



AGENDA STATE BOARD OF EDUCATION

December 10, 2007

Arkansas Department of Education

Clinton Library, Garden View Room

1:00 PM

Chair's Report – Diane Tatum

Commissioner's Report – Dr. T. Kenneth James

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Consent Agenda

C-1 Approval of Minutes from November 5 and November 6, 2007

Presenter: Diane Tatum, Chairman

C-2 Adoption of Meeting Dates Arkansas State Board of Education January 2008 -- December 2008

State statute requires the State Board of Education to adopt a calendar of meeting dates for 2008 at the last regular meeting of the calendar year. A calendar for 2008 is proposed for adoption.

Presenter: Diane Tatum

C-3 Commitment to Principles of Desegregation Settlement Agreement: Report on the Execution of the Implementation Plan

*By the Court Order of December 1, 1993, the Department of Education is required to file a monthly Project Management Tool (PMT) to the court and the parties to assure its commitment to the Desegregation Plan. This report describes the progress the ADE has made since March 15, 1994, in complying with the provisions of the Implementation Plan (Plan) and itemizes the ADE's progress against the timelines presented in the Plan. Process * In December, the report emphasizes the following: 1. Summary of the PMT for November.*

Presenter: Dr. Charity Smith/Willie Morris

C-4 Newly Employed, Promotions and Separations

The applicant data from this information is used to compile the Applicant Flow Chart forms for the Affirmative Action Report, which demonstrates the composition of applicants through the selecting, hiring, promoting and terminating process.

Presenter: Ms. Beverly Williams Ms. Clemetta Hood

C-5 Review of Loan and Bond Applications

Pursuant to Arkansas Code Annotated § 6-20-805 and § 6-20-1205, the State Board of Education must approve all Revolving Loan Fund and Commercial Bond applications, with the exception of non-voted

*refundings of commercial bond issues that meet the minimum savings as required by the Rules and Regulations Governing Loan and Bond Applications, Section 9.02. It is recommended that the State Board of Education review the following: **Commercial Bonds - 8 Second Lien Applications – Recommend Approval.***

Presenter: Dr. Bobbie Davis and Ms. Amy Woody

C-6 Reports on Waivers to School Districts for Teachers Teaching Out of Area for Longer than Thirty (30) Consecutive Days, Act 1623 of 2001

Act 1623 of 2001 requires local school districts to secure a waiver when classrooms are staffed with unlicensed teachers for longer than 30 days. Waiver requests were received from 151 school districts covering a total of 325 positions. None of these requests were from a district in academic distress. These requests have been reviewed, either approved or denied by Department Staff and are consistent with program guidelines.

Presenter: Beverly Williams, Assistant Commissioner for HR/Licensure

C-7 Request for Approval of Stipulated Agreement – Angela Charmagne Leger

Angela Charmagne Leger currently holds a standard five-year license valid until December 31, 2008. The Arkansas Department of Education recommends that the State Board of Education suspend the certified teaching license of Ms. Leger for one school year. The Department also recommends that Ms. Leger resign her teaching position with the Batesville School District at the conclusion of the 2007-2008 school year; that Ms. Leger be prohibited from working in any capacity in K-12 public education during the period of suspension; and that Ms. Leger complete a minimum of sixty (60) hours of professional development plus an additional fifteen (15) hours of professional development in the instruction of test security and administration during the period of suspension. This recommendation is based upon the findings of an ADE investigation into alleged testing improprieties in the Batesville School District. Specifically, the Department recommends that Ms. Leger's license be suspended pursuant to Ark. Code Ann. §§ 6-15-438 and 6-17-410(d) for failure to properly administer the April 2007 Grade 5 Benchmark Exams.

Ms. Leger was notified of her right to a hearing before the State Board of Education on December 10, 2007. Ms. Leger has agreed to accept the recommended suspension effective immediately following the last day of the 2007-2008 school year without a hearing; during the remainder of the 2007-2008 school year, Ms. Leger shall not participate in the administration of any standardized test assessment. Thus, the Arkansas Department of Education recommends that the teacher's license of Ms. Angela Charmagne Leger be suspended for one school year following the last day of the 2007-2008 school year in the Batesville School District (May 23, 2008) until the end of business on June 30, 2009.

Presenter: Scott Smith / Tripp Walter

C-8 Consideration for Approval QZAB Allocation Applications

Qualified Zone Academy Bonds (QZABs) are a funding instrument created in 1997 to assist school districts in implementing school renovations and repairs and in developing new programs to enhance technology and better prepare students for the rigors of the workplace. An important feature of QZABs is that they may be issued at a reduced or zero interest rate. The federal government issues a tax credit to the investor in lieu of normal interest paid by the issuer of the debt.

In November of 2000, the State Board approved the Rules and Regulations Governing the Allocation of Qualified Zone Academy Bonds. The QZAB Allocation Committee recommendations are in compliance with the Rules and Regulations. A total of \$2,247,000 in authorization was available for allocation in this cycle. This total represents the amount of 2007 Arkansas allocation remaining after the August 2007 allocation cycle and the return of \$560,000 of unused allocation. The total allocation requested in this cycle is \$532,000. The remaining allocation of \$1,715,000 will

be available for consideration by the State Board at its April 2008 meeting. The proposed allocation of \$532,000 of QZAB authorization is valid only if the State Board approves the recommendations of the QZAB Allocation Committee as stated herein.

It is requested that the State Board of Education review the following recommendations of the QZAB Allocation Committee concerning applications for QZAB Allocations:

Jonesboro	Recommend Approval	200,000
Forrest City	Recommend Approval	132,000
Flippin	Recommend Approval	200,000
TOTAL		\$532,000

Presenter: Ms. Cindy Hedrick

Action Agenda

A-1 Request for Approval of 2007-2008 Arkansas Better Chance Grants - Round #4A

Pursuant to the Rules and Regulations Governing the Arkansas Better Chance Program, DCC-ECE requests approval of these grants for the 2007-2008 ABC program.

Presenter: Jamie Morrison, ABC Program Administrator

A-2 Consideration for Adoption Revisions to the Foreign Language Curriculum Framework

Revisions to the Foreign Language Curriculum Framework are submitted for review in accordance with the framework revision schedule approved by the State Board of Education. Forty Arkansas classroom teachers, foreign language educators, school administrators, specialty area experts, and higher education faculty contributed to the completion of this framework from July 8, 2007, to October 31, 2007. The revision includes foreign language high school courses and grade-by-grade student learning expectations for K-8 foreign language experiences as required by the Standards for Accreditation. A K-8 Foreign Language Acquisition Curriculum Framework was also newly developed for schools that offer K-8 foreign language instruction through a licensed foreign language teacher.

Presenter: Dr. Gayle Potter, Associate Director, Curriculum, Assessment, and Research

A-3 Consideration for adoption Library Media Framework

The Library Media Framework is submitted for approval by the State Board of Education. Thirty-seven Arkansas library media specialists, classroom teachers, school administrators, and higher education faculty contributed to the completion of this framework from July 8, 2007, to October 10, 2007. This process framework consists of grade-by-grade student learning expectations in library media for grades K-12.

Presenter: Dr. Gayle Potter, Associate Director, Curriculum, Assessment, and Research

A-4 Consideration for Final Approval: Arkansas Department of Education Rule Governing the Monitoring of Arkansas Comprehensive School Improvement Plans (ACSIP)

A previous version of the ACSIP Rules (Rules) was given final approval by the State Board on August 13, 2007. Prior to consideration of the ACSIP Rules by the Administrative Rules and Regulations Committee of the Arkansas Legislative Council (ALC), attorneys for the ALC raised questions concerning the wording of some portions of the Rules. The Department reviewed the comments made, and made minor changes to the Rules to more closely align the Rules to the legislative intent and purpose of the expanded monitoring process set forth in Act 807 of 2007. The proposed changes are not substantial enough so as to change the substance and intent of the previously approved

Rules to require the Rules to be resubmitted for public comment, so they are being brought back to you for final approval in their revised form.

Presenter: M. Annette Barnes, School Improvement Coordinator Bernice Martin-Russell, ACSIP Coordinator

A-5 Status Report Bald Knob School District

On September 24, 2007, the State Board held a special meeting to consider the proposed annexation of the Bald Knob School District. The Board voted to allow Bald Knob to retain its Fiscal Distress classification and continue to operate. This follow-up report will provide updates on the district's tax proposal, cost-saving measures, and budget projections. The board will consider additional actions upon reviewing information provided.

Presenter: Dr. Bobbie Davis

A-6 Continuation of the Hearing of Open Enrollment Charter School Application: Covenant Keepers College Preparatory Charter School - Little Rock

On November 6, 2007, the State Board of Education conducted a hearing and reviewed the application for Covenant Keepers College Preparatory Charter School - Little Rock. The Board held dialogue with the applicant regarding clarification of the information presented. Following discussion, the State Board asked for additional information regarding Covenant Keepers College Preparatory Charter School and tabled action until the December 10, 2007, meeting.

Presenter: Dr. Mary Ann D. Brown, Charter School Program Director Dr. Valerie Tatum, Covenant Keepers College Preparatory Charter School

A-7 Continuation of the Hearing of Open Enrollment Charter School Application: eSTEM Elementary Public Charter Schools - Little Rock

On November 6, 2007, the State Board of Education conducted a hearing and reviewed the application for e-STEM Elementary Public Charter School - Little Rock. The Board held dialogue with the applicant regarding clarification of the information presented. Following discussion, the State Board asked for additional information regarding e-STEM Elementary Public Charter School and tabled action until the December 10, 2007, meeting.

Presenter: Dr. Mary Ann D. Brown, Charter School Program Director Dr. Caroline Proctor, eSTEM Public Charter Schools

A-8 Continuation of the Hearing of Open Enrollment Charter School Application: e-STEM Middle Public Charter Schools - Little Rock

On November 6, 2007, the State Board of Education conducted a hearing and reviewed the application for e-STEM Middle Public Charter School - Little Rock. The Board held dialogue with the applicant regarding clarification of the information presented. Following discussion, the State Board asked for additional information regarding e-STEM Middle Public Charter School and tabled action until the December 10, 2007, meeting.

Presenter: Dr. Mary Ann D. Brown, Charter School Program Director Dr. Caroline Proctor, e-STEM Public Charter Schools

A-9 Continuation of the Hearing of Open Enrollment Charter School Application: e-STEM High Public Charter Schools - Little Rock

On November 6, 2007, the State Board of Education conducted a hearing and reviewed the application for e-STEM High Public Charter School - Little Rock. The Board held dialogue with the applicant regarding clarification of the information presented. Following discussion, the State Board asked for additional information regarding e-STEM High Public Charter School and tabled action until the December 10, 2007, meeting.

Presenter: *Dr. Mary Ann D. Brown, Charter School Program Director Dr. Caroline Proctor, e-STEM Public Charter Schools*

Minutes

State Board of Education

Monday, November 5 and Tuesday, November 6, 2007

The State Board of Education met on Monday, November 5 and Tuesday, November 6, 2007, in the Auditorium of the Arkansas Department of Education Building. On Monday, Diane Tatum, Chairman, called the meeting to order at 9:00 a.m.

The following Board members were present: Diane Tatum, Chairman; Randy Lawson, Vice-Chairman; Sherry Burrow; Brenda Gullett; Dr. Tim Knight; Dr. Ben Mays; MaryJane Rebick; and Dr. Naccaman Williams.

The following Board members were absent: Jim Cooper.

Chair's Report

Ms. Tatum reported attending a national conference held in New York City hosted by the Wallace Foundation. She noted that education reform was the major focus and that work in Arkansas was noted during the meeting.

Ms. Rebick reported attending the annual meeting of NASBE, which was held in Philadelphia. She noted the frequent references to progress being made in Arkansas education reform.

Dr. Knight reported attending a NASBE symposium addressing healthy eating and physical fitness. Department staff and local school personnel also attended this meeting.

Commissioner's Report

Dr. James reported visits to Rogers and Conway Districts to present the 2007 Milken Educator Awards. Recipients were Margaret Lockhart from Rogers and Cory Oliver from Conway. He noted that both teachers work at the middle school level.

Dr. James also reported that Arkansas was hosting the American Youth Policy Foundation later in the week.

Consent Agenda

Mr. Lawson asked that the October Minutes be corrected to show he visited Rogers School District, not Bentonville to attend a Teacher of the Year event.

Ms. Rebick moved approval of the Consent Agenda with the amendment to the October Minutes. Dr. Williams seconded the motion. The motion was adopted unanimously.

- Minutes – October 8, 2007 (as amended)
- Newly Employed, Promotions and Separations
- Commitment to Principles of Desegregation Settlement Agreement: Report on the Execution of the Implementation Plan
- Reports on Waivers to School Districts for Teachers Teaching Out of Area for Longer than Thirty (30) Consecutive Days, Act 1623 of 2001
- Stipulated Agreement – Revocation of License Frances Richardson
- Stipulated Agreement – Probationary Status Two Years Non-Traditional License – Robin Roark

Action Agenda

Request for Approval of 2007-2008 Arkansas Better Chance Grants – Round #4A

Sherrill Archer was recognized to present this item. Ms. Archer stated that all proposed grant awards had been reviewed by the staff and were recommended for approval.

Ms. Burrow moved approval as presented. Ms. Gullett seconded the motion. The motion was adopted unanimously.

Request for Approval of the Adaptations to the Revised Social Studies Framework

Dr. Gayle Potter was recognized to present this item. Dr. Potter stated that these adaptations were prepared and recommended by a committee in response to questions raised regarding the focus of Arkansas History in the social studies framework. Ms. Gullett inquired if these proposed changes meet the expectation of those who have raised questions about this framework. Dr. Potter responded positively, which was affirmed by Dr. James.

Ms. Gullett moved approval as presented. Dr. Williams seconded the motion. The motion was adopted unanimously.

Review of Accredited-Probationary Status of West Fork High School for Failing to Meet all Standards for Accreditation for Two (2) Consecutive Years

Annette Barnes was recognized to present this item. Ms. Barnes stated that West Fork High School has been identified in probationary status for two consecutive years. She and Frank Wimer noted that ADE staff has worked with this school and the issues that caused the school's probationary classification have been

resolved and that the staff will continue to monitor the school's status throughout this academic year. Wimer and Barnes stated that a plan is in place whereby the school should have met all academic concerns this school year. The staff recommends adoption of the report on the status of this school.

Ms. Rebick moved to accept the progress report for West Fork High School. Ms. Burrow seconded the motion. The motion was adopted unanimously.

Consideration of Final Approval: Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts

Annette Barnes was recognized to present this item. Ms. Barnes stated that no one attended the public hearing and there were no recommendations for changes. However, she did indicate the need to make two minor technical revisions to wording: one in Section 3.05 to add the word "qualified" in line 4 of the definition; and second in Section 9.03.3.10.4 to place a period following enrolled and eliminate the clause, "in the 38-unit course."

Ms. Burrow asked for clarification when a school does not offer a basic course (eg. Physics) but has AP physics and a new student transfers in during the school year who has been enrolled in regular physics. Ms. Barnes indicated that the school must modify the AP course to meet the needs of the new student, which can be done within the bounds of the AP course.

Ms. Rebick moved final approval with the amendments as suggested. Dr. Knight seconded the motion. The motion was adopted unanimously.

Consideration for Final Approval: Rules Governing the Use of Net Athletic Gate Receipts by Public School Districts

Dr. Bobbie Davis was recognized to present this item. Dr. Davis summarized recommended changes from the public meeting and written comments submitted pursuant to this item. She indicated that those changes were included in the revised text included with the Agenda. Dr. Mays questioned the wording in Section 4.03 that states, "a local board may..." Dr. Mays recommended that "may" should be replaced by "must," which he suggested was more in keeping with the intent of the legislation. Dr. Mays also observed that language in the Rule that defines "net gate receipts," leaves discretion to the local district for interpretation, thus data from fiscal reports will not be consistent across the state. Dr. Mays suggested development of a list of "fees" that could be subtracted from the receipts that would be consistent. Dr. Davis suggested that the Rule as presented reflects the language of the statute.

Dr. Knight moved adoption with the revision to Section 4.03 changing “may” to “must.” Ms. Gullett seconded the motion. The motion passed on a vote 6 yes, 1 no. (Mays voted no.)

Consideration for Final Approval: Proposed Rules Governing Arkansas Public Charter Schools, Open Enrollment Application and Lease Agreement

Dr. Mary Ann Brown was recognized to present this item. Dr. Brown stated that this Rule has multiple components and clarified that the discussion was to include each of the elements included in the Agenda distribution. (Discussion focused on the issue of the lease agreement, status of a 501(c)3 document, and facilities. No modifications were suggested.)

Mr. Lawson moved adoption as presented. Ms. Burrow seconded the motion. The motion was adopted unanimously.

Dr. Mays moved to have the lease agreement reflect the same time requirement as the length of the charter. Motion died for lack of a second.

(A complete transcript of the presentations and deliberations pertaining to open-enrollment charter school applications is available from the State Board Office in the Department of Education. These Minutes thus contain only actions regarding the following items.)

Hearing of Open Enrollment Charter Application Appeal and ADE Review: Perkins Academy of Fine Arts – Helena-West Helena School District

Dr. Mary Ann Brown presented a letter from the developers of Perkins Academy of Fine Arts requesting that the Board not give consideration to the proposal. Dr. Knight moved denial of Perkins Academy of Fine Arts open enrollment charter school application. Mr. Lawson seconded the motion. The motion was adopted unanimously.

Hearing of Open Enrollment Charter Application Appeal and ADE Review: School of Excellence – DeWitt School District

Mr. Tom Wilson, Superintendent of DeWitt School District, spoke in opposition to approval. Dr. James Young and Victoria Wilson presented the application and responded to Board members questions.

Dr. Williams moved approval for five years. Dr. Mays seconded the motion. The motion was adopted on a roll-call vote 4 yes, 3 no.

- Gullett voted no: she stated that the persons projected to manage the school could not answer her questions about the program or the budget.
- Knight voted no: he stated that there were too many discrepancies in the proposed vision of the charter.
- Rebick voted no: she stated that it was her belief that the primary support for this proposed charter was to go against the mandated consolidation of the local district and that the school was not developed in the best interest of the students.

Hearing of Open Enrollment Charter Application and ADE Review: Lisa Academy – Springdale School District

No one from Springdale School District was present to speak in opposition to this proposal. Omer Ogmeral and Emin Cazuoglu presented the application and responded to Board members questions.

Ms. Burrow moved approval for five years. Mr. Lawson seconded the motion. The motion failed on a roll-call vote 3 yes and 4 no.

- Williams voted no: he stated that the school could not attract the population as proposed to maintain the intended ethnic representation given the location and given the lack of provided student transportation.
- Rebick voted no: she indicated that she does not see a need for another charter school in this area of the state.
- Mays voted no: he stated that the school has a poor record of attracting demographic diversity in the school currently operated by this organization.
- Gullett voted no: she stated that there were already too many charter schools in this area of the state.

Hearing of Open Enrollment Charter Application and ADE Review: Osceola Communications, Arts and Business School – Osceola School District

There was no one present to speak in opposition to this proposal from the Osceola School District.

Sally Wilson presented the application and responded to Board members questions.

Dr. Williams moved approval for five years. Dr. Mays seconded the motion. The motion was adopted unanimously on a roll-call vote.

Hearing of Open Enrollment Charter Application Appeal and ADE Review: Delta YES Connection Academy – Brinkley School District

Dr. Randy Byrd, Superintendent of schools in Brinkley spoke in opposition to the approval of this charter. Geigre Williams presented the application and responded to Board members questions.

Dr. Williams moved to deny this application. Ms. Gullett seconded the motion. The motion to deny was approved unanimously on a roll-call vote.

Reasons for disapproval:

Williams: he stated that if this application were approved it would violate the state's limit of 500 students taught primarily via distance learning.

Gullett: she stated it was important for students to have face-to-face contact with an instructor more than 2 to 4 hours weekly.

Mays: he noted concern for the 500 student limit for virtual learning.

Rebick: she noted concern for the 500 student limit for virtual learning.

Knight: he noted possible legal questions with the application.

Burrow: she stated issues with method of delivery of instruction.

Lawson: she stated issues with 500 limit for virtual learning.

Hearing of Open Enrollment Charter Application Appeal and ADE Review: Northwest Arkansas Science and Math Intermediate – Fayetteville School District

Dr. Mary Ann Brown presented a letter from the developer of this application stating that the application was being withdrawn from consideration.

Ms. Rebick moved to deny this proposal. Dr. Knight seconded the motion. The motion was adopted unanimously.

Hearing of Open Enrollment Charter Application Appeal and ADE Review: Lisa Academy North Little Rock - North Little Rock School District

Brenda Bowles representing the Pulaski County Special School District and Ken Kirsipel, Superintendent of the North Little Rock School District, spoke in opposition to this proposal.

Omer Ogmeral and Emin Cazusoglu presented the application and responded to Board members questions.

Ms. Burrow moved approval for five years. Mr. Lawson seconded the motion. The motion was adopted 4 yes, 3 no on a roll-call vote.

Gullett voted no: she stated that she does not believe that the school can maintain the proposed student demographics.

Mays voted no: he does not believe that the student demographics represent the student population intended to be served.

Rebick voted no: she does not see progress in the current operation of this organization to warrant expanding to a new site.

Hearing of Open Enrollment Charter Application Appeal and ADE Review: Covenant Keepers College Preparatory Charter School – Little Rock School District

Dr. Katherine Mitchell, chairman of the Little Rock School Board and other representatives from the Little Rock School District spoke in opposition to this application.

Dr. Valerie Tatum presented the proposal and responded to Board members questions.

Dr. Williams moved to table consideration of this application until the December meeting based on questions regarding the facilities and budget to reflect facilities costs. Mr. Lawson seconded the motion. The motion to table was adopted 4 yes, 3 no on a roll call vote. (Gullett, Mays and Rebick voted no.)

The developer was instructed to provide additional information in the following areas: lease document or a deed reflecting the purchase of property on which the facility will be located, revised budget to reflect actual costs for lease of modular building, and documentation supporting the lease of modular buildings to be constructed on the property. These documents are to be provided to the Department in time to be included in the December Agenda.

Hearing of Open Enrollment Charter Application Appeal and Ade Review:

- **E-STEM Elementary Public Charter School**
- **E-STEM Middle Public Charter School**
- **E-STEM High Public Charter School**

These three applications were considered together given that the developer and proposed management of the charters are the same for each of the three proposals.

Dr. Linda Watson, Interim Superintendent Little Rock School District; Ken Kirspel, Superintendent North Little Rock School District; and Brenda Bowles, representing Pulaski County Special School District, each spoke in opposition to these proposed charter schools.

Dr. Caroline Proctor presented the proposal and responded to questions from Board members.

After a brief period of discussion, the Board recessed the meeting at 6:30 p.m. and agreed to reconvene at 9:00 a.m. on Tuesday, November 6.

Tuesday November 6

Randy Lawson, Vice Chairman, called the meeting to order at 9:00 a.m.

Diane Tatum and Jim Cooper were absent.

Following further discussion Ms. Gullett moved to table action on these three proposals until the December Board meeting. Dr. Williams seconded the motion. The motion to table was adopted unanimously.

Issues needing further clarification include the facilities lease/purchase along with a schematic of the floor plan and the complete budget. Dr. Williams suggested that the budget be prepared and presented on forms provided in the application packet.

