter Academy

I am responding to the deficiencies noted in our application for an open-enrollment charter.

**Deficiency No. 1: Clarification that students will be provided due process prior to expulsion.**

Prior to the opening of Transformative Charter Academy, the site-based planning and decision-making committee (which consist of teachers, administrators, other professional staff, parents, and community members) will develop and present to the board a handbook of students' rules and regulations as well as a code of conduct governing students' performance. The board will have the final authority on the approval of these documents.

Every student who enrolls in the academy will be given a copy of the rules and regulations manual, as well as a copy of the Students Code of Conduct. Information contained in the manuals will be discussed with students during group orientation which will take place at the beginning of each semester. (Students who enroll after the start of the semester will have an orientation with a home room teacher). These two manuals will clearly outline the discipline management plan to be followed for violations of the rules and code of conduct.

Expulsion from school is the most severe consequence that the school can impose upon a student and that will be reserved for the most serious and life-threatening offenses. The student code of conduct will clearly identify such offenses that will result in expulsion.

Before a student is expelled, a due-process hearing will be held and the case will be heard before a disciplinary committee. The student with his or her parents will have an opportunity to present the case before this committee. Decisions made by the review committee may be appealed to the Chief Executive Officer, and decisions made by the Chief Executive Officer may be appealed to the Board of Directors.

00192



Deficiency #2: Clarification that the proposed charter school will admit and fully serve eligible students with disabilities or handicapping condition.....



Transformative Charter Academy does not discriminate against students with disabilities or handicapping conditions. It will admit and serve fully any student who is disabled or handicapped. While the academy will not provide transportation for the general student population, it will provide transportation for a disabled or handicapped student when required by that student's Individual Education Plan. The academy will serve its disabled and handicapped students to the fullest extent of the law, and when required, the administration will employ certified teaching personnel to instruct these students.

I hope that I have satisfactorily addressed the items that you requested and that our application is now eligible for consideration. If you need any further information, please do not hesitate to contact me.

Cordially

Dr. Mary V. Alfred

00193

FAX TO: MR. BROOKS FLEMISTER  
TEXAS EDUCATION AGENCY  
CHARTER SCHOOL DIVISION

FROM: DR. MARY V. ALFRED  
TRANSFORMATIVE LEARNING SYSTEMS  
Fax: (254) 519-7708

No. of Pages: Cover page +2

00194

00194

\*\*\*\*\*  
\*\*\* TX REPORT \*\*\*  
\*\*\*\*\*

*Transformative*

TRANSMISSION OK

TX/RX NO	0583	
CONNECTION TEL		912545197708
SUBADDRESS		
CONNECTION ID		
ST. TIME	02/18 15:38	
USAGE T	03'11	
PGS.	4	
RESULT	OK	

**TEA/FAX TRANSMITTAL FORM**

**CHARTER SCHOOLS**

**TEXAS EDUCATION AGENCY  
DEPARTMENT OF SCHOOL/COMMUNITY SUPPORT  
1701 NORTH CONGRESS AVENUE  
AUSTIN, TEXAS 78701-1494  
Phone: (512) 463-9575  
Fax: (512) 463-9732**

**DATE:** February 18, 1998

**TO:** Charter School Applicant

**FAX NUMBER:** 254 519 7708

**FROM:** Brooks Flemister

**Total Number of Pages Including Cover Page: 4**

**If there are problems with this fax, please call Glenda Lackey at (512) 463-9575.**

TEA/FAX TRANSMITTAL FORM

CHARTER SCHOOLS

TEXAS EDUCATION AGENCY  
DEPARTMENT OF SCHOOL/COMMUNITY SUPPORT  
1701 NORTH CONGRESS AVENUE  
AUSTIN, TEXAS 78701-1494  
Phone: (512) 463-9575  
Fax: (512) 463-9732

DATE: February 18, 1998

TO: Charter School Applicant

FAX NUMBER: 254 519 7708

FROM: Brooks Flemister

Total Number of Pages Including Cover Page: 4

If there are problems with this fax, please call Glenda Lackey at (512) 463-9575.