Hearing of Open Enrollment Charter Application Appeal and ADE Review: Learning for Life Academy – Little Rock School District

Dr. Katherine Mitchell, president of Little Rock School District School Board, spoke in opposition to this proposal. Dr. Linda Watson, Interim Superintendent of the Little Rock School District, also spoke in opposition and addressed the status of the building, which was a site for a former Little Rock school.

Annie Abrams, R.J. Hampton and Hurley Jones presented the proposal and responded to Board questions.

Dr. Mays moved to table consideration until December based on issues related to facilities and budget. Dr. Williams seconded the motion. The motion failed on a vote of 3 yes and 4 no. (Gullett, Knight, Mays and Rebick voted no.)

Dr. Mays moved to deny the application. Dr. Knight seconded the motion. The motion was adopted unanimously on a roll-call vote.

Dr. Williams moved adjournment. Dr. Knight seconded the motion. The motion was adopted unanimously.

The meeting adjourned at 11:00 a.m.

The minutes were recorded and reported by Dr. Charles D. Watson.

ARKANSAS STATE BOARD OF EDUCATION CALENDAR

January 2008 - December 2008

AGENDA ITEMS IDENTIFIED / ITEM DETAILS DRAFTED	ATTACHMENTS / MATERIALS TO BE POSTED ON NOVUSAGENDA DUE	DATE OF SUBMISSION TO WEB	MEETING DATE
December 28, 2007	January 2, 2008	January 4, 2008	January 15, 2008 Tue
January 28, 2008	January 30, 2008	February 1, 2008	February 11, 2008
February 25, 2008	February 27, 2008	February 29, 2008	March 10, 2008
March 31, 2008	April 2, 2008	April 4, 2008	April 14, 2008
April 28, 2008	April 30, 2008	May 2, 2008	May 12, 2008
May 27, 2008	May 28, 2008	May 30, 2008	June 9, 2008
June 30, 2008	July 1, 2008	July 3, 2008 Fri 4th	July 14, 2008
July 28, 2008	July 30, 2008	August 1, 2008	August 11, 2008
August 25, 2008	August 27, 2008	August 29, 2008	September 8, 2008
September 29, 2008	October 1, 2008	October 3, 2008	October 13, 2008
October 20, 2008	October 22, 2008	October 24, 2008	November 3, 2008
November 21, 2008	November 24, 2008	November 26, 2008	December 8, 2008

**ADE'S PROJECT MANAGEMENT TOOL EXECUTIVE SUMMARY
NOVEMBER 30, 2007**

This document summarizes the progress that ADE has made in complying with the provisions of the Implementation Plan during the month of November 2007.

IMPLEMENTATION PHASE ACTIVITY	PMT EXECUTIVE SUMMARY AS OF NOVEMBER 30, 2007
<i>I. Financial Obligation</i>	<p>As of October 31, 2007, State Foundation Funding payments paid for FY 07/08 totaled \$18,098,873 to LRSD, \$9,731,502 to NLRSD, and \$14,843,274 to PCSSD. The Magnet Operational Charge paid as of October 31, 2007, was \$4,183,491. The allotment for FY 07/08 was \$15,339,457. M-to-M incentive distributions for FY 07/08 as of October 31, 2007, were \$891,538 to LRSD, \$865,874 to NLRSD, and \$2,211,288 to PCSSD. In September 2007, General Finance made the first one-third payment to the Districts for their FY 07/08 transportation budget. As of September 30, 2007, transportation payments for FY 07/08 totaled \$1,401,197 to LRSD, \$409,917 to NLRSD, and \$1,127,985 to PCSSD. In July 2007, 16 new Magnet and M-to-M buses were delivered to the districts in Pulaski County. Finance paid Central States Bus Sales \$1,036,115. In July 2007, Finance paid the Magnet Review Committee \$92,500. This was the total amount due for FY 07/08. In July 2007, Finance paid the Office of Desegregation Monitoring \$200,000. This was the total amount due for FY 07/08.</p>
<i>II. Monitoring Compensatory Education</i>	<p>On October 11, 2007, the ADE Implementation Phase Working Group met to review the Implementation Phase activities for the previous quarter. Mr. Willie Morris, ADE Lead Planner for Desegregation, updated the group on all relevant desegregation issues. He handed out news articles about the LRSD being declared unitary and the Joshua intervenors filing a notice of appeal to the 8th Circuit Court. The LRSD and the Joshua intervenors have asked that the appeal be put on hold while they pursue a mediated settlement. Mr. Scott Richardson from the Attorney General's Office said that the LRSD had until October 31 to respond to the appeal filed by the Joshua intervenors. He said that the NLRSD was trying to get total unitary status and the PCSSD was working on getting unitary status in their student assignment. The next Implementation Phase Working Group Meeting is scheduled for January 10, 2008 at 1:30 p.m. in room 201-A at the ADE.</p>

IMPLEMENTATION PHASE ACTIVITY	PMT EXECUTIVE SUMMARY AS OF NOVEMBER 30, 2007
<i>III. A Petition for Election for LRSD will be Supported Should a Millage be Required</i>	Ongoing. All court pleadings are monitored monthly.
<i>IV. Repeal Statutes and Regulations that Impede Desegregation</i>	In July 2007, the ADE sent letters to the school districts in Pulaski County asking if there were any new laws or regulations that may impede desegregation. The districts were asked to review laws passed during the 86 th Legislative Session, and any new ADE rules or regulations.
<i>V. Commitment to Principles</i>	On November 5, 2007, the Arkansas State Board of Education reviewed and approved the PMT and its executive summary for the month of October.
<i>VI. Remediation</i>	On February 9, 2007, ADE staff provided District Test Coordinator Training at the School for the Blind Auditorium in Little Rock. Two staff members from the LRSD and three staff members from the PCSSD attended.
<i>VII. Test Validation</i>	On February 12, 2001, the ADE Director provided the State Board of Education with a special update on desegregation activities.
<i>VIII. In-Service Training</i>	A Tri-District Staff Development Committee meeting was held on September 4, 2007. Staff from PCSSD, NLRSD, LRSD, AETN and the ADE attended. Mickey Kamer from AETN discussed the IDEAS professional development portal. Teachers can get on the internet at www.aetn.org/education and click on the IDEAS icon. They can register online and set up a free account. Teachers can take a pretest and use the prescriptive pathway to complete the lessons that they need, or they can use the learning pathway to complete all of the lessons in a course. Teachers take a post-test after the last lesson. If the teacher achieves 80% mastery on the post-test, they can receive certification. The superintendent of their school approves the professional development hours for the course taken. A teacher can only get credit for taking a course one time. The IDEAS Education Portal has 4000 accounts available for Arkansas teachers.

IMPLEMENTATION PHASE ACTIVITY	PMT EXECUTIVE SUMMARY AS OF NOVEMBER 30, 2007																																																								
IX. Recruitment of Minority Teachers	In October 2007, the ADE Office of Professional Licensure sent a request to the three Pulaski County school districts asking for a list of teacher shortage areas.																																																								
	During the month of October 2007, the ADE Office of Professional Licensure contacted all institutions of higher education with teacher education programs requesting a listing of minority graduates for the Fall of 2007.																																																								
	In October 2007, the ADE Professional Licensure Unit contacted all Pulaski County school districts asking for a statement evaluating the effectiveness of ADE minority recruitment assistance.																																																								
X. Financial Assistance to Minority Teacher Candidates	Collin Callaway of the Arkansas Department of Higher Education reported minority scholarships for Fiscal Year 2007-2008 on October 15, 2007. These included the State Teacher Assistance Resource (STAR) Program, the Minority Teacher Scholars (MTS) Program, and the Minority Masters Fellows (MMF) Program. The scholarship awards for STAR are as follows:																																																								
	<table><tr><td>STAR</td><td>Male</td><td>Male</td><td>Female</td><td>Female</td><td>Total</td><td>Total</td></tr><tr><td>Race</td><td>Count</td><td>Award</td><td>Count</td><td>Award</td><td>Count</td><td>Award</td></tr><tr><td>White</td><td>58</td><td>264,000</td><td>328</td><td>1,402,500</td><td>386</td><td>1,666,500</td></tr><tr><td>Black</td><td>10</td><td>51,000</td><td>29</td><td>136,500</td><td>39</td><td>187,500</td></tr><tr><td>Hispanic</td><td></td><td></td><td>4</td><td>18,000</td><td>4</td><td>18,000</td></tr><tr><td>Native Amer</td><td>1</td><td>3,000</td><td>1</td><td>6,000</td><td>2</td><td>9,000</td></tr><tr><td>Other</td><td>4</td><td>21,000</td><td>11</td><td>42,000</td><td>15</td><td>63,000</td></tr><tr><td>Totals</td><td>73</td><td>339,000</td><td>373</td><td>1,605,000</td><td>446</td><td>1,944,000</td></tr></table>	STAR	Male	Male	Female	Female	Total	Total	Race	Count	Award	Count	Award	Count	Award	White	58	264,000	328	1,402,500	386	1,666,500	Black	10	51,000	29	136,500	39	187,500	Hispanic			4	18,000	4	18,000	Native Amer	1	3,000	1	6,000	2	9,000	Other	4	21,000	11	42,000	15	63,000	Totals	73	339,000	373	1,605,000	446	1,944,000
	STAR	Male	Male	Female	Female	Total	Total																																																		
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	Totals	73	339,000	373	1,605,000	446	1,944,000																																																		
The scholarship awards for MTS are as follows:																																																									
<table><tr><td>MTS</td><td>Male</td><td>Male</td><td>Female</td><td>Female</td><td>Total</td><td>Total</td></tr><tr><td>Race</td><td>Count</td><td>Award</td><td>Count</td><td>Award</td><td>Count</td><td>Award</td></tr><tr><td>Black</td><td>7</td><td>35,000</td><td>28</td><td>137,500</td><td>35</td><td>172,500</td></tr><tr><td>Hispanic</td><td></td><td></td><td>6</td><td>30,000</td><td>6</td><td>30,000</td></tr><tr><td>Asian</td><td></td><td></td><td>2</td><td>10,000</td><td>2</td><td>10,000</td></tr><tr><td>Native Amer</td><td></td><td></td><td>4</td><td>20,000</td><td>4</td><td>20,000</td></tr><tr><td>Totals</td><td>7</td><td>35,000</td><td>40</td><td>197,500</td><td>47</td><td>232,500</td></tr></table>	MTS	Male	Male	Female	Female	Total	Total	Race	Count	Award	Count	Award	Count	Award	Black	7	35,000	28	137,500	35	172,500	Hispanic			6	30,000	6	30,000	Asian			2	10,000	2	10,000	Native Amer			4	20,000	4	20,000	Totals	7	35,000	40	197,500	47	232,500								
MTS	Male	Male	Female	Female	Total	Total																																																			
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The scholarship awards for MMF are as follows:																																																									
<table><tr><td>MMF</td><td>Male</td><td>Male</td><td>Female</td><td>Female</td><td>Total</td><td>Total</td></tr><tr><td>Race</td><td>Count</td><td>Award</td><td>Count</td><td>Award</td><td>Count</td><td>Award</td></tr><tr><td>Black</td><td>2</td><td>8,750</td><td>27</td><td>125,000</td><td>29</td><td>133,750</td></tr><tr><td>Asian</td><td></td><td></td><td>2</td><td>11,250</td><td>2</td><td>11,250</td></tr><tr><td>Totals</td><td>2</td><td>8,750</td><td>29</td><td>136,250</td><td>31</td><td>145,000</td></tr></table>	MMF	Male	Male	Female	Female	Total	Total	Race	Count	Award	Count	Award	Count	Award	Black	2	8,750	27	125,000	29	133,750	Asian			2	11,250	2	11,250	Totals	2	8,750	29	136,250	31	145,000																						
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IMPLEMENTATION PHASE ACTIVITY	PMT EXECUTIVE SUMMARY AS OF NOVEMBER 30, 2007
<i>XI. Minority Recruitment of ADE Staff</i>	The MRC met on October 9, 2007 at the ADE. Demographic reports were presented that showed ADE employees grade 21 and above by race and section as of June 30, 2007 and September 30, 2007. A spreadsheet was handed out that showed for grade 21 and above the number and percentage of black, white, and other race employees in each unit of the ADE. After reviewing the September report, it was determined that it needs some corrections. A new September report will be handed out after the changes have been made.
<i>XII. School Construction</i>	This goal is completed. No additional reporting is required.
<i>XIII. Assist PCSSD</i>	Goal completed as of June 1995.
<i>XIV. Scattered Site Housing</i>	This goal is completed. No additional reporting is required.
<i>XV. Standardized Test Selection to Determine Loan Forgiveness</i>	Goal completed as of March 2001.
<i>XVI. Monitor School Improvement Plans</i>	<p>On October 23, 2007, ADE staff attended a meeting at the PCSSD Central Office to plan the parental involvement meeting scheduled for October 29. Presented a summary of state laws and policy for parental involvement.</p> <p>On October 24, 2007, ADE staff attended a meeting with the Federal Program Director and the Title I coordinator at the PCSSD Central Office. Discussed the school improvement plan concerning benchmark statements, funding wording, and other items.</p> <p>On October 26, 2007, ADE staff attended a meeting with Barbara Frederick at the PCSSD Central Office. ACSIP plans were reviewed and updated.</p> <p>On October 30, 2007, ADE staff attended a meeting with the ACSIP Chairperson and the PCSSD administration at the PCSSD Central Office. Reviewed the Fuller Plan with rubric. Made changes in plan to reflect programs the school has initiated to improve student achievement.</p>

IMPLEMENTATION PHASE ACTIVITY	PMT EXECUTIVE SUMMARY AS OF NOVEMBER 30, 2007
<i>XVII. Data Collection</i>	<p>The ADE Office of Public School Academic Accountability has released the 2006 Arkansas School Performance Report (Report Card). The purpose of the Arkansas School Performance Report is to generally improve public school accountability, to provide benchmarks for measuring individual school improvement, and to empower parents and guardians of children enrolled in Arkansas public schools by providing them with the information to judge the quality of their schools. The Department of Education annually publishes a school performance report for each individual public school in the state, and distributes the report to every parent or guardian of a child in kindergarten through grade twelve (K-12) in the public schools of Arkansas. The annual school performance report is based on reliable statistical information uniformly required to be collected and submitted by each local school district to the department and published in a format that can be easily understood by parents or guardians who are not professional educators and distributed to the parents or guardians of children enrolled in the public schools via the postal service. Individual school reports are also made available via the Internet. Statistical information in the Arkansas School Performance Report is organized into the following seven essential accountability indicators: 1: ACHIEVEMENT, 2: ACCESS, 3: RETENTION, 4: DISCIPLINE, 5: DEMOGRAPHICS, 6: CHOICE, 7: ECONOMIC.</p>
<i>XVIII. Work with the Parties and ODM to Develop Proposed Revisions to ADE's Monitoring and Reporting Obligations</i>	<p>On July 10, 2002, the ADE held a Desegregation Monitoring and Assistance Plan meeting for the three school districts in Pulaski County. Mr. Willie Morris, ADE Lead Planner for Desegregation, presented information on the No Child Left Behind Act of 2001. A letter from U.S. Secretary of Education, Rod Paige, was discussed. It stated that school districts that are subject to a desegregation plan are not exempt from the public school choice requirements. "If a desegregation plan forbids the school district from offering any transfer option, the school district should secure appropriate changes to the plan to permit compliance with the public school choice requirements". Schools in Arkansas have not yet been designated "Identified for Improvement". After a school has been "Identified for Improvement", it must make "adequate yearly progress". Schools that fail to meet the definition of "adequate yearly progress", for two consecutive years, must provide public school choice and supplemental education services. A court decision regarding the LRSD Unitary Status is expected soon. The LRSD and the NLRSD attended the meeting. The next meeting about the Desegregation Monitoring and Assistance Plan will be held in August, 2002, after school starts.</p>

NEWLY EMPLOYED FOR THE PERIOD OF November 1, 2007 – November 30, 2007

Bradley Jackson – Evidence Clerk, Grade 11, Central Administration, Legal Services, effective 11/19/07.

April Kindall - Public School Program Advisor, Grade 21, Division of Learning Services, Special Programs/ Alternative Learning Environment, effective 11/13/07.

Kevin Skinner - Public School Program Advisor, Grade 21, Division of Learning Services, Special Programs/ Grants/ Early Childhood, effective 11/05/07.

Darrell Tessman – Area Project Manager, Grade 23, Division of Public School Academic Facilities and Transportation (DPSAFT), effective 11/13/07.

PROMOTIONS/ LATERAL TRANSFERS FOR THE PERIOD OF November 1, 2007 – November 30, 2007

No promotions or transfers for this period.

SEPARATIONS FOR THE PERIOD OF November 1, 2007 – November 30, 2007

*Misty Chadwick – Secretary I, Grade 11, Arkansas Public School Computer Network (APSCN), effective 11/26/07. 0 Years, 6 Months, 25 Days. Code: 01

*Terilyn Johnson – Administrative Assistant I, Grade 15, Division of Learning Services, School Improvement/ ACSIP- Federal, effective 11/23/07. 0 Years, 3 Months, 23 Days. Code: 01

Mary Alice Jones – Public School Program Advisor, Grade 21, Professional Development, K -12 Mathematics, effective 11/21/07. 1 Year, 2 Months, 16 Days. Code: 01

*Minority

AASIS Code:

Voluntary - 01

Second Lien Bonds

Arkansas Code Annotated § 6-20-1229 (b) states the following:

(b) All second-lien bonds issued by school districts shall have semi-annual interest payments with the first interest payment due within eight (8) months of the issuance of the second-lien bond. All second lien bonds shall be repaid on payment schedules that are either:

- (1) Equalized payments in which the annual payments are substantially equal in amount; or
- (2) Decelerated payments in which the annual payments decrease over the life of the schedule.

**STATE BOARD OF EDUCATION MEETING
DECEMBER 10, 2007
APPLICATIONS FOR COMMERCIAL BONDS**

COMMERCIAL BOND APPLICATIONS:

8 2nd Lien	\$	35,150,000.00
<hr/>		<hr/>
8	\$	35,150,000.00

**SCHOOL DISTRICTS FINANCIAL TRANSACTIONS
COMMERCIAL BONDS
2ND LIEN
RECOMMEND APPROVAL**

DISTRICT	COUNTY	ADM	AMOUNT OF APPLICATION	DEBT RATIO	TOTAL DEBT W/THIS APPLICATION	PURPOSE
Fayetteville	Washington	8,420	7,000,000	7.44%	73,956,207	Constructing and equipping of new school facilities, renovating and equipping existing school facilities (\$6,850,000) and for cost of issuance and underwriter's discount allowance (\$150,000).
Fayetteville	Washington	8,420	950,000	7.44%	73,956,207	Renovating existing facilities and equipping various facilities (\$921,500) and cost of issuance and underwriter's discount allowance (\$28,500) through a Qualified Zone Academy Bond.
Fort Smith	Sebastian	13,512	1,000,000	3.53%	41,155,563	Constructing and equipping new school facilities and renovating and equipping existing facilities (\$970,000) and cost of issuance and underwriter's discount allowance (\$30,000).
Greenbrier	Faulkner	2,773	2,580,000	18.98%	24,217,776	Funding the District's portion of the following partnership projects: building and equipping a performing arts center (\$2,500,000) and cost of issuance and underwriter's discount allowance (\$80,000).
Mulberry/Pleasant View Bi-County	Crawford	546	700,000	5.38%	2,150,232	Constructing and equipping new school facilities and renovating and equipping various existing facilities (\$500,000), acquisition of transportation equipment (\$170,000) and cost of issuance and underwriter's discount allowance (\$30,000).
Rogers	Benton	13,130	20,360,000	12.45%	161,870,000	Constructing and equipping new school facilities and renovating and equipping various existing facilities (\$20,000,000) and cost of issuance and underwriter's discount allowance (\$360,000).
Valley View	Craighead	1,957	1,560,000	18.42%	21,563,665	Completing the construction and equipping of the K-2 building (\$1,250,000), making improvements to the sewer system (\$37,000), renovating existing facilities (\$216,840), and cost of issuance and underwriter's discount allowance (\$56,160) with any remaining funds to be used for other capital projects and equipment purchases.

DISTRICT	COUNTY	ADM	AMOUNT OF APPLICATION	DEBT RATIO	TOTAL DEBT W/THIS APPLICATION	PURPOSE
Wickes	Polk	697	1,000,000	16.91%	5,124,448	Constructing and equipping new school facilities and renovating and equipping various existing facilities (\$950,000) and cost of issuance and underwriter's discount allowance (\$50,000)

2006-

LEA	NAME OF DISTRICT	# OF WAIVERS	NAME OF TEACHER(S)	CURRENT AREA(S) OF CERTIFICATION	OUT OF AREA TEACHING ASSIGNMENT	ALP CODE	OUT OF AREA ADMIN ASSIGNMENT	ALCP CODE	LENGTH OF TIME TEACHING OUT OF AREA
			Cari Hickey	MidChLangArt/SS (4-8)	Special Education	230			2006-2007 2007-2008
				MidChSci/Math (4-8)					
				PE/Wellness/LEI (P-8)					
				PE/Wellness/LEI (7-12)					
				Coaching (7-12)					
			Robin Johnson	Early Childhood Education (P-4)	Special Education	231			2006-2007 2007-2008
			Nikki Jolly	Early Childhood Education (P-4)	Guidance Counseling	299			2007-2008
				SpEdEch Instructional Specialist (P-4)					
	Booneville Public School District								
4201000		1	Carlos Rivera	No Arkansas License	Gifted & Talented	305			2007-2008
4304000	Cabot Public School District	2	Lina Osorio	Spanish (7-12)	English as a Second Language	307 & 308			2007-2008
			Kimberly Holt	Building Administrator (P-8)	Math	200			2005-2006 2006-2007 2007-2008
				Building Administrator (7-12)					
				CurrProgAdm Special Education (P-12)					
				Elementary (1-6)					
				Sp Ed Instructional Specialist (4-12)					
				SpEdEch Instructional Specialist (P-4)					
	Camden Fairview Public School District								
5204000		1	Carrie Betts	MidChLangArt/SS (4-8)	Algebra I	200			2005-2006 2006-2007 2007-2008
				MidChSci/Math (4-8)					
	Clarksville Public School District								
3601000		1	Tina Muncy	No Arkansas License	English as a Second Language	307			2007-2008
O302000	Cotter Public School District	2	Beth Hutcherson	MidChLangArt/SS (4-8)	Gifted & Talented	305 & 306			2006-2007 2007-2008
				MidChSci/Math (4-8)					

LEA	NAME OF DISTRICT	# OF WAIVERS	NAME OF TEACHER(S)	CURRENT AREA(S) OF CERTIFICATION	OUT OF AREA TEACHING ASSIGNMENT	ALP CODE	OUT OF AREA ADMIN ASSIGNMENT	ALCP CODE	LENGTH OF TIME TEACHING OUT OF AREA
			Rhonda Crawford	Early Childhood Education (P-4)	5/6th Endorsement	107			2006-2007 2007-2008
7504000	Dardanelle Public School District	1	Bryan Hardaway	Life/Earth Science (7-12)	Coaching	293			2007-2008
5501000	Delight Public School District	1	Rachel Moorman	No Arkansas License	English	166			2007-2008
6701000	DeQueen Public School District	1	Cyne Smith	No Arkansas License	Career & Consumer Science	n/a			2007-2008
	Dreamland Academy Charter School	1	Bridget Hudson	Middle School Social Studies (5-8) Elementary (1-6)	Early Childhood	001			2007-2008
2202000	Drew Central Public School District	1	Joy Holly	Health Education (7-12) Secondary Physical Education (7-12) Drama/Speech (7-12)	Special Education	230			2006-2007 2007-2008
2104000	Dumas Public School District	2	Jerlean Alley	BusEdSec Endorsement (7-12) Middle School English (5-8) Business Technology (4-8) Adult Education (P-S) Career Orientation Endorsement (7-12) Career Prep Endorsement (7-12) Career Orientation (7-12)	Special Education	230			2005-2006 2006-2007 2007-2008
			Laura Holthoff	Social Studies (7-12)	Elementary Art	201			2006-2007 2007-2008
1802000	Earl Public School District	1	Donald Williams	Agriculture Science & Technology (7-12)	Coaching	293			2007-2008

LEA	NAME OF DISTRICT	# OF WAIVERS	NAME OF TEACHER(S)	CURRENT AREA(S) OF CERTIFICATION	OUT OF AREA TEACHING ASSIGNMENT	ALP CODE	OUT OF AREA ADMIN ASSIGNMENT	ALCP CODE	LENGTH OF TIME TEACHING OUT OF AREA
7001000	El Dorado Public School District	4	Earnest Pressley	Health Education (7-12) Secondary Physical Education (7-12)	Secondary Science	169 & 170			2005-2006 2006-2007 2007-2008
			Donna Heaberlin	English Language Art (7-12) Social Studies (7-12) Global Studies (7-12)	Middle School Social Studies	168 & 002			2006-2007 2007-2008
			Kristi Wetherington	Early Childhood Education (P-4)	Middle School	168 & 002			2006-2007 2007-2008
			Scott Reed	Mathematics (7-12)	Coaching	293			2005-2006 2006-2007 2007-2008
4501000	Flippin Public School District	1	Kimberly Randall	English Language Art (7-12)	Drama/Speech	208			2007-2008
4102000	Foreman Public School District	1	Lacy Ward	MidChLangArt/SS (4-8) MidChSci/Math (4-8)	Secondary Math	200			2007-2008
O203000	Hamburg Public School District	3	Shirley Carpenter	Middle School English (5-8) Elementary (1-6)	English	166			2007-2008
			Walterine Richardson	No Arkansas License	Early Childhood	OO1			2007-2008
			Stephanie Bierbaum	English Language Arts (7-12) Business Technology (7-12)	Journalism	108			2007-2008
6202000	Hughes Public School District	2	Brian Wallace	No Arkansas License	Math	200			2007-2008
			Lonzo Gatlin	Elementary (1-6)	English 7-12	166			

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LEA	NAME OF DISTRICT	# OF WAIVERS	NAME OF TEACHER(S)	CURRENT AREA(S) OF CERTIFICATION	OUT OF AREA TEACHING ASSIGNMENT	ALP CODE	OUT OF AREA ADMIN ASSIGNMENT	ALCP CODE	LENGTH OF TIME TEACHING OUT OF AREA
6002000	North Little Rock School District	4	Shannon Duke	Drama/Speech (7-12) Career Academic Endorsement (7-12)	Pre K	OO1			2005-2006 2006-2007 2007-2008
			Melissa Mellon-Walls	Health Education (7-12)	Special Education	230			2005-2006 2006-2007 2007-2008
			Gladys Swift	Health Education (7-12) Secondary Physical Education (7-12)	Special Education	230			2006-2007 2007-2008
			Brad Burl	Art (P-8) Art (7-12)	Coaching	293			2004-2005 2005-2006 2006-2007
6205000	Palestine Wheatley Public School District	2	Josh Fulcher	PE/Well/Lei Coaching	Physical/Earth Science	169			2005-2006 2006-2007 2007-2008
			Mary Luker	MS Eng 5-8 MS SS 5-8 Elem 1-6	Library Media	295, 296			2005-2006 2006-2007 2007-2008
2808000	Paragould Public School District	1	Donna Singleton	Family & Consumer Science (4-8) Family & Consumer Science (7-12) Library Media Specialist (P-8) Library Media Specialist (7-12) English as a Second Language (P-8) English as a Second Language (7-12)			Bldg. Level Adm.	313	2007-2008
1104000	Piggott Public School District	2	Josh Robins	No Arkansas License	Physical Science	169			2007-2008

LEA	NAME OF DISTRICT	# OF WAIVERS	NAME OF TEACHER(S)	CURRENT AREA(S) OF CERTIFICATION	OUT OF AREA TEACHING ASSIGNMENT	ALP CODE	OUT OF AREA ADMIN ASSIGNMENT	ALCP CODE	LENGTH OF TIME TEACHING OUT OF AREA
			Sara Rout	Provisional License	Spanish	OO3			2007-2008
	Pocahontas Public School District								
6103000		2	Courtney Goodwin	MidChLangArt/SS (4-8)	Social Studies	167			2007-2008
				MidChSci/Math (4-8)					
				PE/Wellness/LEI (P-8)					
				PE/Wellness/LEI (7-12)					
			Marty Moore	MidChLangArt/SS (4-8)	Bldg. Level Adm.			313	2007-2008
				Coaching (7-12)					
				Social Studies (7-12)					
				MidChSci/Math (4-8)					
				Gifted & Talented (P-8)					
				Gifted & Talented (7-12)					
2703000	Poyen Public School District	1	Clayton Ray	PE/Wellness/LEI (7-12)	Middle School Science	168			2005-2006 2006-2007 2007-2008
				Coaching (7-12)					
5006000	Prescott Public School District	1	Melanie Yates	Early Childhood Education (P-4)	Library Media Specialist	295			2007-2008
O405000	Rogers Public School District	2	Mike Galbraith	Social Studies (7-12)	English as a Second Language	307 & 308			2006-2007 2007-2008
				Day Trade (7-12)					
				PE/Wellness/LEI (7-12)					
				Construction Technology (7-PS)					
			Wesley Hines	PE/Wellness/LEI (P-8)	Special Education	230			2005-2006 2006-2007 2007-2008
				PE/Wellness/LEI (7-12)					

LEA	NAME OF DISTRICT	# OF WAIVERS	NAME OF TEACHER(S)	CURRENT AREA(S) OF CERTIFICATION	OUT OF AREA TEACHING ASSIGNMENT	ALP CODE	OUT OF AREA ADMIN ASSIGNMENT	ALCP CODE	LENGTH OF TIME TEACHING OUT OF AREA
7311000	Searcy County Public School District	1	Mary Bruce	Early Childhood Education (P-4) English as a Second Language (P-8) English as a Second Language (7-12)	Special Education	231			2007-2008
7207000	Springdale Public School District	8	Elizabeth Bolte	Elementary Principal (K-9) Elementary (1-6) Sp Ed Instructional Specialist (4-12) SpEdEch Instructional Specialist (P-4)	Art	201 & 202			2005-2006 2006-2007 2007-2008
			Ron Spalter	English Language Art (7-12)	English as a Second Language	307 & 308			2006-2007 2007-2008
			Kristy Kooyman	Early Childhood Education (P-4) MidChLangArt/SS (4-8) MidChSci/Math (4-8)	English	166			2007-2008
					Library Media Specialist	296 & 297			2007-2008

LEA	NAME OF DISTRICT	# OF WAIVERS	NAME OF TEACHER(S)	CURRENT AREA(S) OF CERTIFICATION	OUT OF AREA TEACHING ASSIGNMENT	ALP CODE	OUT OF AREA ADMIN ASSIGNMENT	ALCP CODE	LENGTH OF TIME TEACHING OUT OF AREA
			Christy Harrison	Early Childhood Education (P-4)					
				MidChLangArt/SS (4-8)					
				MidChSci/Math (4-8)					
			Melissa Niebruegge	English Language Art (7-12)	Library Media Specialist	296 & 297			2007-2008
			Joni Mendenhall	Social Studies (7-12)	Special Education	230 & 231			2007-2008
				Library Media Specialist (P-8)					
				Library Media Specialist (7-12)					
			Julie Highes	Social Studies (7-12)	Special Education	230			2006-2007 2007-2008
2906000	Springhill Public School District	1	Russell Glass	No Arkansas License	Science	170			2007-2008
5206000	Stephens Public School District	1	Marcia Brigham	MidChSci/Math (4-8)	Mathematics	200			2007-2008
O505000	Valley Springs Public School District	1	Aimee Whitescarver	English Language Art (7-12)	Journalism	108			2006-2007 2007-2008
1612000	Valley View Public School District	1	Frank Dunivan	General Science (7-12) Life/Earth Science (7-12) Chemistry (9-12) Physics (9-12) Principle of Technology (9-12) Principle of Technology II (9-12) Physical Science (7-12)	Coaching	293			2007-2008
	Total # of School Districts	Total # of Waivers							

LEA	NAME OF DISTRICT	# OF WAIVERS	NAME OF TEACHER(S)	CURRENT AREA(S) OF CERTIFICATION	OUT OF AREA TEACHING ASSIGNMENT	ALP CODE	OUT OF AREA ADMIN ASSIGNMENT	ALCP CODE	LENGTH OF TIME TEACHING OUT OF AREA
	42	83							

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LEA	NAME OF DISTRICT	# OF WAIVERS	NAME OF TEACHER(S)	CURRENT AREA(S) OF CERTIFICATION	OUT OF AREA TEACHING ASSIGNMENT	ALP CODE	OUT OF AREA ADMIN ASSIGNMENT	ALCP Code	LENGTH OF TIME TEACHING OUT OF AREA
O501000	Alpena Public School District	1	Charissa Young	Early Childhood Education (P-4)	Elementary Librarian	295			2007-2008
				Middle School Social Studies (5-8)					
				Elementary (K-6)					
	Arch Ford Education Cooperative								
1520000		1	Melissa Shipp	Early Childhood Education (P-4)	Early Childhood Special Ed	231			2007-2008
				Elementary (1-6)					
4701000	Armored Public School District	1	Donna Skelton	Early Childhood Education (P-4)	Gifted & Talented	305 & 306			2007-2008
				Elementary (1-6)					
4101000	Ashdown Public School District	3	Mary Wells	MidChLangArt/SS (4-8)	Special Education	230			2007-2008
				MidChSci/Math (4-8)					
				Guidance & Counseling (P-8)					
				Guidance & Counseling (7-12)					
			Cary Jensen	MidChLangArt/SS (4-8)	Special Education Math	230			2007-2008
				Sp Ed Instructional Specialist (4-12)					
				SpEd Ech Instructional Specialist (P-4)					
			Ashley Lowery	Early Childhood Education (P-4)	Special Education Language	230			2006-2007 2007-2008
3201000	Batesville Public School District	2	Stacy Rogers	Early Childhood Education (P-4)	Art (K-6)	201			2007-2008
			Cherly Toon	Early Childhood Education (P-4)	Drama/Speech	208			2007-2008
				Elementary (K-6)					
6302000	Benton Public School District	2	Patricia Scanlon	Early Childhood Education (P-4)	Special Education	230 & 231			2007-2008
				MidChLangArt/SS (4-8)					
				MidChSci/Math (4-8)					
			Marcie Woodruff	Elementary (1-6)	Special Education	231			2007-2008
O801000	Berryville Public School District	1	Margaret Moore	Building Administration (P-8)	English 7-12	166			2007-2008
				Building Administration (7-12)					

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				Early Childhood Education (P-4)					
				Middle School English (5-8)					
				Elementary (K-6)					
				Sp Ed Instructional Specialist (4-12)					
				SpEdEch Instructional Specialist (P-4)					
3001000	Bismark Public School District	1	Melinda Stewart	Early Childhood Education (P-4)	Special Education 4-12	230			2007-2008
				SpEdEch Instructional Specialist (P-4)					
4702000	Blytheville Public School District	1	Rebecca Long	MidChLangArt/SS (4-8)	Library Media Specialist	296			2007-2008
				MidChSci/Math (4-8)					
4201000	Booneville Public School District	1	Amber Cobb	Early Childhood Education (P-4)	Gifted & Talented	305			2007-2008
6303000	Bryant Public School District	1	Diana Keaton	Middle School Social Studies (5-8)	Library Media Specialist	295 & 296			2007-2008
				Elementary (1-6)					
				Gifted & Talented (P-8)					
				Gifted & Talented (7-12)					
1605000	Buffalo Island Public School District	2	Melinda Wells	Early Childhood Education (P-4)	Library Media Specialist	295			2006-2007 2007-2008
				Elementary (K-6)					
			Ragon Weatherford	Social Studies (7-12)	Special Education	230			2007-2008
4304000	Cabot Public School District	3	Judith Hopper	Vocal Music (P-8)	Gifted & Talented	305, 306			2007-2008
				Vocal Music (7-12)					
				Instrumental Music (P-8)					
				Instrumental Music (7-12)					
			Pam Sowell	Early Childhood Education (P-4)	Library Media Specialist	295 & 296			2007-2008
				Elementary (K-6)					
				Sp Ed Instructional Specialist (4-12)					
				SpEdEch Instructional Specialist (P-4)					
			Rhonda Burlin	English Language Arts (7-12)	Drama/Speech	208			2005-2006 2006-2007 2007-2008

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5204000	Camden Fairview Public School District	8	Laura Smith	Early Childhood Education (P-4)	Special Education	230			2007-2008
			Taneisha Flowers	Early Childhood Education (P-4)	Special Education	230			2007-2008
			Chauna Howard	Middle School English (5-8) English Language Arts (7-12)	Drama	207 & 208			2007-2008
			Anthony Cox	Social Studies (7-12) Economics (7-12) Geography (7-12) Psychology (7-12)	Special Education	230			2007-2008
			Mikkie Thiele	Early Childhood Education (P-4)	Special Education	230			2007-2008
			Jeff Furneaux	PE/Wellness/LEI (7-12)	Social Studies	167			2005-2006 2006-2007 2007-2008
			Earnest Brown	French (7-12)	Spanish	003 & 004			2007-2008
			Melissa (Pirtle) Rocconi	MidChLangArt/SS (4-8) MidChSci/Math (4-8)	Special Education	230			2007-2008
6802000	Cave City Public School District	1	Angela Hightower	English Language Arts (7-12) Journalism (7-12) Drama (7-12)	Library Media Specialist	296			2007-2008
1702000	Cedarville Public School District	1	Misty Henderson	Early Childhood Education (P-4)	Special Education	230			2007-2008
3601000	Clarksville Public School District	4	Kira Diffey	Middle School Social Studies (5-8) Elementary (1-6)	Special Education	231			2007-2008
			Amanda Brewer	Early Childhood Education (P-4)	Special Education	231			2007-2008
			Anna Terrill	English Language Arts (7-12)	Drama/Speech	208			2007-2008
			Anita Ashlock	Elementary (1-6) Arkansas History (5-8)	Special Education	231			2007-2008

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				American History (5-8)					
				Geography (7-12)					
	County Line Public School District	1	Edwin Woirol	English Language Arts (7-12)	Drama/Speech	208			2007-2008
	Cushman Public School District	1	Cathy Edwards	Social Studies (7-12)	Family & Consumer Science	215			2007-2008
				Family & Consumer Science (7-12)					
	Dardanelle Public School District	4	Lisa Sanderock	Early Childhood Education (P-4)	Special Education	230 & 231			2006-2007
				Elementary (K-6)					2007-2008
			Cathy Woodson	Early Childhood Education (P-4)	Special Education	230 & 231			2007-2008
				Middle School Social Studies (5-8)					
				Elementary (K-6)					
			Katrina Smith	PE/Wellness/LEI (P-8)	Special Education	230, 231			2006-2007
				PE/Wellness/LEI (7-12)					2007-2008
				Coaching (7-12)					
			Jeffrey Seay	Mathematics (7-12)	Coaching	293			2007-2008
	Decatur Public School District	1	Susan Bray	Early Childhood Education (P-4)	English as a Second Language	307 & 308			2007-2008
				MidChLangArt/SS (4-8)					
				MidChSci/Math (4-8)					
	Deer/Mt. Judea Public School District	1	Anna Schembra	Early Childhood Education (P-4)	Early Childhood Special Education	231			2005-2006
				Elementary (1-6)					2006-2007
									2007-2008
	Delight Public School District	5	Terry Reed	Social Studies (7-12)	Special Education	230			2007-2008
			Terrie Slatton	Early Childhood Education (P-4)	World History	167			2007-2008
				Elementary (1-6)					
				Gifted & Talented (P-8)					

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				Gifted & Talented (7-12)					
			Gayla McWhorter	Secondary Physical Education (7-12)	Social Studies	167			2007-2008
				Coaching (7-12)					
			Caroline Wise	MidChLangArt/SS (4-8)	Physical/Earth Science	169			2007-2008
				MidChSci/Math (4-8)					
				Life/Earth Science (7-12)					
				Chemistry (9-12)					
			Ms. Hendrix	Long Term Substitute Teacher	Science/Biology				2007-2008
6701000	DeQueen Public School District	3	Sandra Mauldin	English Language Art (7-12)	Drama/Speech	208			2007-2008
				Journalism (7-12)					
			Faith Riley	English Language Art (7-12)	Journalism	108			2007-2008
			Stephanie Breshears	MidChLangArt/SS (4-8)	Physical/Earth Science	169			2005-2006
				MidChSci/Math (4-8)					2006-2007
									2007-2008
5901000	Des Arc Public School District	2	Becky McAnally	Middle School Social Studies (5-8)	Gifted & Talented	305 & 306			2007-2008
				Elementary (1-6)					
			Lincoln Dias	Social Studies (7-12)	Elementary Counseling	299			2007-2008
				Driver Education Endorsement (7-12)					
O101000	DeWitt Public School District	1	Kathy Trites	Middle School English (4-8)	Special Education	230, 231			2007-2008
				Drama/Speech (7-12)					
				Guidance Elementary (P-8)					
3102000	Dierks Public School District	2	Philip Walston	PE/Wellness/LEI (P-8)	Middle School Science/Math	168 & OO2			2007-2008
				PE/Wellness/LEI (7-12)					
			Holly Cothren	Secondary Principal (5-12)					
				English Language Arts (7-12)			Bldg. Level Adm.	313	2007-2008
				Guidance Secondary (5-12)					

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5802000	Dover Public School District	4	Sara Brownlee	English Language Arts (7-12)	Drama/Speech & Journalism	208, 108			2007-2008
			Rhonda Standridge	Early Childhood Education (P-4)	Special Education	231			2006-2007 2007-2008
			Elizabeth Nichols	Social Studies (7-12)	Special Education	230			2007-2008
			Bonnie Sample	Elementary Physical Education (K-6) Elementary (1-6)	Special Education	230			2005-2006 2006-2007 2007-2008
				SpEd/Ech Instructional Specialist (P-4)					
	Dreamland Academy Charter School	1	Judith Marsh	MidChLangArt/SS (4-8) MidChSci/Math (4-8)	Early Childhood	OO1			2007-2008
2202000	Drew Central Public School District	1	Jennifer Barbaree	Early Childhood Education (P-4)	5th grade	107			2007-2008
2104000	Dumas Public School District	4	Richard Ward	Long-Term Substitute Teacher	Substitute Teacher	n/a			2007-2008
			Chris McClenny	Secondary Physical Education (7-12) Coaching (7-12)	Science (9th grade)	169			2006-2007 2007-2008
			Rachel Holthoff	Early Childhood Education (P-4) Elementary (K-6)	Elementary Art	201			2005-2006 2006-2007 2007-2008
			Brenda Dean	Long Term Substitute Teacher	Spanish	003 & 004			2007-2008
	DYS-Alexander Juvenile Dentention Center	4	Wayne Dollar	Elementary (1-6)	Special Education	230			2007-2008
			Megan Britt	Social Studies (7-12)	Special Education	230			2007-2008

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			Catherine Blocker	English Language Arts (7-12)	Special Education	230			2005-2006 2006-2007 2007-2008
			James Mercer	PE/Wellness/LEI (7-12) Coaching (7-12)	Special Education	230			2007-2008
1802000	Earl Public School District	2	Sophia Sanders-Hughes	MidChLangArt/SS (4-8) MidChSci/Math (4-8)	Coaching	293			2007-2008
			DeQuita Crockett	SpEd Hearing Specialist (P-4) SpEd Hearing Specialist (4-12)	Middle Childhood	002 & 168			2007-2008
5301000	East End-Bigelow Public School District	2	Kathryn Williams	Early Childhood Education (P-4)	Art	201			2007-2008
			Melissa Canton	Family & Consumer Science (7-12) Sp Ed Instructional Specialist (4-12)	Special Education	231			2007-2008
5608000	East Poinsett County School District	3	Stefanie Lewallen	Bus Ed Vocational Endorsement (7-12) Mathematics (7-12) Business Technology (7-12)	Guidance & Counseling	300			2005-2006 2006-2007 2007-2008
			Tabitha Thacker	MidChLangArt/SS (4-8) MidChSci/Math (4-8)	Early Childhood	001			2007-2008
			Diana Guerrant	Early Childhood Education (P-4) Elementary (K-6)	Art	201			2005-2006 2006-2007 2007-2008
7001000	El Dorado Public School District	3	Jeffrey Galle	English Language Arts (7-12) Social Studies (7-12) Mathematics (7-12)	Drama/Speech	208			2007-2008
			Janice Roscoe	Art (P-8) Art (7-12)	Special Education	230			2007-2008
			Linda Peterson	Bus Ed Vocational Endorsement (7-12)	Family & Consumer Science	215			2007-2008

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				Business Technology (7-12)					
	Eureka Springs Public School District								
0802000		1	Kathy Attwood	Art (P-8) Art (7-12)	English as a Second Language	307			2007-2008
	Fayetteville Public School District								
7203000		2	Melissa Nelson	Early Childhood Education (P-4) MidChLangArt/SS (4-8) Grades 5-6 Endorsement P-4 (5-6) English Language Arts (7-12)	Special Education	230			2007-2008
			Linda Kime	Guidance & Counseling (7-12)	Guidance & Counseling	299			2007-2008
4501000	Flippin Public School District	1	Beverly Gregory	Middle School Social Studies (5-8) Elementary (1-6)	Gifted & Talented	305 & 306			2006-2007 2007-2008
	Foreman Public School District	4	Sarah Dockins	MidChLangArt/SS (4-8) MidChSci/Math (4-8)	Early Childhood	OO1			2005-2006 2006-2007 2007-2008
			Helen Wade	MidChLangArt/SS (4-8) MidChSci/Math (4-8)	Early Childhood	OO1			2007-2008
			Traci Womble	English Language Arts (7-12)	Drama/Speech	208			2007-2008
			Kelly BoBo	Health Education (7-12) Physical Education (K-12) Coaching (7-12)	Social Studies	167			2007-2008
4708000	Gosnell Public School District	4	Debra Harms	MidChLangArt/SS (4-8) MidChSci/Math (4-8) Elementary (1-6)	Gifted & Talented	305, 306			2006-2007 2007-2008
			Ashley Bowdler	Journalism (7-12) English Language Arts (7-12)	Speech/Journalism	208 & 108			2006-2007 2007-2008
			Lawanda Davison	Health Education (7-12)	Physical/Earth Science	169			2007-2008