COMMENTS: URGENT MEMO



# TEXAS EDUCATION AGENCY

1701 NORTH CONGRESS AVENUE \* AUSTIN, TEXAS 78701-1494 \* 512/463-9734 \* FAX: 512/463-9838

## URGENT MEMO

MIKE MOSES  
COMMISSIONER OF EDUCATION

TO: *Dr. Mary V. Alfred*  
*Transformative Charter Academy*

DATE: February 17, 1998

FROM: Brooks Flemister *(BF)*  
Senior Director

After review of the open-enrollment charter school application submitted by your organization, staff at the Texas Education Agency has determined that your application is incomplete or proposes a policy or practice that is inconsistent with State or Federal laws. **Your application is not eligible for consideration by the State Board of Education until the following items (indicated by a check mark) are supplied to the Agency. Except as provided below, the items must be addressed in writing and submitted to the Agency no later than 5:00 p.m., Tuesday, February 24, 1998.** The items, other than those requiring an original signature, may be faxed to the attention of Brooks Flemister at (512) 463-9732. Items requiring an original signature may be delivered to the above address. Applicants who have not yet submitted a signed lease agreement, as described below, or evidence of ownership of a facility may submit such agreement or evidence no later than 5:00 p.m., Friday, February 27, 1998.

Please supply the following:

\_\_\_\_\_ Assurance that the proposed charter school will provide a curriculum designed to address the requirements of Section 28.002, including Texas Essential Knowledge and Skills.

\_\_\_\_\_ Assurance that the applicant has the ability to compile baseline performance data for students served by the proposed open-enrollment charter school on the assessment instruments adopted under Chapter 39, Subchapter B, including the Texas Assessment of Academic Skills.

\_\_\_\_\_ Evidence that the sponsoring entity of the proposed charter is an organization that is exempt from taxation under Section 501(c)(3), Internal Revenue Code or has applied for such status. Note that the sponsoring entity must itself be tax exempt or have applied for such status. It is not sufficient that the sponsoring entity belongs to or be associated with a tax-exempt organization.

00197

\_\_\_\_\_ A copy of the last tax return filed by the sponsoring entity.

\_\_\_\_\_ A list of the board members of the sponsoring organization. The list must identify the officers of the sponsoring organization.

\_\_\_\_\_ Evidence that a facility has been secured for use by the proposed charter school. If the school will be housed in a leased facility, the applicant must supply a copy of a lease agreement signed by the owner of the facility, the president or chair of the governing body of the proposed open-enrollment charter school (if members of the governing body have been identified), and the chief operating officer of the proposed charter. Note that the agreement may be structured as an option to lease the facility upon award of a charter. Any agreement provided must, however, be enforceable. It must contain all essential terms of a lease agreement, including the location of the property, the rental amount, and the term of the lease (i.e., number of months or years.) If the charter school will be housed in a building owned by the sponsoring entity, the applicant must provide an enforceable agreement between the owner and the chief operating officer of the proposed charter providing for use of the facility by the school.

\_\_\_\_\_ Evidence of parent/community support.

\_\_\_\_\_ Four complete copies of the Assurances provided in the application packet, each with an original signature.

\_\_\_\_\_ A description of the geographical area to be served. Note that this description must be specific and definite. For example, descriptions such as "the southwest portion of the city," or the "greater metropolitan area" are insufficient. Acceptable descriptions include those defining the area in terms of city or county limits, street names, boundaries of school districts, or zip codes.

✓ \_\_\_\_\_ Clarification that the proposed charter school will admit and fully serve eligible students with disabilities or handicapping conditions. This clarification must include an assurance that the charter school will provide transportation to a disabled student when required by the student's Individual Education Plan. This clarification must also include an assurance that certified teaching personnel would be employed when required by law.

\_\_\_\_\_ Clarification that the admission policy of the proposed charter school will not discriminate on the basis of sex, national origin, ethnicity, religion, disability, academic or athletic ability, or the district the child would otherwise attend in accordance with the Texas Education Code.

\_\_\_ Clarification that the policies of the proposed charter school will not provide for segregation or discrimination on the basis of sex except where required or allowed by federal law. (Title IX applies to open-enrollment charters)

\_\_\_ Assurance that the admission policy of the proposed charter will not condition admission into the charter school on the promise of a student or parent that the student will meet certain attendance requirements.

\_\_\_ Assurance that the admission policy of the proposed charter school will not favor students currently attending a predecessor or affiliated school. In other words, once a school or organization receives an open-enrollment charter, it may not give preference to students affiliated with the school or organization prior to the grant of the charter. A charter school may in its second year, however, give enrollment priority to students and siblings of students who attended the school in its first year of operation as a charter school.

\_\_\_ Assurance that the proposed charter school will not withhold student records in violation of state or federal law.

\_\_\_ Assurance that the proposed charter school will not charge tuition or impermissible fees, including fees charged as penalties for the failure of a student or parent to comply with the school's requirements.

\_\_\_ Assurance none of the members of the governing body, personnel, or students of the proposed charter school will be required to subscribe to particular religious beliefs or belong to a particular church or denomination.

\_\_\_ Clarification that the applicant assures compliance with the Texas Open Meetings Act and the Texas Public Information Act. Note that in some instances the applicant will be required to delete or revise statements in the application that are inconsistent with these acts.

✓  
\_\_\_ Clarification that students will be provided due process prior to expulsion.

\_\_\_ Completed application form (provided by TEA in application packet).

\_\_\_ Assurance that the governing body of the sponsoring entity will retain authority to ensure that the policies and operation of the school comply with all applicable laws and requirements of the charter contract.

Texas Education Agency Review  
Of  
Applications for Approval of Open-Enrollment Charter Schools

Name of Proposed Charter School:

Transformation Learning Systems / Transformative Charter Academy

Checklist of requirements:

- \_\_\_\_\_ Four copies of application      \_\_\_\_\_ Four original signatures on Assurances  
\_\_\_\_\_ Evidence of parental/community support  
\_\_\_\_\_ Evidence of facility agreement      \_\_\_\_\_ IRS application

Programmatic Review:

H.S. Curriculum

Competency-based Curriculum

API Curriculum

OK

Williams 2/4/98

Reviewer/date

Legal Review:

- ① Special ed. - There is a concern about plan to arrange for special ed. services only after identified special ed. student enrolls.
- ② Boundaries should not be described in terms of district limits. (p.16) CM - 2/4/98
- ③ Clarify that students will be (p.17) afforded due process prior to expulsion (not automatic termination upon notice of conviction)

Financial Review:

- ① Function 31 may be under estimated
- ② Function 51 may be Under estimated also utilities should be included here not Function 11

Reviewer/date

NTR

2/5/98

nn200



Texas Education Agency Review  
Of  
Applications for Approval of Open-Enrollment Charter Schools

Name of Proposed Charter School:

TRANSFORMATION LEARNING SYSTEMS / TRANSFORMATIVE CHARTER ACADEMY

Checklist of requirements:

- \_\_\_\_\_ Four copies of application      \_\_\_\_\_ Four original signatures on Assurances
- \_\_\_\_\_ Evidence of parental/community support
- \_\_\_\_\_ Evidence of facility agreement      \_\_\_\_\_ IRS application

Programmatic Review:

H.S. Curriculum

Competency-based Curriculum OK

API Curriculum

\_\_\_\_\_ Williams 2/4/98

Reviewer/date

Legal Review:

- 11
- 20
- ① Special ed. - There is a concern about plan to arrange for special ed. services only after identified special ed. student enrolls.
  - ② Boundaries should not be described in terms of district limits. (p.16) O/L CM CM - 2/4/98
  - ③ Clarify that students will be (p.17) afforded due process prior to expulsion (not automatic termination upon notice of conviction) Reviewer/date

Financial Review:

- ① Function 31 may be under estimated
- ② Function 51 may be under estimated also utilities should be included here not function 11

Reviewer/date

NTR  
2/5/98

INTERNAL REVENUE SERVICE  
DISTRICT DIRECTOR  
P. O. BOX 2508  
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: **DEC 17 1997**

Employer Identification Number:  
74-2646201

DLN:  
17053269056007

TRANSFORMATIVE LEARNING SYSTEMS  
C/O MARY V ALFRED  
7127 CREEK PLACE DR  
KILLEEN, TX 76542-9617

Contact Person:  
D. A. DOWNING  
Contact Telephone Number:  
(513) 241-5199

Accounting Period Ending:  
December

Form 990 Required:  
Yes

Addendum Applies:  
No

Dear Applicant:

Based on information supplied, and assuming your operations will be as stated in your application for recognition of exemption, we have determined you are exempt from federal income tax under section 501(a) of the Internal Revenue Code as an organization described in section 501(c)(3).