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				Physical Education (K-12)					
				Coaching (7-12)					
				General Science (7-12)					
				Middle School Science (5-8)					
				Life/Earth Scienceek (7-12)					
			Marsha Smith	Middle School Social Studies (5-8)	Middle School Science	168			2007-2008
				Elementary (1-6)					
O404000	Gravette Public School District	1	Diane Perry	Long Term Substitute Teacher	Kindergarten	OO1			2007-2008
	Green Forest Public School District								
O803000		1	Becky Alexander	Early Childhood Education (P-4)	Special Education	230			2007-2008
				English as a Second Language (P-8)					
				English as a Second Language (7-12)					
2304000	Guy-Perkins Public School District	1	William Ward	Secondary Principal (5-12)	Health	227 & 228			2007-2008
				Physical Education (K-12)					
				Coaching (7-12)					
				Middle School Math (5-8)					
				Mathematics (7-12)					
				Applied Math I (7-12)					
				Applied Math II (7-12)					
				Transitional Math (9-12)					
5602000	Harrisburg Public School District	1	Vicki Faulkner	Elementary (1-6)	Guidance & Counseling	299			2006-2007 2007-2008
O503000	Harrison Public School District	2	Jennifer Acklin	MidChLangArt/SS (4-8)	Special Education	230			2005-2006 2006-2007 2007-2008
				MidChSci/Math (4-8)					
			Paula Burkes	MidChLangArt/SS (4-8)	Special Education	230			2006-2007 2007-2008
				MidChSci/Math (4-8)					

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6604000	Hartford Public School District	5	Rickey Cowart	Physical/Earth Science (7-12)	Life/Earth Science	170			2007-2008
				PE/Wellness/LEI (7-12)					
				Coaching (7-12)					
				Career Orientation Endorsement (7-12)					
			Gladys Rink	Journalism (7-12)	Guidance & Counseling	299 & 300			2007-2008
				English Language Arts (7-12)					
				Library Media Specialist (P-8)					
				Library Media Specialist (7-12)					
				Oral Communication (7-12)					
				American History (5-8)					
				Contemporary American History (7-8)					
				World Culture/History (5-8)					
			Hermie Shores	German (7-12)	Speech/Drama	208			2007-2008
				English Language Arts (7-12)					
				Social Studies (7-12)					
				Psychology (7-12)					
			Amber Reed	Social Studies (7-12)	Special Education	230 & 231			2007-2008
			Jennifer Ryan	Early Childhood Education (P-4)	Special Education	230 & 231			2007-2008
Heber Springs Public School District		4	Vanessa McCann	Early Childhood Education (P-4)	Special Education	231			2005-2006 2006-2007 2007-2008
1202000				Elementary (K-6)					
				SpEd/Ech Instructional Specialist (P-4)					
			Traci Jernigan	Physical Education (K-12)	Vocal Music	203 & 204			2007-2008
				Coaching (7-12)					
				Social Studies (7-12)					
				Instrumental Music (P-8)					
				Instrumental Music (7-12)					
				Survey of Fine Arts (7-12)					
			Melissa Cardenas	MidChLangArt/SS (4-8)	Special Education	231			2007-2008
				MidChSci/Math (4-8)					
			Jason Bynum	Life/Earth Science (7-12)	Physical/Earth Science	169			2007-2008
				PE/Wellness/LEI (7-12)					

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6804000	Highland Public School District	1	Daniel Zebig	Long Term Substitute Teacher	Special Education	230 & 231			2007-2008
2903000	Hope Public School District	1	Teresa Pruitt	Bus Ed Vocational Endorsment (7-12) Business Technology (7-12)	Journalism	108			2007-2008
6202000	Hughes Public School District	3	Lorena McConnon	Middle School English (5-8) English Language Arts (7-12)	Special Education	230, 231			2007-2008
			Kristi McCain	PE/Wellness/LEI (P-8) PE/Wellness/LEI (7-12)	Special Education	230			2007-2008
			Ann Reece	Elementary (1-6)	Gifted & Talented	305 & 306			2007-2008
4401000	Huntsville Public School District	3	Tem Dotson	PE/Wellness/LEI (P-8) PE/Wellness/LEI (7-12) Coaching (7-12)	Middle School Social Studies	OO2			2007-2008
			Holly Torix	Early Childhood Education (P-4)	5th grade	107			2006-2007 2007-2008
			Natosha West	Early Childhood Education (P-4)	6th grade	107			2006-2007 2007-2008
3306000	Izard County Consolidated Public School District	2	Takara Kinion	Early Childhood Education (P-4)	Special Education	231			2006-2007 2007-2008
			Lagena McBride	English Language Arts (7-12) Journalism (7-12) Drama (7-12)	Gifted & Talented	305 & 306			2007-2008
5102000	Jasper Public School District	2	Stephanie Sampley	Early Childhood Education (P-4)	6th grade	107			2006-2007 2007-2008
			Cynthia Creager	Life/Earth Science (7-12)	Drivers Education	417			2007-2008
5503000	Kirby Public School District	2	LaDonna Ashbrook	French (7-12)	Drama/Speech	208			2007-2008

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				English Language Arts (7-12)					
				Art (P-8)					
				Art (7-12)					
			Laura Mack	MidChLangArt/SS (4-8)	Mathematics	200			2006-2007 2007-2008
				MidChSci/Math (4-8)					
	Lafayette County Public School District	1	Crystal Russell	Early Childhood Education (P-4)	Special Education	231			2006-2007 2007-2008
	Lakeside-Lake Village Public School District	1	Floyd Pearson	Social Studies (7-12)	Spanish	003 & 004			2007-2008
	Lamar Public School District	3	Christine Schrimsher	Early Childhood Education (P-4)	Elementary Counselor	299			2006-2007 2007-2008
				Elementary (K-6)					
			Sundi Williams	Social Studies (7-12)	Gifted & Talented	305 & 306			2007-2008
				Family & Consumer Science (4-8)					
				Family & Consumer Science (7-12)					
			Joyce Sanderson	Middle School English (5-8)	Counselor	300			2006-2007 2007-2008
				Middle School Social Studies (5-8)					
				Social Studies (7-12)					
	Lavaca Public School District	4	Marcie Newhart	Early Childhood Education (P-4)	Library Media Specialist	296			2006-2007 2007-2008
				MidChLangArt/SS (4-8)					
			Sandra Smithson	Curriculum Program Adm Curriculum (P-8)			Curriculum Coordinator	314 & 315	2006-2007 2007-2008
				Curriculum Program Adm Curriculum (7-12)					
				English Language Arts (7-12)					
				Social Studies (7-12)					
				Library Media Specialist (P-8)					
				Library Media Specialist (7-12)					
			Jerri Shaffer	Early Childhood Education (P-4)	Math	200			2007-2008
				Middle School Math (5-8)					
				Middle School Science (5-8)					

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				Elementary (K-6)					
			Johnna Morgan	Early Childhood Education (P-4)	Special Education	230			2007-2008
	Lee County Public School District	2	Stephanee Simmons	Early Childhood Education (P-4)	Art	201 & 202			2007-2008
			Sandra Snyder	Early Childhood Education (P-4)	Special Education	231			2007-2008
	Lincoln Public School District	4	Linda Ferguson	English Language Arts (7-12)	Drama/Speech	208			2007-2008
			Robin Moore	MidChLangArt/SS (4-8)					
				Middle School English (5-8)	Mathematics	200			2007-2008
				Middle School Social Studies (5-8)					
				English Language Arts (7-12)					
				Social Studies (7-12)					
				MidChSci/Math (4-8)					
				Gifted & Talented (P-8)					
				Gifted & Talented (7-12)					
			Peggy Phillips	Elementary (1-6)	Middle Childhood MA/SCI/LA/SS	168, 002			2007-2008
			Melinda O'Malley	Early Childhood Education (P-4)	Language Arts 5th grade	002			2007-2008
	Lonoke Public School District	1	Pam Chandler	Middle School Social Studies (5-8)	Gifted & Talented	305 & 306			2007-2008
				Elementary (1-6)					
	Magazine Public School District	1	Sandra Beck	Building Administrator (7-12)			District Administrator	311	2006-2007 2007-2008
				Elementary Principal (K-9)					
				Middle School English (5-8)					
				Middle School Social Studies (5-8)					
				Elementary (1-6)					
				Library Media Specialist I (K-12)					
	Magnolia Public School District	7	Annie Robinson	MidChLangArt/SS (4-8)	3rd grade	001			2006-2007 2007-2008
				MidChSci/Math (4-8)					
			Trent Bennett	Agriculture Science & Technology (4-8)	Physical Science	169			2007-2008

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				Agriculture Science & Technology (7-12)					
			Brandy Camp	Early Childhood Education (P-4)	6th grade	107			2007-2008
			Krista Harrell	PE/Wellness/LEI (P-8)	Special Education	230 & 231			2007-2008
				PE/Wellness/LEI (7-12)					
				Coaching (7-12)					
			Debra Neill	Early Childhood Education (P-4)	Special Education	231			2007-2008
				Elementary (K-6)					
			Jodi White	Early Childhood Education (P-4)	5th grade	107			2007-2008
			Judy Barham	Basic Math Endorsement (7-12)	Special Education	230			2007-2008
				Mathematics (7-12)					
				Applied Math I (7-12)					
				Applied Math II (7-12)					
4712000	Manila Public School District	4	Stacey Shelton	Early Childhood Education (P-4)	Elementary Library Specialist	295			2007-2008
			Brooke Dunigan	Early Childhood Education (P-4)	Elementary Counselor	299			2006-2007
				Elementary (K-6)					2007-2008
			Crystal Brown	Social Studies (7-12)	Special Education	230			2007-2008
			James Ladd	Social Studies (7-12)	Special Education	230			2005-2006
									2006-2007
									2007-2008
6606000	Mansfield Public School District	3	Jennifer Coonce	Middle School Social Studies	Special Education	230			2007-2008
				Elementary 106					
			Brittany Ferguson	Math 7-12	Special Education	230			2007-2008
			Kimberly Laster	Early Childhood Education P-4	Special Education	231			2007-2008
1804000	Marion Public School District	1	Gregory Smith	French (7-12)	Social Studies	167			2007-2008
				Social Studies (7-12)					

LEA	NAME OF DISTRICT	# OF WAIVERS	NAME OF TEACHER(S)	CURRENT AREA(S) OF CERTIFICATION	OUT OF AREA TEACHING ASSIGNMENT	ALP CODE	OUT OF AREA ADMIN ASSIGNMENT	ALCP Code	LENGTH OF TIME TEACHING OUT OF AREA
2803000	Marmaduke Public School District	1	Ricky Smith	Early Childhood Education P-4 MidChLangArt/SS (4-8) MidChSci/Math (4-8)	Secondary Science	169, 170			2007-2008
2105000	McGehee Public School District	1	Patti Smith	Elementary (1-6) Reading Specialist (P-8)	Middle Childhood MA/SCI/LA/SS	002 & 168			2007-2008
3302000	Melbourne Public School District	1	John Gardner	Early Childhood Education (P-4)	6th grade	107			2007-2008
3104000	Mineral Springs Public School District	1	Shane Wilson	Social Studies (7-12)	Mathematics	200			2007-2008
4902000	Mount Ida Public School District	1	Jacynda Smith	Family & Consumer Science (7-12)	School Counselor	299			2007-2008
0303000	Mountain Home Public School District	3	Anthony Chambers	MidChLangArt/SS (4-8) Health Education (7-12) Physical Education (K-12) Coaching (7-12) MidChSci/Math (4-8)	Secondary Mathematics	200			2007-2008
			Marsha Partney	Early Childhood Education (P-4) Elementary (K-6)	Gifted & Talented	305			2007-2008
			Troy Sonnen	PE/Wellness/LEI (P-8) PE/Wellness/LEI (7-12) Coaching (7-12)	Social Studies	167			2007-2008
6901000	Mountain View Public School District	3	Regina Linn	Elementary Principal (K-9) Reading (K-9) Middle School Social Studies (5-8) Elementary (1-6)	Ed Leadership			403	2007-2008
			Keri McCarn	Business Technology (7-12)	Kindergarten	001			2007-2008

LEA	NAME OF DISTRICT	# OF WAIVERS	NAME OF TEACHER(S)	CURRENT AREA(S) OF CERTIFICATION	OUT OF AREA TEACHING ASSIGNMENT	ALP CODE	OUT OF AREA ADMIN ASSIGNMENT	ALCP Code	LENGTH OF TIME TEACHING OUT OF AREA
			Barbara Gillihan	Early Childhood Education (P-4) SpEd/Ech Instructional Specialist (P-4)	Special Education	230			2007-2008
	Mt. Vernon-Enola Public School District	2	Rose Morton	Middle School Social Studies (5-8) Social Studies (7-12) English as a Second Language (P-8) English as a Second Language (P-8)	Special Education	230			2006-2007 2007-2008
			Kerri Pearce	Social Studies (7-12)	Elementary Library Specialist	295			2007-2008
5504000	Murfreesboro Public School District	1	Kimra Osburn	English Language Arts (7-12)	Guidance & Counseling	300			2007-2008
1611000	Nettleton Public School District	1	Arlene Biebesmeimer	Vocal Music (P-8) Vocal Music (7-12) Instrumental Music (P-8) Instrumental Music (7-12)	Drama/Speech	207, 208			2007-2008
5008000	Nevada Public School District	1	Kelli Farris	Health Education (7-12) Physical Education (K-12) Coaching (7-12) English Language Arts (7-12)	Drama/Speech	207, 208			2007-2008
6002000	North Little Rock School District	20	Joslin Ashley	Long Term Substitute Teacher	Family & Consumer Science	214 & 215			2007-2008
			Sonya Bailey	Long Term Substitute Teacher	Special Education	230 & 231			2007-2008
			Shannon Beaumont	Long Term Substitute Teacher	3rd Grade	OO1			2007-2008
			Deborah Burnett	Long Term Substitute Teacher	Gifted & Talented	305 & 306			2007-2008
			Bryan Clinkscale	Long Term Substitute Teacher	Mathematics	200			2007-2008

LEA	NAME OF DISTRICT	# OF WAIVERS	NAME OF TEACHER(S)	CURRENT AREA(S) OF CERTIFICATION	OUT OF AREA TEACHING ASSIGNMENT	ALP CODE	OUT OF AREA ADMIN ASSIGNMENT	ALCP Code	LENGTH OF TIME TEACHING OUT OF AREA
			Emily Dumas	Long Term Substitute Teacher	Special Education	230 & 231			2007-2008
			Jake Jackson	Long Term Substitute Teacher	Criminal Education	603			2007-2008
			Sandra Henson	Long Term Substitute Teacher	Special Education	230 & 231			2007-2008
			Kristen Mullins	Long Term Substitute Teacher	Art	201 & 202			2007-2008
			Cecily Storm	Long Term Substitute Teacher	Keystone/Physical Education	227 & 228			2007-2008
			Susie Young	Long Term Substitute Teacher	Algebra I	200			2007-2008
			Dustin Branaman	Social Studies (7-12)	Special Education	230			2007-2008
			Rochelle Crouch	Middle School Social Studies (5-8) Elementary (1-6)	Special Education	231			2007-2008
			Jeff Gooch	PE/Wellness/LEI (P-8)	Special Education	230			2007-2008
				PE/Wellness/LEI (P-8)					
				Coaching (7-12)					
			Courtney Phaup	Family & Consumer Science (4-8)	Special Education	230			2007-2008
				Family & Consumer Science (7-12)					
				Career Academic Endorsement (7-12)					
			Erika Rainey	Early Childhood Education (P-4)	Reading Specialist	297, 298			2007-2008
			Brooks Smith	Social Studies (7-12)	Special Education	230			2007-2008
			Cheryl Starny	MidChLangArt/SS (4-8)	Special Education	230			2007-2008
				Art (P-8)					
				Art (7-12)					
				Library Media Specialist (P-8)					
				Library Media Specialist (7-12)					
			Anna Underwood	MidChLangArt/SS (4-8)	Special Education	230			2007-2008
				MidChSci/Math (4-8)					

LEA	NAME OF DISTRICT	# OF WAIVERS	NAME OF TEACHER(S)	CURRENT AREA(S) OF CERTIFICATION	OUT OF AREA TEACHING ASSIGNMENT	ALP CODE	OUT OF AREA ADMIN ASSIGNMENT	ALCP Code	LENGTH OF TIME TEACHING OUT OF AREA
			Linda Williams	Secondary Physical Education (7-12) Coaching (7-12)	Mathematics	200			2007-2008
3005000	Ouachita Public School District	1	Samantha Lowe	English Language Arts (7-12)	Special Education	230			2007-2008
	Palestine Wheatley Public School District	2	Carrie Bingham	Early Childhood Education (P-4)	Music	203-206			2005-2006 2006-2007 2007-2008
				MidChLangArt/SS (4-8)					
				Grade 5-6 Endorsment P-4 (5-6)					
				MidChSci/Math (4-8)					
			Terry Williams	Elementary Principal (P-12) Early Childhood Education (P-4) Elementary (K-6)	Gifted & Talented	305 & 306			2007-2008
2808000	Paragould Public School District	2	Mark Montanye	Long Term Substitute Teacher	Oral Communication	n/a			2007-2008
			Ramona Tullos	BusEdComTech Endorsement (7-12) Social Studies (7-12) Business Technology (7-12) Reading Specialist (P-8) Reading Specialist (7-12) Career Orientation Endorsement (7-12)	Special Education	230			2005-2006 2006-2007 2007-2008
O407000	Pea Ridge Public School District	1	Josh Reynolds	Social Studies (7-12)	Coaching	293			2007-2008
3505000	Pine Bluff Public School District	1	Tonya Colen	Elementary (1-6)	Gifted & Talented	305 & 306			2007-2008
5804000	Pottsville Public School District	1	Shannon Davis	Elementary (1-6)			Building Level Administrator	312 & 313	2005-2006 2006-2007 2007-2008

LEA	NAME OF DISTRICT	# OF WAIVERS	NAME OF TEACHER(S)	CURRENT AREA(S) OF CERTIFICATION	OUT OF AREA TEACHING ASSIGNMENT	ALP CODE	OUT OF AREA ADMIN ASSIGNMENT	ALCP Code	LENGTH OF TIME TEACHING OUT OF AREA
	Poyen Public School District	2	Jonathan Nash	PE/Wellness/LEI (P-8) PE/Wellness/LEI (7-12) Coaching (7-12)	Social Studies	167			2006-2007 2007-2008
			Carol Walker	English Language Arts (7-12)	Drama/Speech	207 & 208			2007-2008
	Prairie Grove Public School District								
7206000		2	Neal Moss	Instrumental Music (P-8) Instrumental Music (7-12)	Special Education	230			2007-2008
			Rachel Pridemore	Sp Ed Instructional Specialist (4-12) SpEdEch Instructional Specialist (P-4)	English	166			2007-2008
O405000	Rogers Public School District	10	Susan Huntington	Middle School Social Studies (5-8) Elementary (1-6)	Gifted & Talented	305 & 306			2006-2007 2007-2008
			Lisa Starnes	Early Childhood Education (P-4)	Gifted & Talented	305 & 306			2006-2007 2007-2008
			Donna Dougan	Early Childhood Education (P-4) Elementary (K-6)	Gifted & Talented	305 & 306			2006-2007 2007-2008
			David Bowlin	Industrial Technology Education (7-12) Career Orientation Education (7-12)	English as a Second Language	307 & 308			2006-2007 2007-2008
			Ron Hensley	MidChLangArt/SS (4-8) MidChSci/Math (4-8) Mathematics (7-12)	Coaching	293			2007-2008
			Kim Kaylor	Early Childhood Education (P-4) Family & Consumer Science (4-8) Family & Consumer Science (7-12)	Special Education	230 & 231			2007-2008
			Dana Sterling	MidChLangArt/SS (4-8) MidChSci/Math (4-8)	Special Education	230			2007-2008
			Lindsey Taylor	MidChLangArt/SS (4-8) MidChSci/Math (4-8)	Special Education	230 & 231			2007-2008

LEA	NAME OF DISTRICT	# OF WAIVERS	NAME OF TEACHER(S)	CURRENT AREA(S) OF CERTIFICATION	OUT OF AREA TEACHING ASSIGNMENT	ALP CODE	OUT OF AREA ADMIN ASSIGNMENT	ALCP Code	LENGTH OF TIME TEACHING OUT OF AREA
			Josh Worthy	Social Studies (7-12)	Coaching	293			2007-2008
			Kathy Dewabre	Elementary (1-6)	Guidance & Counseling	299 & 300			2007-2008
				Art (P-8)					
				Art (7-12)					
2502000	Salem Public School District	2	Amanda Mann	MidChLangArt/SS (4-8)	English	166			2007-2008
				MidChSci/Math (4-8)					
			Pamela Raines	Long Term Substitute Teacher	Family & Consumer Science	214 & 215			2007-2008
4204000	Scranton Public School District	1	Aaron Chastain	English Language Arts (7-12)	Gifted & Talented	305 & 306			2007-2008
2705000	Sheridan Public School District	1	Ashley Grove	Early Childhood Education (P-4)	Gifted & Talented	305			2007-2008
7008000	Smackover Public School District	1	Joe Black	Art (7-12)	Coaching	293			2007-2008
				Driver Education Endorsement (7-12)					
	South Arkansas Youth Services	3	Jennifer Davies	MidChLangArt/SS (4-8)	Mathematics	200			2007-2008
				MidChSci/Math (4-8)					
			Michael Whitehead	Agriculture Science & Technology (7-12)	Special Education	230			2007-2008
				Career Orientation Endorsement (7-12)					
			Julia Stroebele	Social Studies (7-12)	English	166			2007-2008
				Physical/Earth Science (7-12)					
1507000	South Conway County Public School District	1	Monica Wilson	Early Childhood Education (P-4)	Gifted & Talented	305			2007-2008
				Elementary (K-6)					
7207000	Springdale Public School District	1	Autumn Thetford	MidChLangArt/SS (4-8)	Library Media Specialist	295			2007-2008
				MidChSci/Math (4-8)					

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2906000	Springhill Public School District	1	Angela Vickers	Early Childhood Education (P-4) Elementary (K-6)	Middle Childhood MA/SCI/LA/SS	168, 002			2005-2006 2006-2007 2007-2008
4003000	Star City Public School District	1	Donna Duston	Elementary (1-6) Title 1 Reading (1-12) Reading (1-12)	Library Media Specialist	295			2007-2008
O104000	Stuttgart Public School District	1	Amanda Washburn	Agriculture Science & Technology	Special Education	230			2007-2008
	Texarkana Arkansas Public School District	2	Tami Canterbury	Elementary (1-6)	Physical/Earth Science	169			2007-2008
			Melissa Lyda	SpEd/Ech Instructional Specialist (P-4) Sp Ed Instructional Specialist (4-12)	Drama/Speech	207, 208			2007-2008
6806000	Twin Rivers Public School District	1	Donna Bartlett	MidChLangArt/SS (4-8) MidChSci/Math (4-8)	Physical/Earth Science	169			2006-2007 2007-2008
	UACC-Batesville	1	Ashley Beller	English Language Arts (7-12)	Adult Education & ESL	229 & 308			2007-2008
O505000	Valley Springs Public School District	1	Tamara Ricketts	Bus Ed Vocational Endorsement (7-12) Business Technology (7-12)	Middle School	168 & 002			2006-2007 2007-2008
1612000	Valley View Public School District	1	Robyn Ford	Elementary (1-6)	Guidance Counselor	300			2006-2007 2007-2008
1705000	Van Buren Public School District	5	Jace Donaghue	MidChLangArt/SS (4-8) MidChSci/Math (4-8)	Special Education	230			2006-2007 2007-2008
			Tamara Buchanan	Elementary (1-6)	School Counselor	299, 300			2007-2008
			Michelle Dollard	Social Studies (7-12)	Special Education	230			2007-2008