We have further determined that you are not a private foundation within the meaning of section 509(a) of the Code, because you are an organization described in sections 509(a)(1) and 170(b)(1)(A)(ii).

If your sources of support, or your purposes, character, or method of operation change, please let us know so we can consider the effect of the change on your exempt status and foundation status. In the case of an amendment to your organizational document or bylaws, please send us a copy of the amended document or bylaws. Also, you should inform us of all changes in your name or address.

As of January 1, 1984, you are liable for taxes under the Federal Insurance Contributions Act (social security taxes) on remuneration of \$100 or more you pay to each of your employees during a calendar year. You are not liable for the tax imposed under the Federal Unemployment Tax Act (FUTA).

Since you are not a private foundation, you are not subject to the excise taxes under Chapter 42 of the Code. However, if you are involved in an excess benefit transaction, that transaction might be subject to the excise taxes of section 4958. Additionally, you are not automatically exempt from other federal excise taxes. If you have any questions about excise, employment, or other federal taxes, please contact your key district office.

Grantors and contributors may rely on this determination unless the Internal Revenue Service publishes notice to the contrary. However, if you lose your section 509(a)(1) status, a grantor or contributor may not rely on this determination if he or she was in part responsible for, or was aware of, the act or failure to act, or the substantial or material change on the part of the organization that resulted in your loss of such status, or if he or she acquired knowledge that the Internal Revenue Service had given notice that you would no longer be classified as a section 509(a)(1) organization.

00202

TRANSFORMATIVE LEARNING SYSTEMS

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for federal estate and gift tax purposes if they meet the applicable provisions of Code sections 2055, 2106, and 2522.

Contribution deductions are allowable to donors only to the extent that their contributions are gifts, with no consideration received. Ticket purchases and similar payments in conjunction with fundraising events may not necessarily qualify as deductible contributions, depending on the circumstances. See Revenue Ruling 67-246, published in Cumulative Bulletin 1967-2, on page 104, which sets forth guidelines regarding the deductibility, as charitable contributions, of payments made by taxpayers for admission to or other participation in fundraising activities for charity.

In the heading of this letter we have indicated whether you must file Form 990, Return of Organization Exempt From Income Tax. If Yes is indicated, you are required to file Form 990 only if your gross receipts each year are normally more than \$25,000. However, if you receive a Form 990 package in the mail, please file the return even if you do not exceed the gross receipts test. If you are not required to file, simply attach the label provided, check the box in the heading to indicate that your annual gross receipts are normally \$25,000 or less, and sign the return.

If a return is required, it must be filed by the 15th day of the fifth month after the end of your annual accounting period. A penalty of \$20 a day is charged when a return is filed late, unless there is reasonable cause for the delay. However, the maximum penalty charged cannot exceed \$10,000 or 5 percent of your gross receipts for the year, whichever is less. For organizations with gross receipts exceeding \$1,000,000 in any year, the penalty is \$100 per day per return, unless there is reasonable cause for the delay. The maximum penalty for an organization with gross receipts exceeding \$1,000,000 shall not exceed \$50,000. This penalty may also be charged if a return is not complete, so be sure your return is complete before you file it.

You are required to make your annual return available for public inspection for three years after the return is due. You are also required to make available a copy of your exemption application, any supporting documents, and this exemption letter. Failure to make these documents available for public inspection may subject you to a penalty of \$20 per day for each day there is a failure to comply (up to a maximum of \$10,000 in the case of an annual return).

You are not required to file federal income tax returns unless you are subject to the tax on unrelated business income under section 511 of the Code. If you are subject to this tax, you must file an income tax return on Form 990-T, Exempt Organization Business Income Tax Return. In this letter we are not determining whether any of your present or proposed activities are unrelated trade or business as defined in section 513 of the Code.

00203

TRANSFORMATIVE LEARNING SYSTEMS

-3-

You need an employer identification number even if you have no employees. If an employer identification number was not entered on your application, a number will be assigned to you and you will be advised of it. Please use that number on all returns you file and in all correspondence with the Internal Revenue Service.

If we have indicated in the heading of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

Because this letter could help resolve any questions about your exempt status and foundation status, you should keep it in your permanent records.

If you have any questions, please contact the person whose name and telephone number are shown in the heading of this letter.

Sincerely yours.

*Ellen Murphy*  
*Acting*

District Director

00204

## CONTRACT FOR CHARTER

This contract is executed the 20th day of May 1998 between the Texas State Board of Education (the "Board") and Transformative Charter Academy ("Charterholder") for an open-enrollment charter to operate a Texas public school.

<b>General</b>
----------------

1. Definitions. As used in this contract:
  - "Charter" means the open-enrollment charter, as provided by Subchapter D, Chapter 12, Texas Education Code (TEC), granted by this contract.
  - "Charter school" means the open-enrollment charter school. Charterholder agrees to operate as provided in this contract. The charter school is a Texas public school.
  - "Agency" means the Texas Education Agency.
  
2. The Charter. This contract grants to Charterholder an open-enrollment charter under Subchapter D, Chapter 12, TEC. The terms of the charter include: (a) this contract; (b) applicable law; (c) Request for Application #701-97-028; (d) any condition, amendment, modification, revision or other change to the charter adopted or ratified by the Board and (e) all statements, assurances, commitments and representations made by Charterholder in its application for charter, attachments or related documents, to the extent consistent with (a) through (d).
  
3. Authority Granted by Charter. The charter authorizes Charterholder to operate a charter school subject to the terms of the charter. Action inconsistent with the terms of the charter shall constitute a material violation of the charter.
  
4. Alienation of Charter. The charter may not be assigned, encumbered, pledged or in any way alienated for the benefit of creditors or otherwise. Charterholder may not delegate, assign, subcontract or otherwise alienate any of its rights or responsibilities under the charter. Any attempt to do so shall be null and void and of no force or effect; provided, however, that Charterholder may contract at fair market value for services necessary to carry out policies adopted by Charterholder or the governing body of the charter school.
  
5. Term of Charter. The charter shall be in effect from August 1, 1998 through July 31, 2003, unless renewed or terminated.
  
6. Renewal of Charter. On timely application by Charterholder in a manner prescribed by the Board, the charter may be renewed for an additional period determined by the Board. The charter may be renewed only by

written amendment approved by vote of the Board and properly executed by its chair.

7. Revision by Agreement. The terms of the charter may be revised with the consent of Charterholder by written amendment approved by vote of the Board. The commissioner of education ("the commissioner") may revise the charter on a provisional basis during an interim between Board meetings; however, such action shall expire unless ratified by the Board at its next regular meeting. Nothing in this paragraph limits the authority of the Board or the commissioner to act in accordance with other provisions of this contract.

<b>Students</b>
-----------------

8. Open Enrollment. Admission and enrollment of students shall be open to any person who resides within the geographic boundaries stated in the charter and who is eligible for admission based on lawful criteria identified in the charter. Total enrollment shall not exceed 250 students. The charter school's admission policy shall prohibit discrimination on the basis of sex, national origin, ethnicity, religion, disability, academic or athletic ability, or the district the student would otherwise attend. Students who reside outside the geographic boundaries stated in the charter shall not be admitted to the charter school until all eligible applicants who reside within the boundaries have been enrolled.
9. Public Education Grant Students. Charterholder shall adopt an express policy providing for the admission of, and shall admit under such policy, students eligible for a public education grant under Subchapter G, Chapter 29, TEC.
10. Non-discrimination. The educational program of the charter school shall be nonsectarian, and shall not discriminate against any student or employee on the basis of race, creed, sex, national origin, religion, disability or need for special education services.
11. Children with Disabilities. The charter school is a "local educational agency" as defined by federal law. Charterholder must comply with the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §1401, et seq., and implementing regulations; Section 504 of the Rehabilitation Act of 1973 ("Section 504"), 29 U.S.C. §794, and implementing regulations; Title II of the Americans with Disabilities Act, 42 U.S.C. §12131-12165, and implementing regulations; Chapter 29, TEC, and implementing rules; and the many court cases applying these laws. For example:
  - (a) Child Find. Charterholder must adopt and implement policies and practices that affirmatively seek out, identify, locate, and evaluate children with disabilities enrolled in the charter school or contacting the charter school regarding enrollment, and must develop and implement a practical