LEA	NAME OF DISTRICT	# OF WAIVERS	NAME OF TEACHER(S)	CURRENT AREA(S) OF CERTIFICATION	OUT OF AREA TEACHING ASSIGNMENT	ALP CODE	OUT OF AREA ADMIN ASSIGNMENT	ALCP Code	LENGTH OF TIME TEACHING OUT OF AREA
			Kymberly Pope	Early Childhood Education (P-4) Social Studies (7-12) Elementary (K-6)	Special Education	231			2007-2008
			Marlene Summerhill	Early Childhood Education (P-4) Elementary (K-6)	Library Media	295, 296			2007-2008
	Vista Health Fort Smith	2	Marilyn Ballentin	Reading (1-12) Elementary (1-6)	Special Education	230			2007-2008
			Heather Taylor	Drama/Speech (7-12)	Special Education	230			2007-2008
	Vista Health-Harrison	1	Phillip Tucker	General Science (7-12) Middle School Science (5-8) Middle School Social Studies (5-8) Social Studies (7-12) Global Studies (7-12) Geography (7-12)	Special Education	230			2007-2008
	West Memphis Public School District	1	Dorothy Harper	Long Term Substitute Teacher	Family & Consumer Science	214 & 215			2007-2008
	Wonderview Public School District	5	Laura Burgence	Early Childhood Education (P-4) Middle School Social Studies (5-8) Elementary (K-6) Art (P-8) Art (7-12)	Music	203			2006-2007 2007-2008
			Cathy Jones	BusEd Secondary Endorsement (7-12) Library Media Specialist (P-8) Library Media Specialist (7-12) Gifted & Talented (P-8) Gifted & Talented (7-12)	Special Education	230			2007-2008
			Jason Reynolds	Health Education (7-12) Secondary Physical Education (7-12) Coaching (7-12)	Social Studies	167			2007-2008

**Qualified Zone Academy Bonds
Application Summary and
QZAB Allocation Committee Recommendation
December 10, 2007**

**Forrest City School District
Forrest City, Arkansas**

Allocation Authorization:	\$132,000
Use of QZAB Allocation:	Old Stewart Elementary School - interior renovations, roofing and electrical upgrades
Donation Information:	Total \$15,915 (present value \$13,200) Rolling Readers - general volunteer services at \$10 per hour for the benefit of Old Stewart Elementary School
Date of Donation:	2/1/08 - 2/1/18
Recommendation:	Approve
Fiscal Agent:	Stephens, Inc. – Jack Truemper

**Qualified Zone Academy Bonds
Application Summary and
QZAB Allocation Committee Recommendation
December 10, 2007**

**Jonesboro School District
Jonesboro, Arkansas**

Allocation Authorization:	\$200,000
Use of QZAB Allocation:	Jonesboro High School - renovate existing science labs \$80,000 Douglas MacArthur Junior High School - renovate existing science labs \$60,000 Annie Camp Junior High School - renovate existing classrooms into science labs \$60,000
Donation Information:	Total \$24,144 (present value \$20,000) TAPS (Teaches and Parents Serve) - general volunteer services at \$10 per hour \$7,222 for Annie Camp Junior High School \$7,222 for Douglas MacArthur Junior High School PTA - general volunteer services at \$10 per hour \$9,700 for Jonesboro High School
Date of Donation:	2/1/08 - 2/1/18
Recommendation:	Approve
Fiscal Agent:	Stephens, Inc. – Jack Truemper

**Qualified Zone Academy Bonds
Application Summary and
QZAB Allocation Committee Recommendation
December 10, 2007**

**Flippin School District
Flippin, Arkansas**

Allocation Authorization:	\$200,000
Use of QZAB Allocation:	Flippin Elementary School - electrical upgrade and HVAC upgrade \$105,500 Flippin High School - roof repair and HVAC upgrade \$94,500
Donation Information:	Total \$24,200 (present value \$20,000) PAC (Parent Action Committee) - general volunteer services at \$10 per hour \$11,400 for Flippin Elementary School \$12,200 for Flippin High School
Date of Donation:	2/1/08 - 2/1/18
Recommendation:	Approve
Fiscal Agent:	Stephens, Inc. – Jack Truemper

**2007-2008 Arkansas Better Chance Program
Recommendations for Funding - Round #5**

ABC Name	Vendor No.	Site Location	Program Type	Grant Type	Amount Requested in Round #5
Arkansas State University Childhood Services	9991252	Jonesboro	n/a	Professional Dev.	15,000
Child Development, Inc.	100051103	Russellville	Classroom-based	Direct Services	200,000
Sisters of Our Lady of Charity (St. Michael's)	100048321	Hot Springs	HIPPY	Direct Services	25,005
					240,005

**2007-2008 Arkansas Better Chance Program
Recommendations for Funding - Round #5**

**2007-2008 Arkansas Better Chance Program
Recommendations for Funding - Round #5**

K-8

Foreign Language Experiences

Curriculum Framework

Revised 2007

K-8 Foreign Language Experiences Curriculum Framework

Strand	Content Standard	
Contributions		
1. <i>Linguistic</i> and Cultural Contributions		Students shall recognize <i>linguistic</i> and cultural contributions from diverse societies.
Cultures		
2. <i>Practices</i>		Students shall demonstrate an understanding of diverse cultural <i>practices</i> and <i>perspectives</i> .
3. <i>Products</i>		Students shall demonstrate an understanding of diverse cultural <i>products</i> and <i>perspectives</i> .
Connections		
4. Multicultural Connections		Students shall develop connections to diverse languages and cultures.

The K-8 Foreign Language Experiences Curriculum Framework supports instruction for K-8 students in the area of foreign language experiences as required by the Arkansas Standards for Accreditation.

Strand: Contributions

Standard 1: *Linguistic* and Cultural Contributions

Students shall recognize *linguistic* and cultural contributions from diverse societies.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Kindergarten	Grade 1	Grade 2	Grade 3
Contributions	CNT.1.K.1 Recognize gestures, sounds, or simple words from diverse cultures within content-related materials (e.g., greetings, names, numbers, colors, activities, songs, poetry, rhymes, dances)	CNT.1.1.1 Recognize gestures, sounds, or simple words from diverse cultures within content-related materials (e.g., greetings, names, numbers, colors, activities, songs, poetry, stories, plays, dances, calendar terms)	CNT.1.2.1 Recognize gestures, sounds, or simple words from diverse cultures within content-related materials (e.g., greetings, names, numbers, colors, activities, songs, poetry, fairy tales, folk tales, dances, calendar terms, courtesy phrases, simple phrases)	CNT.1.3.1 Recognize gestures, sounds, or simple words from diverse cultures within content-related materials (e.g., greetings, names, numbers, colors, activities, songs, poetry, tall tales, fables, dances, calendar terms, courtesy phrases, simple phrases)
	CNT.1.K.2 Recognize examples of other languages or cultures in family life (e.g., greetings, holidays, food, transportation, <i>borrowed words</i>)	CNT.1.1.2 Identify examples of other languages or cultures within a school setting (e.g., greetings, holidays, food, clothing, <i>borrowed words</i>)	CNT.1.2.2 Identify examples of other languages or cultures in a neighborhood and community (e.g., greetings, celebrations, food, clothing, housing, customs, <i>borrowed words, cognates</i>)	CNT.1.4.2 Examine contributions of other languages or cultures (e.g., food, music, art, sports/recreation, famous international figures, movies, <i>borrowed words, cognates, word origins</i>)

Strand: Cultures

Standard 2: *Practices*

Students shall demonstrate an understanding of diverse cultural *practices* and *perspectives*.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Kindergarten	Grade 1	Grade 2	Grade 3
<i>Practices and Perspectives</i>	CLT.2.K.1 Recognize customs and traditions (e.g., holidays, family life)	CLT.2.1.1 Identify customs and traditions (e.g., holidays, school life)	CLT.2.2.1 Describe customs and traditions (e.g., holidays, community life)	CLT.2.3.1 Discuss customs and traditions (e.g., holidays, community life)
	CLT.2.K.2 Recognize similarities and differences in <i>practices</i> across cultures (e.g., holidays, family life)	CLT.2.1.2 Identify similarities and differences in <i>practices</i> across cultures (e.g., holidays, school life)	CLT.2.2.2 Describe similarities and differences in <i>practices</i> across cultures (e.g., holidays, community life)	CLT.2.3.2 Discuss similarities and differences in <i>practices</i> across cultures (e.g., holidays, community life)
				CLT.2.4.1 Examine customs and traditions (e.g., holidays, community life)
				CLT.2.4.2 Explain similarities and differences in <i>practices</i> across cultures (e.g., holidays, community life)
				CLT.2.4.3 Define cultural <i>perspectives</i>

Strand: Cultures

Standard 3: *Products*

Students shall demonstrate an understanding of diverse cultural *products* and *perspectives*.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Kindergarten	Grade 1	Grade 2	Grade 3
<i>Products and Perspectives</i>	CLT.3.K.1 Recognize <i>products</i> of culture (e.g., food, shelter, clothing, transportation, toys)	CLT.3.1.1 Identify <i>products</i> of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions)	CLT.3.2.1 Discuss various cultural symbols (e.g., international flags, money, art, verbal and non-verbal language)	CLT.3.3.1 Interpret various cultural symbols (e.g., international flags, money, art, verbal and non-verbal language, landmarks, monuments)
			CLT.3.2.2 Discuss <i>products</i> of culture (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature)	CLT.3.3.2 Describe various <i>products</i> across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature)
				CLT.3.4.1 Evaluate the significance of various cultural symbols (e.g., landmarks, monuments, architecture)
				CLT.3.4.2 Examine similarities and differences in <i>products</i> across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature)

Strand: Connections

Standard 4: Multicultural Connections

Students shall develop connections to diverse languages and cultures.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Kindergarten	Grade 1	Grade 2	Grade 3
Multicultural Connections	CNN.4.K.1 Recognize that there are different languages spoken in the United States	CNN.4.1.1 Recognize that there are different languages spoken in the world	CNN.4.2.1 Recognize the need to communicate with members of other language or cultural groups	CNN.4.3.1 Discuss the need to communicate with members of other language or cultural groups
	CNN.4.K.2 Participate in multicultural activities (e.g., stories, rhymes, poems, songs, arts and crafts, games, celebrations)	CNN.4.1.2 Participate in multicultural activities (e.g., stories, rhymes, poems, songs, arts and crafts, games, celebrations)	CNN.4.2.2 Participate in multicultural activities (e.g., stories, rhymes, poems, songs, arts and crafts, games, celebrations)	CNN.4.3.2 Participate in multicultural activities (e.g., stories, rhymes, poems, songs, arts and crafts, games, celebrations)
				CNN.4.4.1 Identify ways community members use another language or knowledge of another culture in their everyday lives (e.g., guest speakers, business professionals, humanitarian groups, exchange students, world travelers, world language students, pen pals/key pals)
				CNN.4.4.2 Participate in multicultural activities (e.g., stories, rhymes, poems, songs, arts and crafts, games, celebrations)

Strand: Contributions

Standard 1: *Linguistic* and Cultural Contributions

Students shall recognize *linguistic* and cultural contributions from diverse societies.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Grade 5	Grade 6	Grade 7	Grade 8
Contributions	<p>CNT. 1.5.1 Recognize gestures, sounds, or simple words and phrases from diverse cultures within content-related materials (e.g., greetings, names, numbers, colors, activities, courtesy phrases, feelings, subject area terms, <i>borrowed words, cognates, word origins</i>, historical fiction, biographies)</p> <p>CNT. 1.5.2 Discuss historical or current contributions of individuals representing other languages or cultures (e.g., writers, artists, scientists, inventors, mathematicians, political leaders, historical figures, explorers, migrants, immigrants, athletes)</p>	<p>CNT. 1.6.1 Recognize gestures, sounds, or simple words and phrases from diverse cultures within content-related materials (e.g., greetings, names, numbers, colors, activities, courtesy phrases, feelings, subject area terms, <i>borrowed words, cognates, word origins</i>, historical fiction, autobiographies)</p> <p>CNT. 1.6.2 Discuss historical or current contributions of groups representing other languages or cultures (e.g., writers, artists, scientists, inventors, mathematicians, political leaders, historical figures, explorers, migrants, immigrants, athletes)</p>	<p>CNT. 1.7.1 Recognize gestures, sounds, or simple words and phrases from diverse cultures within content-related materials (e.g., greetings, names, numbers, colors, activities, courtesy phrases, feelings, subject area terms, <i>borrowed words, cognates, word origins</i>, legends, myths)</p> <p>CNT. 1.7.2 Analyze historical or current contributions of individuals and/or groups representing other languages or cultures (e.g., writers, artists, scientists, inventors, mathematicians, political leaders, historical figures, explorers, migration groups, immigrants, athletes)</p>	<p>CNT. 1.8.1 Recognize gestures, sounds, or simple words and phrases from diverse cultures within content-related materials (e.g., greetings, names, numbers, colors, activities, courtesy phrases, feelings, subject area terms, <i>borrowed words, cognates, word origins</i>, essays, plays)</p> <p>CNT. 1.8.2 Analyze historical or current contributions of individuals and/or groups representing other languages or cultures (e.g., writers, artists, scientists, inventors, mathematicians, political leaders, historical figures, explorers, migration groups, immigrants, athletes)</p>

Strand: Cultures

Standard 2: *Practices*

Students shall demonstrate an understanding of diverse cultural *practices* and *perspectives*.

THE GOAL FOR EACH STUDENT IS PROFICIENT IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Grade 5	Grade 6	Grade 7	Grade 8
<i>Practices and Perspectives</i>	<p>CLT.2.5.1 Identify the similarities and differences of cultural <i>practices</i> in societies (e.g., concepts of time, personal space, property ownership, family roles, health <i>practices</i>, shopping)</p>	<p>CLT.2.6.1 Discuss the similarities and differences of cultural <i>practices</i> in societies (e.g., concepts of time, personal space, property ownership, family roles, health <i>practices</i>, shopping)</p>	<p>CLT.2.7.1 Compare and contrast diverse cultural <i>practices</i> in other societies (e.g., concepts of time, personal space, property ownership, family roles, health <i>practices</i>, shopping, traditions, customs, marriage, observation of life stages, rites of passage, belief systems, entertainment)</p>	<p>CLT.2.8.1 Analyze diverse cultural <i>practices</i> in other societies (e.g., concepts of time, personal space, property ownership, family roles, health <i>practices</i>, shopping, traditions, customs, marriage, observation of life stages, rites of passage, belief systems, entertainment)</p>
	<p>CLT.2.5.2 Recognize the relationship between cultural <i>practices</i> and <i>perspectives</i> among groups within society (e.g., living in a compound relates to the <i>perspective</i> of extended family, closing down businesses for siesta relates to the <i>perspective</i> of rest)</p>	<p>CLT.2.6.2 Identify the relationship between cultural <i>practices</i> and <i>perspectives</i> among groups within society (e.g., living in a compound relates to the <i>perspective</i> of extended family, closing down businesses for siesta relates to the <i>perspective</i> of rest)</p>	<p>CLT.2.7.2 Discuss the relationship between cultural <i>practices</i> and <i>perspectives</i> among people in other societies (e.g., notion of personal space relates to the <i>perspective</i> of comfort zone, greetings that include inquiring about family members relates to the <i>perspective</i> of extended family, notion of punctuality relates to the <i>perspective</i> of time)</p>	<p>CLT.2.8.2 Examine the relationship between cultural <i>practices</i> and <i>perspectives</i> among people in other societies (e.g., notion of personal space relates to the <i>perspective</i> of comfort zone, greetings that include inquiring about family members relates to the <i>perspective</i> of extended family, notion of punctuality relates to the <i>perspective</i> of time)</p>

Strand: Cultures

Standard 3: *Products*

Students shall demonstrate an understanding of diverse cultural *products* and *perspectives*.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Grade 5	Grade 6	Grade 7	Grade 8
<i>Products and Perspectives</i>	<p>CLT.3.5.1 Compare and contrast cultural <i>products</i> among groups within society (e.g., celebrations, art, literature, architecture, music, dance, theater, educational systems, number systems)</p>	<p>CLT.3.6.1 Interpret similarities and differences of cultural <i>products</i> among groups within society (e.g., celebrations, art, literature, architecture, music, dance, theater, educational systems, number systems)</p>	<p>CLT.3.7.1 Research diverse cultural <i>products</i> among groups in other societies (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social systems, belief systems)</p>	<p>CLT.3.8.1 Analyze diverse cultural <i>products</i> among groups in other societies (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social systems, belief systems)</p>
	<p>CLT.3.5.2 Recognize relationships between cultural <i>products</i> and <i>perspectives</i> among groups within society (e.g., personal property relates to the <i>perspective</i> of ownership, clothing styles relate to the <i>perspective</i> of modesty)</p>	<p>CLT.3.6.2 Identify relationships between cultural <i>products</i> and <i>perspectives</i> among groups within society (e.g., personal property relates to the <i>perspective</i> of ownership, clothing styles relate to the <i>perspective</i> of modesty)</p>	<p>CLT.3.7.2 Discuss the relationships between cultural <i>products</i> and <i>perspectives</i> among groups in other societies (e.g., mythology relates to the <i>perspective</i> of a belief system, folk medicine relates to the <i>perspective</i> of health care)</p>	<p>CLT.3.8.2 Examine the relationships between <i>products</i> and <i>perspectives</i> among groups in other societies (e.g., mythology relates to the <i>perspective</i> of a belief system, folk medicine relates to the <i>perspective</i> of health care)</p>

Strand: Connections

Standard 4: Multicultural Connections

Students shall develop connections to diverse languages and cultures.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Grade 5	Grade 6	Grade 7	Grade 8
Multicultural Connections	CNN.4.5.1 Examine ways that knowledge of another culture and/or language is used in everyday life	CNN.4.6.1 Investigate ways that knowledge of another culture and/or language is used in everyday life	CNN.4.7.1 Verify ways that knowledge of another culture and/or language is used in everyday life	CNN.4.8.1 Analyze ways that knowledge of another culture and/or language is used in everyday life
	CNN.4.5.2 Participate in multicultural activities (e.g., literature, music, art, games, sports, dance, celebrations, fashion shows of traditional dress)	CNN.4.6.2 Participate in multicultural activities (e.g., literature, music, art, games, sports, dance, celebrations, fashion shows of traditional dress)	CNN.4.7.2 Participate in multicultural activities (e.g., literature, music, art, games, sports, dance, celebrations, fashion shows of traditional dress)	CNN.4.8.2 Participate in multicultural activities (e.g., literature, music, art, games, sports, dance, celebrations, fashion shows of traditional dress)

Glossary for K-8 Foreign Language Experiences Curriculum Framework

Borrowed words	Words adopted from another language without change (e.g., et cetera, rodeo, kindergarten, plateau, algebra, buffet)
Cognates	Words from different languages that look alike and have similar meanings (e.g., <u>fabuloso</u> , <u>liberté</u> , <u>Haus</u>)
Linguistic	Of or relating to language
Perspectives	Attitudes or worldviews associated with a particular culture or cultures; the traditional ideas, attitudes, meanings, and values or members of that society
Practices	Patterns of behavior accepted by a society; they represent knowledge of what to do, when, and where
Products	Concrete (tangible) or abstract (intangible) cultural elements of a society
Word origins	The source, development, and change of words over time

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K-8

Foreign Language Acquisition

Curriculum Framework

Revised 2007

K-8 Foreign Language Acquisition Curriculum Framework

Strands	Content Standard
Communication	
1. Interpretive Mode	Students shall process oral, written, and/or visual messages in the language(s) experienced.
2. Interpersonal Mode	Students shall interact with others verbally, and/or in writing in the language(s) experienced.
3. Presentational Mode	Students shall present to an audience of listeners and/or readers in the language(s) experienced.
Cultures	
4. <i>Practices</i>	Students shall demonstrate an understanding of diverse cultural <i>practices</i> and <i>perspectives</i> .
5. <i>Products</i>	Students shall demonstrate an understanding of diverse cultural <i>products</i> and <i>perspectives</i> .
Connections	
6. Multicultural Connections	Students shall develop connections to diverse languages and cultures.

The K-8 Foreign Language Acquisition Curriculum Framework is designed as a sliding language proficiency scale for schools that offer foreign language education classes taught by a licensed foreign language teacher. Schools offering foreign language education at the K-8 level shall follow the K-8 Foreign Language Acquisition Curriculum Framework. This framework adds the Communication Strand to the Cultures and Connections Strands of the K-8 Foreign Language Experiences Curriculum Framework and supports instruction for K-8 students in the area of foreign language experiences as required by the Arkansas Standards for Accreditation.

This framework does not apply to programs offering high school credit at grade levels 5-8. Such programs shall refer to the appropriate high school Foreign Language Curriculum Framework for high school foreign language courses.

Strand: Communication

Standard 1: Interpretive Mode

Students shall process oral, written, and/or visual messages in the language(s) experienced.

	Beginning	Developing	Expanding
Listening	<p>CMM.1.B.1 Recognize familiar words and basic phrases</p> <ul style="list-style-type: none"> • daily life (e.g., home, school, community) • family and friends • personal information • likes and dislikes • needs and wants • feelings and emotions • clothing • parts of the body • weather • months/seasons • days of the week • food • colors • numbers • telling time 	<p>CMM.1.D.1 Recognize familiar words and basic phrases</p> <ul style="list-style-type: none"> • self • family • immediate surroundings • pastimes (e.g., hobbies, sports) • prices • shopping • restaurants 	<p>CMM.1.E.1 Understand simple everyday conversation on familiar matters regularly encountered in home, school, and community</p>
	<p>CMM.1B.2 Listen for specific information in stories</p>	<p>CMM.1.D.2 Recognize the main idea in short dialogues and stories</p>	<p>CMM.1.E.2 Predict what will happen next after listening to a short narrative</p>
	<p>CMM.1.B.3 Recognize basic information in simple speech</p>	<p>CMM.1.D.3 Recognize essential information in read or recorded short passages</p> <ul style="list-style-type: none"> • messages • announcements 	<p>CMM.1.E.3 Recognize main ideas in media delivered slowly and clearly</p> <ul style="list-style-type: none"> • radio • television programs
	<p>CMM.1.B.4 Follow simple oral directions</p>	<p>CMM.1.D.4 Follow oral directions with two steps</p>	<p>CMM.1.E.4 Follow oral directions with three or more steps</p>

Strand: Communication

Standard 1: Interpretive Mode

Students shall process oral, written, and/or visual messages in the language(s) experienced.

	Beginning	Developing	Expanding
Reading	CMM.1.B.5 Recognize familiar words and basic phrases in written texts or environmental print (e.g., stories, rhymes, song lyrics, posters, signs)	CMM.1.D.5 Identify key information in written texts (e.g., stories, song lyrics, menus, advertisements, schedules, letters, e-mails) CMM.1.D.6 Read short narratives about familiar topics for comprehension CMM.1.D.7 Read short texts independently for comprehension	CMM.1.E.5 Identify main ideas in written texts (e.g., stories, song lyrics, newspapers, magazines, travel brochures) CMM.1.E.6 Identify story elements in a narrative or play (e.g., plot, setting, characters, theme)
	CMM.1.B.6 Follow simple written directions	CMM.1.D.8 Follow written directions with two steps	CMM.1.E.7 Follow written directions with three or more steps

Strand: Communication

Standard 2: *Interpersonal Mode*

Students shall interact with others verbally in the language(s) experienced.

	Beginning	Developing	Expanding
Speaking Interaction	<p>CMM.2.B.1 Participate in simple conversation using basic words and learned phrases</p> <ul style="list-style-type: none"> • greetings and farewells • courtesy phrases • introductions • polite requests • personal information <p>CMM.2.B.2 Use appropriate forms of <i>register</i> (e.g., formal, informal, humble, polite)</p> <p>CMM.2.B.3 Ask and answer simple questions on familiar topics</p> <p>CMM.2.B.4 Ask for clarification during simple conversations (e.g., ask someone to repeat what they say or speak more slowly)</p>	<p>CMM.2.D.1 Participate in short social exchanges in a limited manner</p> <ul style="list-style-type: none"> • shopping • ordering in restaurants • discussing pastimes (e.g., hobbies and sports) • expressing likes and dislikes • expressing preferences <p>CMM.2.D.2 Use appropriate forms of <i>register</i> (e.g., formal, informal, humble, polite)</p> <p>CMM.2.D.3 Ask and answer questions on familiar topics</p> <p>CMM.2.D.4 Ask for clarification during short social exchanges</p>	<p>CMM.2.E.1 Participate in conversations in various situations</p> <ul style="list-style-type: none"> • shopping • dining • traveling • asking for directions • expressing and responding to feelings • giving or seeking personal opinions <p>CMM.2.E.2 Use appropriate forms of <i>register</i> (e.g., formal, informal, humble, polite)</p> <p>CMM.2.E.3 Ask and answer questions related to everyday life</p> <p>CMM.2.E.4 Ask for clarification during conversations</p>

Strand: Communication

Standard 3: Presentational Mode

Students shall present to an audience of listeners and/or readers in the language(s) experienced.

	Beginning	Developing	Expanding
Speaking Production	<p>CMM.3.B.1 Give personal information</p> <ul style="list-style-type: none"> • address • telephone number • age • family <p>CMM.3.B.2 Sequence events of a story using pictures, actions, or limited vocabulary</p>	<p>CMM.3.D.1 Describe self, family, and other people</p> <ul style="list-style-type: none"> • characteristics • hobbies • likes and dislikes <p>CMM.3.D.2 Retell a story using pictures or actions and limited vocabulary</p>	<p>CMM.3.E.1 Talk about personal experiences in the past or present</p> <p>CMM.3.E.2 Retell a story orally, with or without visual cues</p>
Writing	<p>CMM.3.B.3 Write simple phrases or sentences regarding basic information and needs</p>	<p>CMM.3.D.3 Write sentences about everyday life</p>	<p>CMM.3.E.3 Write a paragraph about everyday life (e.g., people, places, jobs, school, family)</p> <p>CMM.3.E.4 Write about a past event in simple sentences reporting what happened when and where</p>

Strand: Cultures

Standard 4: *Practices*

Students shall demonstrate an understanding of diverse cultural *practices* and *perspectives*.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Kindergarten	Grade 1	Grade 2	Grade 3
<i>Practices and Perspectives</i>	CLT.4.K.1 Recognize customs and traditions (e.g., holidays, family life)	CLT.4.1.1 Identify customs and traditions (e.g., holidays, school life)	CLT.4.2.1 Describe customs and traditions (e.g., holidays, community life)	CLT.4.3.1 Discuss customs and traditions (e.g., holidays, community life)
	CLT.4.K.2 Recognize similarities and differences in <i>practices</i> across cultures (e.g., holidays, family life)	CLT.4.1.2 Identify similarities and differences in <i>practices</i> across cultures (e.g., holidays, school life)	CLT.4.2.2 Describe similarities and differences in <i>practices</i> across cultures (e.g., holidays, community life)	CLT.4.3.2 Discuss similarities and differences in <i>practices</i> across cultures (e.g., holidays, community life)
				CLT.4.4.1 Examine customs and traditions (e.g., holidays, community life)
				CLT.4.4.2 Explain similarities and differences in <i>practices</i> across cultures (e.g., holidays, community life)
				CLT.4.4.3 Define cultural <i>perspectives</i>

Strand: Cultures

Standard 5: *Products*

Students shall demonstrate an understanding of diverse cultural *products* and *perspectives*.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Kindergarten	Grade 1	Grade 2	Grade 3
<i>Products and Perspectives</i>	CLT.5.K.1 Recognize <i>products</i> of culture (e.g., food, shelter, clothing, transportation, toys)	CLT.5.1.1 Identify <i>products</i> of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions)	CLT.5.2.1 Discuss various cultural symbols (e.g., international flags, money, art, verbal and non-verbal language)	CLT.5.3.1 Interpret various cultural symbols (e.g., international flags, money, art, verbal and non-verbal language, landmarks, monuments)
			CLT.5.2.2 Discuss <i>products</i> of culture (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature)	CLT.5.4.2 Examine similarities and differences in <i>products</i> across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature)

Strand: Connections

Standard 6: Multicultural Connections

Students shall develop connections to diverse languages and cultures.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Kindergarten	Grade 1	Grade 2	Grade 3
Multicultural Connections	CNN.6.K.1 Recognize that there are different languages spoken in the United States	CNN.6.1.1 Recognize that there are different languages spoken in the world	CNN.6.2.1 Recognize the need to communicate with members of other language or cultural groups	CNN.6.3.1 Discuss the need to communicate with members of other language or cultural groups
	CNN.6.K.2 Participate in multicultural activities (e.g., stories, rhymes, poems, songs, arts and crafts, games, celebrations)	CNN.6.1.2 Participate in multicultural activities (e.g., stories, rhymes, poems, songs, arts and crafts, games, celebrations)	CNN.6.2.2 Participate in multicultural activities (e.g., stories, rhymes, poems, songs, arts and crafts, games, celebrations)	CNN.6.3.2 Participate in multicultural activities (e.g., stories, rhymes, poems, songs, arts and crafts, games, celebrations)
				CNN.6.4.1 Identify ways community members use another language or knowledge of another culture in their everyday lives (e.g., guest speakers, business professionals, humanitarian groups, exchange students, world travelers, world language students, pen pals/key pals)
				CNN.6.4.2 Participate in multicultural activities (e.g., stories, rhymes, poems, songs, arts and crafts, games, celebrations)

Strand: Cultures

Standard 4: *Practices*

Students shall demonstrate an understanding of diverse cultural *practices* and *perspectives*.

THE GOAL FOR EACH STUDENT IS PROFICIENT IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Grade 5	Grade 6	Grade 7	Grade 8
<i>Practices and Perspectives</i>	<p>CLT.4.5.1 Identify the similarities and differences of cultural <i>practices</i> in societies (e.g., concepts of time, personal space, property ownership, family roles, health <i>practices</i>, shopping)</p>	<p>CLT.4.6.1 Discuss the similarities and differences of cultural <i>practices</i> in societies (e.g., concepts of time, personal space, property ownership, family roles, health <i>practices</i>, shopping)</p>	<p>CLT.4.7.1 Compare and contrast diverse cultural <i>practices</i> in other societies (e.g., concepts of time, personal space, property ownership, family roles, health <i>practices</i>, shopping, traditions, customs, marriage, observation of life stages, rites of passage, belief systems, entertainment)</p>	<p>CLT.4.8.1 Analyze diverse cultural <i>practices</i> in other societies (e.g., concepts of time, personal space, property ownership, family roles, health <i>practices</i>, shopping, traditions, customs, marriage, observation of life stages, rites of passage, belief systems, entertainment)</p>
	<p>CLT.4.5.2 Recognize the relationship between cultural <i>practices</i> and <i>perspectives</i> among groups within society (e.g., living in a compound relates to the <i>perspective</i> of extended family, closing down businesses for siesta relates to the <i>perspective</i> of rest)</p>	<p>CLT.4.6.2 Identify the relationship between cultural <i>practices</i> and <i>perspectives</i> among groups within society (e.g., living in a compound relates to the <i>perspective</i> of extended family, closing down businesses for siesta relates to the <i>perspective</i> of rest)</p>	<p>CLT.4.7.2 Discuss the relationship between cultural <i>practices</i> and <i>perspectives</i> among people in other societies (e.g., notion of personal space relates to the <i>perspective</i> of comfort zone, greetings that include inquiring about family members relates to the <i>perspective</i> of extended family, notion of punctuality relates to the <i>perspective</i> of time)</p>	<p>CLT.4.8.2 Examine the relationship between cultural <i>practices</i> and <i>perspectives</i> among people in other societies (e.g., notion of personal space relates to the <i>perspective</i> of comfort zone, greetings that include inquiring about family members relates to the <i>perspective</i> of extended family, notion of punctuality relates to the <i>perspective</i> of time)</p>

Strand: Cultures

Standard 5: *Products*

Students shall demonstrate an understanding of diverse cultural *products* and *perspectives*.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Grade 5	Grade 6	Grade 7	Grade 8
<i>Products and Perspectives</i>	CLT.5.5.1 Compare and contrast cultural <i>products</i> among groups within society (e.g., celebrations, art, literature, architecture, music, dance, theater, educational systems, number systems)	CLT.5.6.1 Interpret similarities and differences of cultural <i>products</i> among groups within society (e.g., celebrations, art, literature, architecture, music, dance, theater, educational systems, number systems)	CLT.5.7.1 Research diverse cultural <i>products</i> among groups in other societies (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social systems, belief systems)	CLT.5.8.1 Analyze diverse cultural <i>products</i> among groups in other societies (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social systems, belief systems)
	CLT.5.5.2 Recognize relationships between cultural <i>products</i> and <i>perspectives</i> among groups within society (e.g., personal property relates to the <i>perspective</i> of ownership, clothing styles relate to the <i>perspective</i> of modesty)	CLT.5.6.2 Identify relationships between cultural <i>products</i> and <i>perspectives</i> among groups within society (e.g., personal property relates to the <i>perspective</i> of ownership, clothing styles relate to the <i>perspective</i> of modesty)	CLT.5.7.2 Discuss the relationships between cultural <i>products</i> and <i>perspectives</i> among groups in other societies (e.g., mythology relates to the <i>perspective</i> of a belief system, folk medicine relates to the <i>perspective</i> of health care)	CLT.5.8.2 Examine the relationships between <i>products</i> and <i>perspectives</i> among groups in other societies (e.g., mythology relates to the <i>perspective</i> of a belief system, folk medicine relates to the <i>perspective</i> of health care)

Strand: Connections

Standard 6: Multicultural Connections

Students shall develop connections to diverse languages and cultures.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Grade 5	Grade 6	Grade 7	Grade 8
Multicultural Connections	CNN.6.5.1 Examine ways that knowledge of another culture and/or language is used in everyday life	CNN.6.6.1 Investigate ways that knowledge of another culture and/or language is used in everyday life	CNN.6.7.1 Verify ways that knowledge of another culture and/or language is used in everyday life	CNN.6.8.1 Analyze ways that knowledge of another culture and/or language is used in everyday life
	CNN.6.5.2 Participate in multicultural activities (e.g., literature, music, art, games, sports, dance, celebrations, fashion shows of traditional dress)	CNN.6.6.2 Participate in multicultural activities (e.g., literature, music, art, games, sports, dance, celebrations, fashion shows of traditional dress)	CNN.6.7.2 Participate in multicultural activities (e.g., literature, music, art, games, sports, dance, celebrations, fashion shows of traditional dress)	CNN.6.8.2 Participate in multicultural activities (e.g., literature, music, art, games, sports, dance, celebrations, fashion shows of traditional dress)

Glossary for K-8 Foreign Language Acquisition Curriculum Framework

Perspectives	Attitudes or worldviews associated with a particular culture or cultures; the traditional ideas, attitudes, meanings, and values or members of that society
Practices	Patterns of behavior accepted by a society; they represent knowledge of what to do, when, and where
Products	Concrete (tangible) or abstract (intangible) cultural elements of a society
Register	The manner of addressing another person according to the title, relationship, and/ or social situation

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Dr. Gregory Armstrong – University of Arkansas at Fort Smith	Kelly Lichoff – Forrest City School District
Jeanette Arnhart – Rogers School District	Marianne Ligon – Little Rock School District
Sheila Bayles – Rogers School District	Anna Love – Fort Smith School District
Natalie Brown – Pine Bluff School District	Catherine Martin – Little Rock School District
Brent Butler – West Memphis School District	Devin McDiarmid – Warren School District
Mark Byers – Fort Smith School District	Shi Mei – University of Central Arkansas
Margarita Zavalza Calaway – Little Rock School District	Cat Mince – Cabot School District
Patricia Carlin – University of Central Arkansas	Kristen Novotny – Springdale School District
Lori Chastain – Ouachita School District	Jane Purtle – Gurdon School District
Katrina Cox – Harmony Grove School District	Paula Andrea Renteria – Office of Distance Learning at the Arkansas School for Math, Science, and the Arts
Wendy Cunningham – Searcy School District	Rebecca Sanders – Arkansas Department of Education Distance Learning Center
Jennifer Deacon White – West Memphis School District	Sekou Sangare – El Dorado School District
Cecilia Franco– Bentonville School District	Deborah Short – Little Rock School District
Vicki Stroud Gonterman– Little Rock School District	Gregory Smith – Marion School District
Dr. Michel Hallot – El Dorado School District	Melanie Hulsey Soto – Cabot School District
Nola Harrison – Pine Bluff School District	Marla Stewart – Nashville School District
Marsha Huber – Jonesboro School District	Kristen Thomas – Springdale School District
Laconya Isaac - Pulaski County Special School District	Scott Wahlquist – Conway School District
Lula Orsby Jones – West Helena School District	Linda K. Weatherford – Dumas School District
Jennifer Lefevre – Arkansas School for Math, Science, and the Arts	Dr. Hui Wu – University of Central Arkansas

German I

**Foreign Language
Curriculum Framework**

Revised 2007

Course Title: German I
 Course/Unit Credit: 1
 Course Number: Secondary German
 Teacher Licensure: 9-12
 Grades:

German I

German I stresses correct pronunciation, aural comprehension, and simple speaking ability. As communication skills develop, the course includes additional vocabulary and basic grammar necessary for limited reading and writing. The course is defined by the content standards of the Arkansas Foreign Language Curriculum Framework for German I and includes applications, problem solving, higher-order thinking skills, and performance-based, open-ended assessments with rubrics. Two years of the same foreign language is required by the Standards for Accreditation to be taught in Arkansas public high schools. German I may be used to partially fulfill this requirement. Arkansas Department of Education approval is not required.

Strand		Content Standard
Communication	1.	Students shall process oral, written, and/or visual messages in the German language (interpretive).
	2.	Students shall interact with others in the German language (interpersonal).
	3.	Students shall present to an audience of listeners and/or readers in the German language (presentational).
Culture	4.	Students shall demonstrate an understanding of the <i>practices</i> of German-speaking cultures (<i>practices</i>).
	5.	Students shall demonstrate an understanding of the <i>products</i> of German-speaking cultures (<i>products</i>).
	6.	Students shall demonstrate an understanding of the <i>perspectives</i> of German-speaking cultures (<i>perspectives</i>).
Connections	7.	Students shall apply the German language to reinforce and expand knowledge of other subject areas (cross-curricular).
	8.	Students shall recognize the common and unique views and contributions of the German language and its cultures (global <i>perspectives</i>).
Comparisons	9.	Students shall demonstrate understanding of the similarities and differences between German and English (languages).
	10.	Students shall demonstrate understanding of the similarities and differences between German-speaking cultures and their own (cultures).
Communities	11.	Students shall use the German language in the classroom, school, and beyond (involvement).
	12.	Students shall demonstrate evidence of becoming lifelong learners by using the German language for personal enjoyment and enrichment (ownership).

Strand: Communication

Standard 1: Students shall process oral, written, and/or visual messages in the German language (interpretive).

CMC.1.GI.1	Recognize rhythms, sounds, and patterns
CMC.1.GI.2	Follow simple directions
CMC.1.GI.3	Interpret the principal message of signs, gestures, and <i>intonation</i>
CMC.1.GI.4	Use reading and listening strategies to enhance comprehension
CMC.1.GI.5	Obtain main ideas and specific information from a variety of simple sources
CMC.1.GI.6	Identify main ideas and specific information from a variety of auditory sources, with or without visual clues
CMC.1.GI.7	Recognize <i>cognates</i> , place names, and <i>borrowings</i>
CMC.1.GI.8	Recognize <i>register(s)</i>
CMC.1.GI.9	Identify <i>basic idiomatic expressions</i> (e.g., <u>Wie geht's?</u> and <u>Was ist los?</u>)

Strand: Communication

Standard 2: Students shall interact with others in the German language (interpersonal).

CMC.2.GI.1	Interact in the present tense	
CMC.2.GI.2	Engage in simple conversations <ul style="list-style-type: none"> Greetings and farewells Courtesy phrases Introductions Basic questions (including, but not limited to, who, what, when, where, why, how) 	
CMC.2.GI.3	Exchange information about familiar topics <ul style="list-style-type: none"> Daily life (e.g., home, school, work) Family and friends Pastimes (e.g., hobbies, sports) Personal information Likes and dislikes Needs and wants Feelings and emotions Clothing Physical appearance Weather Food 	
CMC.2.GI.4	Use learned survival phrases to meet <i>basic</i> needs	
CMC.2.GI.5	Apply numeric concepts in context (e.g., cardinal, ordinal, time, calendar, age)	

Strand: Communication

Standard 3: Students shall present to an audience of listeners and/or readers in the German language (presentational).

CMC.3.GI.1	Describe people, places, and possessions	
CMC.3.GI.2	Write lists, labels, short notes, correspondence, and short paragraphs	
CMC.3.GI.3	Give brief, rehearsed presentations using learned vocabulary and grammar	
CMC.3.GI.4	Produce visual or multimedia demonstrations (e.g. graphic organizers, posters, PowerPoint, backboards)	

Strand: Culture

Standard 4: Students shall demonstrate an understanding of the *practices* of German-speaking cultures (*practices*).

CLT.4.GI.1	Identify appropriate behaviors of German-speaking cultures (e.g., verbal and nonverbal greetings, gestures, customs)
CLT.4.GI.2	Identify various aspects of universal cultural <i>practices</i> (e.g., customs, norms, holidays, traditions)
CLT.4.GI.3	Identify differences in <i>practices</i> among German-speaking cultures
CLT.4.GI.4	Participate in activities representative of German-speaking cultures (e.g., cooking, music, games, sports)

Strand: Culture

Standard 5: Students shall demonstrate an understanding of the *products* of German-speaking cultures (*products*).

CLT.5.GI.1	Identify tangible <i>products</i> of German-speaking cultures (e.g., architecture, art, food, fashion, technology)
CLT.5.GI.2	Identify intangible <i>products</i> of German-speaking cultures (e.g., law, philosophy, entertainment, educational systems)
CLT.5.GI.3	Compare and contrast <i>products</i> among German-speaking cultures
CLT.5.GI.4	Recognize the effects of <i>environment</i> on the <i>products</i> of German-speaking cultures (e.g., the Alphorn and yodeling created as forms of communication in the mountains)
CLT.5.GI.5	Recognize the influence of the <i>products</i> of German-speaking cultures on other cultures (e.g., printing press, music, automobiles)
CLT.5.GI.6	Examine the written, graphic, and performing arts of German-speaking cultures (e.g., art, music, movies, plays)

Strand: Culture

Standard 6: Students shall demonstrate an understanding of the *perspectives* of German-speaking cultures (*perspectives*).

CLT.6.GI.1	Identify unique cultural <i>perspectives</i> reflected in the <i>products</i> of German-speaking cultures (e.g., attention to quality, rich variety reflecting quality of life)
CLT.6.GI.2	Identify unique cultural <i>perspectives</i> reflected in the <i>practices</i> of German-speaking cultures (e.g., fostering social ties through gatherings such as festivals, <u>Kaffeeklatsch</u> , meals)
CLT.6.GI.3	Compare and contrast <i>perspectives</i> among German-speaking cultures
CLT.6.GI.4	Identify historical events and figures which shape the <i>perspectives</i> of German-speaking cultures (e.g., World War I, World War II, Adolf Hitler, Martin Luther, invention of the printing press, Cold War, Sigmund Freud, Beethoven)

Strand: Connections

Standard 7: Students shall apply the German language to reinforce and expand knowledge of other subject areas (cross-curricular).

CNN.7.GI.1	Apply content learned from other disciplines (e.g., climate, geographical terms, measurements, money, animals, food, musical instruments)
CNN.7.GI.2	Recognize <i>basic</i> vocabulary on familiar topics from other disciplines (e.g., flora/fauna, math terms/measurements)
CNN.7.GI.3	Discuss topics from other disciplines as related to German-speaking cultures (e.g., form of government, shared history)

Strand: Connections

Standard 8: Students shall recognize the common and unique views and contributions of the German language and its cultures (global *perspectives*).

CNN.8.GI.1	Recognize that there are other worldviews (e.g. religion, politics, social customs, stereotyping, the arts)
CNN.8.GI.2	Discuss <i>authentic</i> or <i>adapted</i> materials of the German language (e.g. songs, folk tales, short stories)

Strand: Comparisons

Standard 9: Students shall demonstrate understanding of the similarities and differences between German and English (languages).

CMP.9.GI.1	Use <i>cognates</i> (e.g., <u>Fisch</u> / fish, <u>Schule</u> / school, <u>Vater</u> / father)
CMP.9.GI.2	Use <i>basic idiomatic expressions</i> (e.g., <u>So ein Mist!</u> , <u>Was ist los?</u>)
CMP.9.GI.3	Recognize the differences in simple language structure (e.g., subject/verb placement, word order)
CMP.9.GI.4	Compare <i>authentic</i> , simple forms of address in a variety of familiar situations (e.g., <u>Wie geht's?</u> / <u>Wie geht es Ihnen?</u> , <u>Hallo</u> / <u>Guten Tag</u>)
CMP.9.GI.5	Compare the writing systems of German and English (e.g., <u>Umlaut</u> , <u>ß</u> , pronunciation of letters, punctuation, handwriting styles)

Strand: Comparisons

Standard 10: Students shall demonstrate understanding of the similarities and differences between German-speaking cultures and their own (cultures).

CMP.10.GI.1	Identify some daily living patterns of the German-speaking cultures and the learners' own culture (e.g., greetings, food, mealtimes, transportation, shopping, body language)
CMP.10.GI.2	Compare holidays and celebrations and distinguish holidays unique to German-speaking culture (e.g., Christmas traditions, Oktoberfest, <u>St. Martinstag</u> , <u>Fasching</u> / <u>Karneval</u>)

Strand: Communities

Standard 11: Students shall use the German language in the classroom, school, and beyond (involvement).

CMN.11.GI.1	Recognize the use of the German language in the learners' community (e.g., town names, street names, family names, German establishments)
CMN.11.GI.2	Identify professions that require proficiency in another language
CMN.11.GI.3	Participate in <i>authentic</i> German activities (e.g., sports, games, travel, media, music, cooking)

Strand: Communities

Standard 12: Students shall demonstrate evidence of becoming lifelong learners by using the German language for personal enjoyment and enrichment (ownership).