method to determine which children with disabilities are currently receiving needed special education and related services. For each eligible child, Charterholder must develop and offer an individualized education plan appropriate to the needs of that student.

- (b) Free Appropriate Public Education. Charterholder must provide a free appropriate public education to all children with disabilities otherwise eligible to enroll in the charter school. If the program, staff or facilities of the charter school are not capable of meeting the needs of a particular child, Charterholder must implement changes necessary to accommodate the child at the charter school. If reasonable accommodations would be insufficient to enable the child to benefit from the charter school's program, Charterholder must, at its own expense, place the child at an appropriate school.
- (c) Services to Expelled Students. Charterholder must continue to provide a free appropriate public education to a child with disabilities even after expelling or suspending the child for valid disciplinary reasons. This obligation to serve the child continues until the end of the school year.
- (d) Monitoring. The charter school's implementation of the laws governing education of children with disabilities will be monitored for compliance by the United States Department of Education, Office of Special Education Programs; the United States Department of Education, Office of Civil Rights; the Texas Education Agency; and others. This monitoring activity includes responding to complaints, random on-site inspections and other investigations by the enforcing agencies, and will result in corrective actions imposed on Charterholder by these agencies for all discrepancies found.
- (e) Due Process Hearings. The charter school's implementation of the laws governing education of children with disabilities will, in addition, be subject to court supervision via litigation against Charterholder brought by individuals affected by the actions of the charter school. The cost of this litigation can be substantial.

Notice: These are only a few of the charter school's legal responsibilities in this area, included here for illustrative purposes only.

- 12. Student Performance and Accountability. Charterholder shall satisfy Subchapters B, C, D, and G of Chapter 39 of the TEC, and related agency rules, as well as the student performance accountability criteria stated in its application for charter. Charterholder shall annually provide in a manner and form defined by the commissioner a written evaluation of the charter school's compliance with the statements, assurances, commitments and representations made by Charterholder in its application for a charter, attachments, and related documents.
- 13. Criminal History. Charterholder shall take prompt and appropriate measures if Charterholder or the charter school, or any of their employees or agents, obtains information that an employee or volunteer

of the charter school has a reported criminal history that bears directly on the duties and responsibilities of the employee or volunteer at the school. Charterholder further represents that the Board and the agency shall be notified immediately of such information and the measures taken.

14. Reporting Child Abuse or Neglect. Charterholder shall adopt and disseminate to all charter school staff and volunteers a policy governing child abuse reports required by Chapter 261, Texas Family Code. The policy shall state that no employee, volunteer or agent of Charterholder or the charter school can be required to report child abuse or neglect to Charterholder or the charter school. Rather, such reports must be made directly by the person suspecting child abuse or neglect to an appropriate entity listed in Chapter 261, Texas Family Code.
15. Notice to District. Charterholder shall notify the school district in which the student resides within three business days of any action expelling or withdrawing a student from the charter school.
16. School Year. Charterholder shall adopt a school year with fixed beginning and ending dates.