CMN.12.GI.1	Communicate on a personal level with other speakers of the German language (e.g., letters, audio tapes, video tapes, the Internet)
CMN.12.GI.2	Research contemporary individuals or groups in German-speaking cultures who influence the community or the world (e.g., Helmut Kohl, Angela Merkel, Rammstein, Franka Potente, Arnold Schwarzenegger)

Glossary for German Courses

Adapted	Materials having been modified, created, or simplified to meet a specific educational purpose
Authentic	Original to, without modification, having an undisputed genuine origin
Basic	Consisting of few words; simple concepts and structure
Borrowings	Words or phrases adopted from one language to another with no significant changes in spelling or pronunciation
Circumlocution	To speak in a round about way; to arrive at meaning by talking around a subject
Cognate	A word that is similar in sound, spelling, and meaning in two or more languages; typically evolved from a common source (often Latin)
Colloquial expression	See <i>colloquialism</i>
Colloquialism	A word or phrase specific to the spoken language of a particular region
Complex	Consisting of numerous words; more difficult concepts and structure
Environment	Geography, climate, natural resources, political influences, and social <i>practices</i>
Etymology	The origin and historical development of a word; study of its <i>basic</i> elements, earliest known use and evolutionary changes in form and meaning
Idiomatic expression	Words or phrases that cannot be directly translated from one language into another
Intonation	The use of vocal inflection or pitch to contribute to meaning
Perspectives	Attitudes or worldviews associated with a particular culture or cultures; the traditional ideas, attitudes, meanings, and values of members of that society
Practices	Patterns of behavior accepted by a society; they represent knowledge of what to do, when, and where
Products	Concrete (tangible) or abstract (intangible) cultural elements of a society
Proverbial expression	See <i>proverbs</i>
Proverbs	A short pithy saying in widespread, frequent use expressing a well known idea or truth
Register	The difference between formal and informal social address
Syntax	The way in which words are put together to form phrases and sentences
Word Families	Groups of words that share a common root word

German II

Foreign Language Curriculum Framework

Revised 2007

Course Title: German II
 Course/Unit Credit: 1
 Course Number: Secondary German
 Teacher Licensure: 9-12
 Grades:

German II

German II develops and expands the fundamental skills introduced in German I. Aural comprehension, pronunciation, and speaking exercises facilitate oral communication. Additional vocabulary and grammar are introduced to lead to more advanced reading and writing. Authentic reading materials and audio/video recordings enrich instruction. The course is defined by the content standards of the Arkansas Foreign Language Curriculum Framework for German II and includes applications, problem solving, higher-order thinking skills, and performance-based, open-ended assessments with rubrics. Two years of the same foreign language is required by the Standards for Accreditation to be taught in Arkansas public high schools. German II may be used to partially fulfill this requirement. German I is a prerequisite for this course. Arkansas Department of Education approval is not required.

Strand	Content Standard
Communication	1. Students shall process oral, written, and/or visual messages in the German language (interpretive).
	2. Students shall interact with others in the German language (interpersonal).
	3. Students shall present to an audience of listeners and/or readers in the German language (presentational).
Culture	4. Students shall demonstrate an understanding of the <i>practices</i> of German-speaking cultures (<i>practices</i>).
	5. Students shall demonstrate an understanding of the <i>products</i> of German-speaking cultures (<i>products</i>).
	6. Students shall demonstrate an understanding of the <i>perspectives</i> of German-speaking cultures (<i>perspectives</i>).
Connections	7. Students shall apply the German language to reinforce and expand knowledge of other subject areas (cross-curricular).
	8. Students shall recognize the common and unique views and contributions of the German language and its cultures (global <i>perspectives</i>).
Comparisons	9. Students shall demonstrate understanding of the similarities and differences between German and English (languages).
	10. Students shall demonstrate understanding of the similarities and differences between German-speaking cultures and their own (cultures).
Communities	11. Students shall use the German language in the classroom, school, and beyond (involvement).
	12. Students shall demonstrate evidence of becoming lifelong learners by using the German language for personal enjoyment and enrichment (ownership).

Strand: Communication

Standard 1: Students shall process oral, written, and/or visual messages in the German language (interpretive).

CMC.1.GII.1	Recognize tone, pitch, and emotion in oral communication
CMC.1.GII.2	Follow multi-step directions in familiar contexts and situations
CMC.1.GII.3	Interpret the principal message of signs, gestures, and <i>intonation</i>
CMC.1.GII.4	Use reading and listening strategies to enhance comprehension
CMC.1.GII.5	Identify main ideas on familiar topics from a variety of auditory, visual, and textual sources (e.g., CD, video, Internet, live performances, written advertisements)
CMC.1.GII.6	Identify <i>cognates</i> and <i>borrowings</i> in context (e.g., <i>cognates</i> : <u>Haare</u> / hair, <u>Schuhe</u> / shoes; <i>borrowings</i> : Kindergarten, computer)
CMC.1.GII.7	Identify additional <i>idiomatic expressions</i> (e.g., <u>Sag mal!</u> , <u>Was bekommen Sie?</u>)

Strand: Communication

Standard 2: Students shall interact with others in the German language (interpersonal).

CMC.2.GII.1	Interact in present and past tenses	
CMC.2.GII.2	Express opinions, viewpoints, and personal preferences <ul style="list-style-type: none"> • <i>Basic</i> questions (including, but not limited to, who, what, when, where, why, how) 	
CMC.2.GII.3	Exchange information about familiar topics <ul style="list-style-type: none"> • Daily routine • Childhood or memorable experiences 	
CMC.2.GII.4	Use learned phrases to practice acquiring goods, services, and information (e.g., shopping, hotel/travel reservation, cinema, concerts)	
CMC.2.GII.5	Apply ordinal and cardinal numeric concepts in context (e.g., counting money, calendar dates, age, grade levels)	
CMC.2.GII.6	Initiate original conversation using learned vocabulary and grammatical concepts	
CMC.2.GII.7	Apply comparison phrases in context (e.g., <u>schön</u> , <u>schöner</u> , <u>als</u> , <u>schönste</u>)	

Strand: Communication

Standard 3: Students shall present to an audience of listeners and/or readers in the German language (presentational).

CMC.3.GII.1	Describe characters, events, and settings
CMC.3.GII.2	Write labels, lists, notes, correspondence, and short compositions
CMC.3.GII.3	Give prepared presentations using learned vocabulary and grammar
CMC.3.GII.4	Produce visual or multimedia demonstrations (e.g., graphic organizers, pamphlets, electronic slideshows, videos)

Strand: Culture

Standard 4: Students shall demonstrate an understanding of the *practices* of German-speaking cultures (*practices*).

CLT.4.GII.1	Model appropriate behaviors of German-speaking cultures (e.g., verbal and nonverbal greetings, gestures, customs)
CLT.4.GII.2	Discuss various aspects of universal cultural <i>practices</i> (e.g., customs, norms, holidays, traditions)
CLT.4.GII.3	Discuss differences in <i>practices</i> among German-speaking cultures (e.g., cooking, music, games, sports)

Strand: Culture

Standard 5: Students shall demonstrate an understanding of the *products* of German-speaking cultures (*products*).

CLT.5.GII.1	Present tangible <i>products</i> of German-speaking cultures (e.g., architecture, art, food, fashion)
CLT.5.GII.2	Explain intangible <i>products</i> of German-speaking cultures (e.g., law, philosophy, entertainment educational systems)
CLT.5.GII.3	Compare and contrast <i>products</i> among German-speaking cultures
CLT.5.GII.4	Research the effect of <i>environment</i> on the <i>products</i> of German-speaking cultures (e.g., the Alphon and yodeling created as forms of communication in the mountains)
CLT.5.GII.5	Investigate the influence of the <i>products</i> of German-speaking cultures on other cultures
CLT.5.GII.6	Interpret the written, graphic, and performing arts of German-speaking cultures (e.g., art, music, movies, plays)

Strand: Culture

Standard 6: Students shall demonstrate an understanding of the *perspectives* of German-speaking cultures (*perspectives*).

CLT.6.GII.1	Discuss unique cultural <i>perspectives</i> reflected in the <i>products</i> of German-speaking cultures (e.g., attention to quality, rich variety reflecting quality of life)
CLT.6.GII.2	Discuss unique cultural <i>perspectives</i> reflected in the <i>practices</i> of German-speaking cultures (e.g., fostering social ties through gatherings such as festivals, <u>Kaffeeklatsch</u> , meals)
CLT.6.GII.3	Compare and contrast <i>perspectives</i> among German-speaking cultures
CLT.6.GII.4	Research historical events and figures that shaped the <i>perspectives</i> of German-speaking cultures (e.g., invention of the printing press, World War I, World War II, Adolf Hitler, Martin Luther, Cold War, Sigmund Freud, Beethoven)

Strand: Connections

Standard 7: Students shall apply the German language to reinforce and expand knowledge of other subject areas (cross-curricular).

CNN.7.GII.1	Transfer concepts learned from other disciplines (e.g., climate, geographical terms, measurements, money, animals, food, musical instruments)
CNN.7.GII.2	Recognize vocabulary on familiar topics from other disciplines (e.g., flora/fauna, math terms, measurements)
CNN.7.GII.3	Discuss topics from other disciplines as related to German-speaking cultures (e.g., government, music, current affairs)

Strand: Connections

Standard 8: Students shall recognize the common and unique views and contributions of the German language and its cultures (global perspectives).

CNN.8.GII.1	Discuss other worldviews (e.g., religion, politics, social customs, stereotyping)
CNN.8.GII.2	Discuss <i>authentic</i> or <i>adapted</i> materials of the German language (e.g., songs, folk tales, short stories, poems)

Strand: Comparisons

Standard 9: Students shall demonstrate understanding of the similarities and differences between German and English (languages).

CMP.9.GII.1	Use <i>cognates</i> and <i>word families</i> to expand vocabulary and to guess meaning (e.g., <u>Schule</u> , <u>Schüler</u> , <u>Schularbeit</u> , <u>Schulbus</u> , <u>Schultashe</u> , <u>Schultüte</u>)
CMP.9.GII.2	Compare <i>basic idiomatic expressions</i> (e.g., <u>Spiegeleier</u> , <u>auf dem Hut sein</u> , <u>Faulpelz</u>)
CMP.9.GII.3	Recognize the differences in more <i>complex</i> language structure (e.g., past perfect, prepositional phrases, <i>syntax</i>)
CMP.9.GII.4	Compare and contrast <i>authentic</i> , simple forms of address in a variety of social situations (e.g., <u>Wie geht's?</u> / <u>Wie geht es Ihnen?</u> , <u>Hallo</u> / <u>Guten Tag</u>)
CMP.9.GII.5	Compare the writing systems of German and English (e.g., <u>Umlaut</u> , <u>ß</u> , punctuation, pronunciation of letters, handwriting styles)

Strand: Comparisons

Standard 10: Students shall demonstrate understanding of the similarities and differences between German-speaking cultures and their own (cultures).

CMP.10.GII.1	Compare the social patterns of German-speaking cultures and those of the learners' own culture (e.g., meeting new people, dating, school, employment, transportation)
CMP.10.GII.2	Elaborate on selected cultural topics from German-speaking cultures (e.g., people, important dates, events, geographic areas)

Strand: Communities

Standard 11: Students shall use the German language in the classroom, school, and beyond (involvement).

CMN.11.GII.1	Show the influences of the German language and cultures on the community (e.g., architecture, careers, special events)
CMN.11.GII.2	Examine the role of foreign language usage in people's personal and professional lives
CMN.11.GII.3	Demonstrate knowledge of German by participating in culturally <i>authentic</i> activities (e.g., sports, games, travel, music, cooking)

Strand: Communities

Standard 12: Students shall demonstrate evidence of becoming lifelong learners by using the German language for personal enjoyment and enrichment (ownership).

CMN.12.GII.1	Communicate on a personal level with other speakers of the German language (e.g., letters, audio tapes, video tapes, Internet)
CMN.12.GII.2	Research contemporary individuals or groups in German-speaking cultures who influence the community or the world (e.g., Helmut Kohl, Arnold Schwarzenegger, Rammstein, Fettes Brot, Neo-Nazis, political parties)

Glossary for German Courses

Adapted	Materials having been modified, created, or simplified to meet a specific educational purpose
Authentic	Original to, without modification, having an undisputed genuine origin
Basic	Consisting of few words; simple concepts and structure
Borrowings	Words or phrases adopted from one language to another with no significant changes in spelling or pronunciation
Circumlocution	To speak in a round about way; to arrive at meaning by talking around a subject
Cognate	A word that is similar in sound, spelling, and meaning in two or more languages; typically evolved from a common source (often Latin)
Colloquial expression	See <i>colloquialism</i>
Colloquialism	A word or phrase specific to the spoken language of a particular region
Complex	Consisting of numerous words; more difficult concepts and structure
Environment	Geography, climate, natural resources, political influences, and social <i>practices</i>
Etymology	The origin and historical development of a word; study of its <i>basic</i> elements, earliest known use and evolutionary changes in form and meaning
Idiomatic expression	Words or phrases that cannot be directly translated from one language into another
Intonation	The use of vocal inflection or pitch to contribute to meaning
Perspectives	Attitudes or worldviews associated with a particular culture or cultures; the traditional ideas, attitudes, meanings, and values of members of that society
Practices	Patterns of behavior accepted by a society; they represent knowledge of what to do, when, and where
Products	Concrete (tangible) or abstract (intangible) cultural elements of a society
Proverbial expression	See <i>proverbs</i>
Proverbs	A short pithy saying in widespread, frequent use expressing a well known idea or truth
Register	The difference between formal and informal social address
Syntax	The way in which words are put together to form phrases and sentences
Word Families	Groups of words that share a common root word

German III

Foreign Language Curriculum Framework

Revised 2007

Course Title: German III
 Course/Unit Credit: 1
 Course Number: Secondary German
 Teacher Licensure: 9-12
 Grades:

German III

German III is an elective course that emphasizes oral and written expression to promote more proficient German communication skills. German III includes the review and expansion of essential German grammar and vocabulary necessary for advanced communication. Culturally *authentic* materials and literary selections are read and discussed. Compositions reflect comprehension and an increasing understanding of the complexities of the language and vocabulary. Aural comprehension is emphasized. The course is defined by the content standards of the Arkansas Foreign Language Curriculum Framework for German III and includes applications, problem solving, higher-order thinking skills, and performance-based, open-ended assessments with rubrics. German II is a prerequisite for this course. Arkansas Department of Education approval is not required.

Strand	Content Standard
Communication	1. Students shall process oral, written, and/or visual messages in the German language (interpretive).
	2. Students shall interact with others in the German language (interpersonal).
	3. Students shall present to an audience of listeners and/or readers in the German language (presentational).
Culture	4. Students shall demonstrate an understanding of the <i>practices</i> of German-speaking cultures (<i>practices</i>).
	5. Students shall demonstrate an understanding of the <i>products</i> of German-speaking cultures (<i>products</i>).
	6. Students shall demonstrate an understanding of the <i>perspectives</i> of German-speaking cultures (<i>perspectives</i>).
Connections	7. Students shall apply the German language to reinforce and expand knowledge of other subject areas (cross-curricular).
	8. Students shall recognize the common and unique views and contributions of the German language and its cultures (global <i>perspectives</i>).
Comparisons	9. Students shall demonstrate understanding of the similarities and differences between German and English (languages).
	10. Students shall demonstrate understanding of the similarities and differences between German-speaking cultures and their own (cultures).
Communities	11. Students shall use the German language in the classroom, school, and beyond (involvement).
	12. Students shall demonstrate evidence of becoming lifelong learners by using the German language for personal enjoyment and enrichment (ownership).

Strand: Communication

Standard 1: Students shall process oral, written, and/or visual messages in the German language (interpretive).

CMC.1.GIII.1	Interpret the principal message of tone, pitch, and emotion in oral communication
CMC.1.GIII.2	Follow multi-step directions in unfamiliar concepts and situations
CMC.1.GIII.3	Interpret the principal message and cultural nuances of signs, gestures, and <i>intonation</i>
CMC.1.GIII.4	Use reading and listening strategies to enhance comprehension
CMC.1.GIII.5	Examine main ideas and supporting details from a variety of <i>authentic</i> or <i>adapted</i> literary texts and conceptualized visuals (e.g., drawing of marketplace scenario)
CMC.1.GIII.6	Identify main ideas and supporting details from a variety of <i>authentic</i> auditory sources
CMC.1.GIII.7	Identify <i>proverbs</i> , <i>colloquialisms</i> , and <i>complex idiomatic expressions</i> (e.g., <u>Morgenstund hat Gold im Mund</u> , <u>Glückschwein</u> vs. <u>Schweinhund</u> , <u>Etwas in die Luft jagen</u> = To blow something away)

Strand: Communication

Standard 2: Students shall interact with others in the German language (interpersonal).

CMC.2.GIII.1	Interact in multiple moods and tenses	
CMC.2.GIII.2	Support opinions, viewpoints, and personal preferences in spontaneous discourse	
CMC.2.GIII.3	Sustain original conversation using learned vocabulary and grammatical concepts	
CMC.2.GIII.4	Employ <i>circumlocution</i> skills to exchange information about familiar topics	
CMC.2.GIII.5	Discuss reactions to literary and multimedia input	

Strand: Communication

Standard 3: Students shall present to an audience of listeners and/or readers in the German language (presentational).

CMC.3.GIII.1	Share original or prepared summaries of <i>authentic</i> or <i>adapted</i> texts (e.g., articles, short stories)
CMC.3.GIII.2	Write lists, notes, correspondence, and clear, well-structured compositions on a variety of topics
CMC.3.GIII.3	Employ the writing process, including peer editing
CMC.3.GIII.4	Give rehearsed and impromptu presentations on a variety of topics
CMC.3.GIII.5	Produce visual or multimedia projects (e.g., video, poster, brochure, PowerPoint)
CMC.3.GIII.6	Use <i>syntax</i> , spelling, and pronunciation effectively according to language development level

Strand: Culture

Standard 4: Students shall demonstrate an understanding of the *practices* of German-speaking cultures (*practices*).

CLT.4.GIII.1	Interact in a culturally appropriate manner (e.g., verbal and nonverbal greetings, gestures, customs)
CLT.4.GIII.2	Analyze various aspects of universal cultural <i>practices</i> (e.g., customs, norms, holidays, traditions)
CLT.4.GIII.3	Analyze differences in <i>practices</i> among German-speaking cultures
CLT.4.GIII.4	Participate in activities practiced by members of German-speaking cultures (e.g., cooking, music, games, sports)

Strand: Culture

Standard 5: Students shall demonstrate an understanding of the *products* of German-speaking cultures (*products*).

CLT.5.GIII.1	Analyze the effect of tangible <i>products</i> of German-speaking cultures (e.g., architecture, art, food, fashion)
CLT.5.GIII.2	Evaluate the effect of intangible <i>products</i> of German-speaking cultures (e.g., law, philosophy, entertainment, educational systems)
CLT.5.GIII.3	Compare and contrast <i>products</i> among German-speaking cultures
CLT.5.GIII.4	Assess the effect of <i>environment</i> on the <i>products</i> of German-speaking cultures
CLT.5.GIII.5	Appraise the influence of the <i>products</i> of German-speaking cultures on other cultures (e.g., printing press, automobile, music)
CLT.5.GIII.6	Dramatize the arts of German-speaking cultures (e.g., art, music, movies, plays)

Strand: Culture

Standard 6: Students shall demonstrate an understanding of the *perspectives* of German-speaking cultures (*perspectives*).

CLT.6.GIII.1	Analyze the unique cultural <i>perspectives</i> reflected in the <i>products</i> of German-speaking cultures
CLT.6.GIII.2	Analyze the unique cultural <i>perspectives</i> reflected in the <i>practices</i> of German-speaking cultures
CLT.6.GIII.3	Compare and contrast <i>perspectives</i> among German-speaking cultures (e.g., East vs. West, North vs. South)
CLT.6.GIII.4	Depict historical events and figures which shaped the <i>perspectives</i> of German-speaking cultures (e.g., leaders, artists, wars, fall of regimes)

Strand: Connections

Standard 7: Students shall apply the German language to reinforce and expand knowledge of other subject areas (cross-curricular).

CNN.7.GIII.1	Discuss topics from other disciplines, including how they relate to German-speaking cultures (e.g., historical facts, geographical concepts, mathematical terms and concepts, scientific information)
CNN.7.GIII.2	Compare and contrast vocabulary on familiar topics from other disciplines

Strand: Connections

Standard 8: Students shall recognize the common and unique views and contributions of the German language and its cultures (global perspectives).

CNN.8.GIII.1	Analyze other worldviews (e.g., religion, politics, social customs, stereotyping)
CNN.8.GIII.2	Analyze <i>authentic</i> or <i>adapted</i> materials of the German language (e.g., songs, folk tales, short stories)

Strand: Comparisons

Standard 9: Students shall demonstrate understanding of the similarities and differences between German and English (languages).

CMP.9.GIII.1	Use <i>cognates/derivatives</i> and <i>word families</i> to expand vocabulary and to guess meaning
CMP.9.GIII.2	Compare and use <i>idiomatic</i> and <i>proverbial expressions</i> (<u>Morgenstund hat Gold im Mund</u> , <u>Alle Gute Dinge sind drei</u>)
CMP.9.GIII.3	Analyze the relationship between word order and meaning and the way cultures organize information
CMP.9.GIII.4	Use <i>authentic</i> forms of address in a variety of familiar and unfamiliar social situations
CMP.9.GIII.5	Compare the writing system of the German language and their own

Strand: Comparisons

Standard 10: Students shall demonstrate understanding of the similarities and differences between German-speaking cultures and their own (cultures).

CMP.10.GIII.1	Compare the social patterns of the German-speaking cultures and those of the learners' own cultures (e.g., meeting new people, dating, school, employment, transportation)
CMP.10.GIII.2	Explain the origins and significance of important symbols and monuments in German-speaking cultures
CMP.10.GIII.3	Compare important symbols and monuments from German-speaking cultures with those of the learners' own cultures

Strand: Communities

Standard 11: Students shall use the German language in the classroom, school, and beyond (involvement).

CMN.11.GIII.1	Investigate the influences of the German language and culture on the community
CMN.11.GIII.2	Establish contact with individuals who require proficiency in another language for personal or professional reasons
CMN.11.GIII.3	Demonstrate to others culturally <i>authentic</i> activities or the product of the activities (e.g., sports, games, travel, media, music, cooking)

Strand: Communities

Standard 12: Students shall demonstrate evidence of becoming lifelong learners by using the German language for personal enjoyment and enrichment (ownership).

CMN.12.GIII.1	Communicate on a personal level with other speakers of the German language (e.g., letters, audio tapes, video tapes, Internet)
CMN.12.GIII.2	Research and present information about a local and/or global need or concern that is identified as <i>authentic</i> by German-speaking cultures

Glossary for German Courses

Adapted	Materials having been modified, created, or simplified to meet a specific educational purpose
Authentic	Original to, without modification, having an undisputed genuine origin
Basic	Consisting of few words; simple concepts and structure
Borrowings	Words or phrases adopted from one language to another with no significant changes in spelling or pronunciation
Circumlocution	To speak in a round about way; to arrive at meaning by talking around a subject
Cognate	A word that is similar in sound, spelling, and meaning in two or more languages; typically evolved from a common source (often Latin)
Colloquial expression	See <i>colloquialism</i>
Colloquialism	A word or phrase specific to the spoken language of a particular region
Complex	Consisting of numerous words; more difficult concepts and structure
Environment	Geography, climate, natural resources, political influences, and social <i>practices</i>
Etymology	The origin and historical development of a word; study of its <i>basic</i> elements, earliest known use and evolutionary changes in form and meaning
Idiomatic expression	Words or phrases that cannot be directly translated from one language into another
Intonation	The use of vocal inflection or pitch to contribute to meaning
Perspectives	Attitudes or worldviews associated with a particular culture or cultures; the traditional ideas, attitudes, meanings, and values of members of that society
Practices	Patterns of behavior accepted by a society; they represent knowledge of what to do, when, and where
Products	Concrete (tangible) or abstract (intangible) cultural elements of a society
Proverbial expression	See <i>proverbs</i>
Proverbs	A short pithy saying in widespread, frequent use expressing a well known idea or truth
Register	The difference between formal and informal social address
Syntax	The way in which words are put together to form phrases and sentences
Word Families	Groups of words that share a common root word

German IV

Foreign Language Curriculum Framework

Revised 2007

Course Title: German IV
 Course/Unit Credit: 1
 Course Number: Secondary German
 Teacher Licensure: 9-12
 Grades:

German IV

German IV is an elective course that furthers the communication skills acquired in German III, with the aim of language proficiency. German IV includes extensive oral expression. *Authentic* audio and video recordings as well as native German speakers are accessed to improve comprehension and conversation. Reading selections from *authentic* materials and selected German literature are read for comprehension. Discussion, debate, projects, compositions, and other directed writings demonstrate understanding of the culture and the complexities of the language and vocabulary. The majority of the course is conducted in German. The course is defined by the content standards of the Arkansas Foreign Language Curriculum Framework for German IV and includes applications, problem solving, higher-order thinking skills, and performance-based, open-ended assessments with rubrics. German III is a prerequisite for this course. Arkansas Department of Education approval is not required.