<b>Financial Managment</b>
----------------------------

17. Fiscal Year. Charterholder shall adopt a fiscal year beginning September 1 and ending August 31.
18. Financial Accounting. Charterholder shall comply fully with generally accepted accounting principles ("GAAP") and the Financial Accountability System Resource Guide, Bulletin 679 or its successor ("Bulletin 679") published by the agency in the management and operation of the charter school.
19. Annual Audit. Charterholder shall at its own expense have the financial and programmatic operations of the charter school audited annually by a certified public accountant holding a permit from the Texas State Board of Public Accountancy. Charterholder shall file a copy of the annual audit report, approved by Charterholder, with the agency not later than the 120<sup>th</sup> day after the end of the fiscal year for which the audit was made. The audit must comply with Generally Accepted Auditing Standards and must include an audit of the accuracy of the fiscal information provided by the charter school through PEIMS. Financial statements in the audit must comply with Government Auditing Standards and the Office of Management and Budget Circular 133.
20. Attendance Accounting. To the extent required by the commissioner, Charterholder shall comply with the "Student Attendance Accounting Handbook" published by the Agency; provided, however, that



Charterholder shall report attendance data to the agency at six-week intervals or as directed by the agency.

21. Foundation School Program. Funds distributed to the charter school under Section 12.106, TEC shall be calculated and distributed by the agency at six-week intervals. Distribution of funds to the charter school is contingent upon charterholder's compliance with the terms of the charter. Charterholder is ineligible to receive Foundation School Program funds prior to September 1, 1998. Within 30 days of receiving notice of overallocation and request for refund under Section 42.258, TEC, Charterholder shall transmit to the agency an amount equal to the requested refund. If Charterholder fails to make the requested refund, the agency may recover the overallocation by any means permitted by law, including but not limited to the process set forth in Section 42.258, TEC.
22. Tuition and Fees. Charterholder shall not charge tuition and shall not charge a fee except that it may charge a fee listed in Subsection 11.158(a), TEC.
23. Assets of Charter. Charterholder shall not apply, hold, credit, transfer or otherwise make use of funds, assets or resources of the charter school for any purpose other than operation of the charter school described in the charter.
24. Indebtedness of Charter. Charterholder shall not incur a debt, secure an obligation, extend credit, or otherwise make use of the credit or assets of the charter school for any purpose other than operation of the charter school described in the charter.
25. Interested Transactions. All financial transactions between the charter school and (a) Charterholder; (b) an officer, director, or employee of Charterholder or of the charter school; or (c) a person or entity having partial or complete control over Charterholder or the charter school shall be separately and clearly reflected in the accounting, auditing, budgeting, reporting, and record keeping systems of the charter school. Charterholder shall not transfer any asset of the charter or incur any debt except in return for goods or services provided for the benefit of the charter school at fair market value.
26. Non-Charter Activities. Charterholder shall keep separate and distinct accounting, auditing, budgeting, reporting, and record keeping systems for the management and operation of the charter school. Any business activities of Charterholder not directly related to the management and operation of the charter school shall be kept in separate and distinct accounting, auditing, budgeting, reporting, and record keeping systems from those reflecting activities under the charter. Any commingling of charter and non-charter business in these systems shall be a material violation of the charter.

## Governance and Operations

27. Non-Profit Status. Charterholder shall take and refrain from all acts necessary to be and remain in good standing as an organization exempt from taxation under Section 501(c)(3), Internal Revenue Code. If Charterholder is incorporated, it shall in addition comply with all applicable laws governing its corporate status. Failure to comply with this paragraph is a material violation of the charter, and the Board may act on the violation even if the Internal Revenue Service, Secretary of State, or other body with jurisdiction has failed to act.
28. Records Retention and Management. Charterholder shall implement a records management system that conforms to the system required of school districts under the Local Government Records Act, Section 201.001 et seq., Local Government Code, and rules adopted thereunder; provided, however, that records subject to audit shall be retained and available for audit for a period of not less than five (5) years from the latter of the date of termination or renewal of the charter.
29. PEIMS Reporting. Charterholder shall report timely and accurate information to the Public Education Information Management System (PEIMS), as required by the commissioner.
30. Conflict of Interest. Charterholder shall comply with any applicable prohibition, restriction or requirement relating to conflicts of interest. If an officer or board member of Charterholder or of the charter school has a substantial interest, within the meaning of Chapter 171, Local Government Code, in a transaction, such interest shall be disclosed in public session at a duly called meeting of the governing body prior to any action on the transaction.
31. Disclosure of Campaign Contributions. Charterholder shall adopt policies that will ensure compliance with the disclosure requirements of State Board of Education Operating Rule 4.3 or its successor.
32. Indemnification. Charterholder shall hold the Board and agency harmless from and shall indemnify the Board and agency against any and all claims, demands, and causes of action of whatever kind or nature asserted by any third party and occurring or in any way incident to, arising out of, or in connection with wrongful acts of Charterholder, its agents, employees, and subcontractors.
33. Failure to Operate. Charterholder shall operate the charter school for the full school term as described in the charter application in each year of the charter contract. Charterholder may not suspend operation for longer than 21 days without a revision to its charter, adopted by the Board, stating that the charter school is dormant and setting forth the date on which operations shall resume and any applicable conditions.

Suspension of operations in violation of this paragraph shall constitute abandonment of this contract and of the charter.

34. Charter School Facility. Charterholder shall have and maintain throughout the term of the charter a lease agreement, title or other legal instrument granting to Charterholder the right to occupy and use one or more facilities suitable for use as the charter school facilities described by the charter. During any period of dormancy granted by the Board, this requirement may be waived by the Board.

#### Enforcement

35. Agency Investigations. The commissioner may in his sound discretion direct the agency to conduct investigations of the charter school to determine compliance with the terms of the charter or as authorized in Sections 39.074 and 39.075, Subchapter D, Chapter 39, TEC or other law. Charterholder, its employees and agents shall fully cooperate with such investigations. Failure to timely comply with reasonable requests for access to sites, personnel, documents or things is a material violation of the charter.
36. Commissioner Authority. The commissioner in his sole discretion may take any action authorized by Section 39.131, TEC or Chapter 29, TEC relating to the charter school. Such action is not "adverse action" as used in this contract. Charterholder, its employees and agents shall fully cooperate with such actions. Failure to timely comply with any action authorized by Section 39.131, TEC or Chapter 29, TEC is a material violation of the charter.
37. Adverse Action. The Board in its sole discretion may modify, place on probation, revoke or deny timely renewal of the charter for cause ("adverse action"). Each of the following shall be cause for adverse action on the charter: (a) any material violation of the terms of the charter listed in paragraph 2; (b) failure to satisfy generally accepted accounting standards of fiscal management; or (c) failure to comply with an applicable law or rule.


#### This Agreement

38. Entire Agreement. This contract, including all referenced attachments and terms incorporated by reference, contains the entire agreement of the parties. All prior representations, understandings and discussions are merged into, superseded by and canceled by this contract.

1. Conditions of Contract. Execution of this contract by the Board is conditioned on full and timely compliance by Charterholder with: (a) the terms, required assurances and conditions of Request for Application #701-97-028; (b) applicable law; and (c) all commitments and representations made in Charterholder's application and any supporting documents (to the extent such commitments and representations are consistent with the terms of this contract).
2. No Waiver of Breach. No assent, express or implied, to any breach of any of the covenants or agreements herein shall waive any succeeding or other breach.
3. Venue. Any suit arising under this contract shall be brought in Travis County, Texas.
4. Governing Law. In any suit arising under this contract, Texas law shall apply.
5. Authority. By executing this contract, Charterholder represents that it is an "eligible entity" within the meaning of Section 12.101 (a), TEC. Charterholder shall immediately notify the Board of any legal change in its status which would disqualify it from holding the charter, of any violation of the terms and conditions of this contract, or of any change in the chief operating officer of the charter school or Charterholder. Charterholder further represents that the person signing this contract has been properly delegated authority to do so.

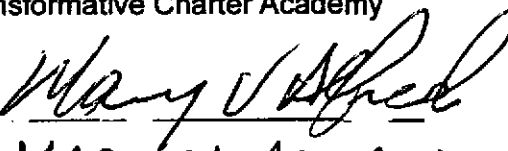
Entered into this 20th day of MAY, 1998.

Texas State Board of Education

  
By Dr. Jack Christie  
Chairman

Charterholder

Transformative Charter Academy

By   
MARY V. ALFRED  
Typed Name