Strand	Content Standard
Communication	1. Students shall process oral, written, and/or visual messages in the German language (interpretive).
	2. Students shall interact with others in the German language (interpersonal).
	3. Students shall present to an audience of listeners and/or readers in the German language (presentational).
Culture	4. Students shall demonstrate an understanding of the <i>practices</i> of German-speaking cultures (<i>practices</i>).
	5. Students shall demonstrate an understanding of the <i>products</i> of German-speaking cultures (<i>products</i>).
	6. Students shall demonstrate an understanding of the <i>perspectives</i> of German-speaking cultures (<i>perspectives</i>).
Connections	7. Students shall apply the German language to reinforce and expand knowledge of other subject areas (cross-curricular).
	8. Students shall recognize the common and unique views and contributions of the German language and its cultures (global <i>perspectives</i>).
Comparisons	9. Students shall demonstrate understanding of the similarities and differences between German and English (languages).
	10. Students shall demonstrate understanding of the similarities and differences between German-speaking cultures and their own (cultures).
Communities	11. Students shall use the German language in the classroom, school, and beyond (involvement).
	12. Students shall demonstrate evidence of becoming lifelong learners by using the German language for personal enjoyment and enrichment (ownership).

Strand: Communication

Standard 1: Students shall process oral, written, and/or visual messages in the German language (interpretive).

CMC.1.GIV.1	Interpret the principal message and cultural nuances of signs, gestures, and <i>intonation</i>
CMC.1.GIV.2	Use reading and listening strategies to enhance comprehension
CMC.1.GIV.3	Analyze main ideas and supporting details from a variety of <i>complex authentic</i> or <i>adapted</i> literary texts and conceptualized visuals
CMC.1.GIV.4	Analyze main ideas and supporting details from a variety of <i>complex authentic</i> auditory sources, with or without visual clues
CMC.1.GIV.5	Analyze <i>proverbs, colloquialisms</i> , and <i>complex idiomatic expressions</i> (e.g., <u>Alles hat ein Ende</u> , <u>nur der Wurst hat zwei</u> , <u>Das hängt mir zum Hals heraus</u>)

Strand: Communication

Standard 2: Students shall interact with others in the German language (interpersonal).

CMC.2.GIV.1	Interact in multiple moods and tenses in a variety of situations
CMC.2.GIV.2	Persuade others to adopt a viewpoint or to reach a compromise
CMC.2.GIV.3	Sustain extended conversation about general or familiar topics
CMC.2.GIV.4	Employ <i>circumlocution</i> skills to exchange information about <i>complex</i> or unfamiliar topics
CMC.2.GIV.5	Discuss persuasive elements of literary and multimedia input
CMC.2.GIV.6	Engage in conversation about abstract, <i>complex</i> , or unfamiliar topics

Strand: Communication

Standard 3: Students shall present to an audience of listeners and/or readers in the German language (presentational).

CMC.3.GIV.1	Share original, prepared analyses of <i>authentic</i> or <i>adapted</i> texts
CMC.3.GIV.2	Write synthesized, well-structured compositions using a variety of sources
CMC.3.GIV.3	Employ the writing process, including peer editing
CMC.3.GIV.4	Give impromptu presentations on a variety of topics
CMC.3.GIV.5	Produce visual or multimedia projects (e.g., poster, brochure, electronic slideshow, video)
CMC.3.GIV.6	Use <i>syntax</i> , spelling, and pronunciation effectively according to language development level
CMC.3.GIV.7	Critique texts and presentations

Strand: Culture

Standard 4: Students shall demonstrate an understanding of the *practices* of German-speaking cultures (*practices*).

CLT.4.GIV.1	Interact in a culturally appropriate manner (e.g., verbal and nonverbal greetings, gestures, customs)
CLT.4.GIV.2	Analyze various aspects of universal cultural <i>practices</i> (e.g., customs, norms, holidays, traditions)
CLT.4.GIV.3	Analyze differences in <i>practices</i> among German-speaking cultures

Strand: Culture

Standard 5: Students shall demonstrate an understanding of the *products* of German-speaking cultures (*products*).

CLT.5.GIV.1	Evaluate the effect of tangible <i>products</i> of German-speaking cultures (e.g., architecture, art, food, fashion)
CLT.5.GIV.2	Evaluate the effect of intangible <i>products</i> of German-speaking cultures (e.g., law, philosophy, entertainment, educational systems)
CLT.5.GIV.3	Compare and contrast <i>products</i> among German-speaking cultures
CLT.5.GIV.4	Assess the effect of <i>environment</i> on the <i>products</i> of German-speaking cultures (e.g., geography, climate, natural resources, politics, society)
CLT.5.GIV.5	Appraise the influence of the <i>products</i> of German-speaking cultures on other cultures
CLT.5.GIV.6	Create original work reflecting German-speaking cultures (e.g., art, music, movies, plays, crafts, or a combination of these)

Strand: Culture

Standard 6: Students shall demonstrate an understanding of the *perspectives* of German-speaking cultures (*perspectives*).

CLT.6.GIV.1	Create original works that reflect the unique <i>perspectives</i> of German-speaking cultures (e.g., plays, poetry, music)
CLT.6.GIV.2	Compare and contrast <i>perspectives</i> among German-speaking cultures
CLT.6.GIV.3	Depict historical events and figures which shape the <i>perspectives</i> of German-speaking cultures

Strand: Connections

Standard 7: Students shall apply the German language to reinforce and expand knowledge of other subject areas (cross-curricular).

CNN.7.GIV.1	Analyze topics, in German, from other disciplines (e.g., political and historical concepts, <i>environmental</i> concerns, world health issues)
CNN.7.GIV.2	Expand vocabulary on familiar and unfamiliar topics from other disciplines
CNN.7.GIV.3	Discuss, in German, topics from other disciplines, including how they relate to German-speaking cultures

Strand: Connections

Standard 8: Students shall recognize the common and unique views and contributions of the German language and its cultures (global *perspectives*).

CNN.8.GIV.1	Analyze other worldviews (e.g., religion, politics, social customs, stereotyping)
CNN.8.GIV.2	Analyze <i>authentic</i> or <i>adapted</i> materials of the German language (e.g., songs, folk tales, short stories)

Strand: Comparisons

Standard 9: Students shall demonstrate understanding of the similarities and differences between German and English (languages).

CMP.9.GIV.1	Use <i>cognates</i> to speculate about the <i>etymology</i> of the language
CMP.9.GIV.2	Use <i>idiomatic, proverbial, and colloquial expressions</i>
CMP.9.GIV.3	Demonstrate the relationship between word order and meaning and the way cultures organize information

Strand: Comparisons

Standard 10: Students shall demonstrate understanding of the similarities and differences between German-speaking cultures and their own (cultures).

CMP.10.GIV.1	Compare the social systems within the German-speaking society (e.g., education, politics, economy, the arts)
CMP.10.GIV.2	Compare and contrast elements that shape cultural identity in the learners' heritage and the German-speaking cultures (e.g., geography, climate, religion, the arts)

Strand: Communities

Standard 11: Students shall use the German language in the classroom, school, and beyond (involvement).

CMN.11.GIV.1	Share with others the influences of the German language and culture on the community
CMN.11.GIV.2	Communicate orally and/or in writing with native speakers of German about community or world issues or topics of personal interest
CMN.11.GIV.3	Demonstrate to others culturally <i>authentic</i> activities or <i>products</i> of those activities (e.g., sports, games, travel, media, music, cooking)

Strand: Communities

Standard 12: Students shall demonstrate evidence of becoming lifelong learners by using the German language for personal enjoyment and enrichment (ownership).

CMN.12.GIV.1	Communicate on a personal level with speakers of the German language (e.g., letters, audio tapes, video tapes, Internet)
CMN.12.GIV.2	Present information about a local and/or global need or concern that is identified as <i>authentic</i> by a German-speaking culture

Glossary for German Courses

Adapted	Materials having been modified, created, or simplified to meet a specific educational purpose
Authentic	Original to, without modification, having an undisputed genuine origin
Basic	Consisting of few words; simple concepts and structure
Borrowings	Words or phrases adopted from one language to another with no significant changes in spelling or pronunciation
Circumlocution	To speak in a round about way; to arrive at meaning by talking around a subject
Cognate	A word that is similar in sound, spelling, and meaning in two or more languages; typically evolved from a common source (often Latin)
Colloquial expression	See <i>colloquialism</i>
Colloquialism	A word or phrase specific to the spoken language of a particular region
Complex	Consisting of numerous words; more difficult concepts and structure
Environment	Geography, climate, natural resources, political influences, and social <i>practices</i>
Etymology	The origin and historical development of a word; study of its <i>basic</i> elements, earliest known use and evolutionary changes in form and meaning
Idiomatic expression	Words or phrases that cannot be directly translated from one language into another
Intonation	The use of vocal inflection or pitch to contribute to meaning
Perspectives	Attitudes or worldviews associated with a particular culture or cultures; the traditional ideas, attitudes, meanings, and values of members of that society
Practices	Patterns of behavior accepted by a society; they represent knowledge of what to do, when, and where
Products	Concrete (tangible) or abstract (intangible) cultural elements of a society
Proverbial expression	See <i>proverb</i>
Proverbs	A short pithy saying in widespread, frequent use expressing a well known idea or truth
Register	The difference between formal and informal social address
Syntax	The way in which words are put together to form phrases and sentences
Word families	Groups of words that share a common root word

Japanese I

Foreign Language Curriculum Framework

Revised 2007

Course Title: Japanese I
 Course/Unit Credit: 1
 Course Number: Secondary Japanese
 Teacher Licensure: 9-12
 Grades:

Japanese I

Japanese I stresses correct pronunciation, aural comprehension, and simple speaking ability. As communication skills develop, the course includes additional vocabulary and basic grammar necessary for limited reading and writing. The course is defined by the content standards of the Arkansas Foreign Language Curriculum Framework for Japanese I and includes applications, problem solving, higher-order thinking skills, and performance-based, open-ended assessments with rubrics. Two years of the same foreign language is required by the Standards for Accreditation to be taught in Arkansas public high schools. Japanese I may be used to partially fulfill this requirement. Arkansas Department of Education approval is not required.

Strand	Content Standard
Communication	1. Students shall interpret information and messages in the Japanese language (interpretive).
	2. Students shall interact with others in the Japanese language (interpersonal).
	3. Students shall present information and messages in the Japanese language (presentational).
Culture	4. Students shall demonstrate understanding of the <i>practices</i> of the Japanese-speaking world (<i>practices</i>).
	5. Students shall demonstrate understanding of the <i>products</i> of the Japanese-speaking world (<i>products</i>).
	6. Students shall demonstrate understanding of the <i>perspectives</i> of the Japanese-speaking world (<i>perspectives</i>).
Connections	7. Students shall apply the Japanese language to reinforce and expand their knowledge of other subject areas (cross-curricular).
	8. Students shall recognize the common and unique views and contributions of the language and cultures of the Japanese-speaking world (<i>global perspectives</i>).
Comparisons	9. Students shall demonstrate understanding of the similarities and differences between the Japanese language and their own (languages).
	10. Students shall demonstrate understanding of the similarities and differences between the cultures of the Japanese-speaking world and their own (cultures).
Communities	11. Students shall demonstrate knowledge of ways to use Japanese in the classroom, school, and beyond (involvement).
	12. Students shall demonstrate evidence of becoming lifelong learners by using Japanese for personal enjoyment and enrichment (ownership).

Strand: Communication

Standard 1: Students shall interpret information and messages in the Japanese language (interpretive).

CMC.1.JI.1	Recognize sounds and <u><i>mora count</i></u>
CMC.1.JI.2	Demonstrate an ability to interpret basic oral, visual, and textual cues (e.g., gestures, intonation, nuances)
CMC.1.JI.3	Identify the relationship between the writer/speaker and his/her audience based on the style of language (e.g., <i>in-group</i> vs. <i>out-group</i>)
CMC.1.JI.4	Identify principal messages or main ideas, on level-appropriate topics, from a variety of simple oral, visual, and textual sources (e.g., signs, posters, stories, dialogues)
CMC.1.JI.5	Provide support for conclusions drawn from a variety of simple oral, visual, and textual sources (e.g., signs, posters, stories, dialogues)
CMC.1.JI.6	Demonstrate an ability to identify the meaning of unfamiliar content and vocabulary (e.g., loan words, inferences, predictions, author's purpose)
CMC.1.JI.7	Recognize <u><i>Kana</i></u> and basic <u><i>Kanji</i></u> related to level-appropriate topics, including <i>stroke order</i> and <i>stroke count</i>

Strand: Communication

Standard 2: Students shall interact with others in the Japanese language (interpersonal).

CMC.2.JI.1	<p>Exchange basic words and phrases with culturally appropriate gestures</p> <ul style="list-style-type: none"> • greetings and leave takings • <i>courtesy phrases</i> • basic <i>idiomatic expressions</i> • introductions of self • survival phrases (e.g., Where is the restroom?) • simple requests and directions
CMC.2.JI.2	Exchange basic information about self, others, places, and things (e.g., descriptions, daily life, likes and dislikes)
CMC.2.JI.3	Request that exchanged information or ideas be repeated
CMC.2.JI.4	Apply situational-appropriate language and gestures (e.g., <i>in-group</i> vs. <i>out-group</i> , name suffixes, animate vs. inanimate objects)

Strand: Communication

Standard 3: Students shall present information and messages in the Japanese language (presentational).

CMC.3.JI.1	Employ proper rhythm, accent, and intonation in brief rehearsed presentations (e.g., skits, dialogues)
CMC.3.JI.2	Construct phrases and simple sentences, in <u>Kana</u> and basic <u>Kanji</u> , using proper <i>stroke order</i> , <i>stroke count</i> , grammar, punctuation, and conventions

Strand: Culture

Standard 4: Students shall demonstrate understanding of the *practices* of the Japanese-speaking world (*practices*).

CLT.4.JI.1	Recognize <i>practices</i> of Japanese-speaking communities (e.g., tea ceremony, <u>ikebana</u> , karaoke)
CLT.4.JI.2	Identify factors that have influenced <i>practices</i> of Japanese-speaking communities (e.g., World War II)

Strand: Culture

Standard 5: Students shall demonstrate understanding of the *products* of the Japanese-speaking world (*products*).

CLT.5.JI.1	Recognize tangible <i>products</i> of Japanese-speaking communities (e.g., electronics, automobiles)
CLT.5.JI.2	Recognize intangible <i>products</i> of Japanese-speaking communities (e.g., Buddhism, Zen)
CLT.5.JI.3	Identify factors that have influenced <i>products</i> of Japanese-speaking communities (e.g., lack of natural resources)

Strand: Culture

Standard 6: Students shall demonstrate understanding of the *perspectives* of the Japanese-speaking world (*perspectives*).

CLT.6.JI.1	Identify <i>perspectives</i> reflected in <i>practices</i> of Japanese-speaking communities (e.g., work ethic, purity)
CLT.6.JI.2	Identify <i>perspectives</i> reflected in <i>products</i> of Japanese-speaking communities (e.g., precision, respect for nature)

Strand: Connections

Standard 7: Students shall apply the Japanese language to reinforce and expand their knowledge of other subject areas (cross-curricular).

CNN.7.JI.1	Recognize basic terms and concepts from other subject areas
CNN.7.JI.2	Apply level-appropriate skills from other subject areas

Strand: Connections

Standard 8: Students shall recognize the common and unique views and contributions of the language and cultures of the Japanese-speaking world (*global perspectives*).

CNN.8.JI.1	Explain the influence of <i>practices</i> of Japanese-speaking communities on the United States (e.g., martial arts)
CNN.8.JI.2	Explain the influence of <i>products</i> of Japanese-speaking communities on the United States (e.g., sushi, automobile industry)
CNN.8.JI.3	Explain the influence of <i>perspectives</i> of Japanese-speaking communities on the United States (e.g., work ethic)

Strand: Comparisons

Standard 9: Students shall demonstrate understanding of the similarities and differences between the Japanese language and their own (languages).

CMP.9.JI.1	Recognize the similarities and differences in sounds and sentence structure
CMP.9.JI.2	Recognize the similarities and differences in writing systems

Strand: Comparisons

Standard 10: Students shall demonstrate understanding of the similarities and differences between the cultures of the Japanese-speaking world and their own (cultures).

CMP.10.JI.1	Recognize the similarities and differences in <i>practices</i>
CMP.10.JI.2	Recognize the similarities and differences in <i>products</i>
CMP.10.JI.3	Recognize the similarities and differences in <i>perspectives</i>

Strand: Communities

Standard 11: Students shall demonstrate knowledge of ways to use Japanese in the classroom, school, and beyond (involvement).

CMN.11.JI.1	Recognize the ways others use the Japanese language in the local community
CMN.11.JI.2	Identify ways to use Japanese language skills in the local community

Strand: Communities

Standard 12: Students shall demonstrate evidence of becoming lifelong learners by using Japanese for personal enjoyment and enrichment (ownership).

CMN.12.JI.1	Explain the benefits of studying the Japanese language in high school
CMN.12.JI.2	Identify ways to continue studying the Japanese language after high school graduation

Glossary for Japanese Courses

Circumlocution	Use of alternate words and phrases to convey meaning or to express an idea when the student is unable to use the usual or specific vocabulary needed for the task
Colloquialism	Words and phrases unique to geographical regions, cultures, or subcultures
Courtesy phrases	Standard traditional expressions of politeness (e.g., please, thank you, you're welcome, I'm sorry)
Humble speech	Words that humble the speaker, writer, or members of the speaker/writer's <i>in-group</i> (e.g., <u>mairimasu</u> in place of <u>ikimasu</u>)
Idiomatic expression	An expression which functions as a single unit and whose meaning cannot be translated word for word
In-group	Set of persons of like status, as determined by immediate circumstances
<u>Kana</u>	Japanese systems of syllabic writing: <u>katakana</u> and <u>hiragana</u>
<u>Kanji</u>	Chinese characters adapted for the Japanese language
Mora count	Unit of sound, used in phonology, that determines a syllable's weight
Out-group	Set of persons of differing status, as determined by immediate circumstances
Perspectives	Attitudes or worldviews associated with a particular culture or cultures; the traditional ideas, attitudes, meanings, and values of members of that society
Plain speech	Words that end in <u>-u</u> , <u>-ru</u> , <u>-ta</u> , <u>-da</u> , or <u>-datta</u>
Polite speech	Words that end in <u>-masu</u> , <u>-mashita</u> , <u>-desu</u> , or <u>-deshita</u>
Practices	Patterns of behavior accepted by a society
Products	Concrete (tangible) or abstract (intangible) cultural elements of a society
Respectful speech	Words that show respect for the person about whom is being spoken or written (e.g., <u>irasshaimasu</u> in place of <u>ikimasu</u>)
Stroke count	Number of elements in a <u>Kana</u> or <u>Kanji</u>
Stroke order	Sequence of elements in a <u>Kana</u> or <u>Kanji</u>

Japanese II

Foreign Language Curriculum Framework

Revised 2007

Course Title: Japanese II
 Course/Unit Credit: 1
 Course Number: Secondary Japanese
 Teacher Licensure: 9-12
 Grades:

Japanese II

Japanese II develops and expands the fundamental skills introduced in Japanese I. Aural comprehension, pronunciation, and speaking exercises facilitate oral communication. Additional vocabulary and grammar are introduced to lead to more advanced reading and writing. Authentic reading materials and audio/video recordings enrich instruction. The course is defined by the content standards of the Arkansas Foreign Language Curriculum Framework for Japanese II and includes applications, problem solving, higher-order thinking skills, and performance-based, open-ended assessments with rubrics. Two years of the same foreign language is required by the Standards for Accreditation to be taught in Arkansas public high schools. Japanese II may be used to partially fulfill this requirement. Japanese I is a prerequisite for this course. Arkansas Department of Education approval is not required.

Strand	Content Standard
Communication	1. Students shall interpret information and messages in the Japanese language (interpretive).
	2. Students shall interact with others in the Japanese language (interpersonal).
	3. Students shall present information and messages in the Japanese language (presentational).
Culture	4. Students shall demonstrate understanding of the <i>practices</i> of the Japanese-speaking world (<i>practices</i>).
	5. Students shall demonstrate understanding of the <i>products</i> of the Japanese-speaking world (<i>products</i>).
	6. Students shall demonstrate understanding of the <i>perspectives</i> of the Japanese-speaking world (<i>perspectives</i>).
Connections	7. Students shall apply the Japanese language to reinforce and expand their knowledge of other subject areas (cross-curricular).
	8. Students shall recognize the common and unique views and contributions of the language and cultures of the Japanese-speaking world (global <i>perspectives</i>).
Comparisons	9. Students shall demonstrate understanding of the similarities and differences between the Japanese language and their own (languages).
	10. Students shall demonstrate understanding of the similarities and differences between the cultures of the Japanese-speaking world and their own (cultures).
Communities	11. Students shall demonstrate knowledge of ways to use Japanese in the classroom, school, and beyond (involvement).
	12. Students shall demonstrate evidence of becoming lifelong learners by using Japanese for personal enjoyment and enrichment (ownership).

Strand: Communication

Standard 1: Students shall interpret information and messages in the Japanese language (interpretive).

CMC.1.JII.1	Demonstrate an ability to interpret oral, visual, and textual cues (e.g., gestures, intonation, nuances)
CMC.1.JII.2	Identify the relationship between the writer/speaker and his/her audience based on the style of language (e.g., <i>polite speech</i> vs. <i>plain speech</i>)
CMC.1.JII.3	Identify principal messages or main ideas and details on level-appropriate topics from a variety of oral, visual, and textual sources (e.g., signs, posters, stories, dialogues)
CMC.1.JII.4	Provide support for conclusions drawn from a variety of oral, visual, and textual sources
CMC.1.JII.5	Demonstrate an ability to identify the meaning of unfamiliar content and vocabulary (e.g., loan words, inferences, predictions, author's purpose)
CMC.1.JII.6	Recognize <u>Kanji</u> related to level-appropriate topics, including <i>stroke order</i> and <i>stroke count</i>

Strand: Communication

Standard 2: Students shall interact with others in the Japanese language (interpersonal).

CMC.2.JII.1	<p>Exchange dialogue with culturally appropriate gestures</p> <ul style="list-style-type: none"> • <i>courtesy phrases</i> • <i>idiomatic expressions</i> • introductions of self and others with distinction between <i>in-group</i> and <i>out-group</i> • classifiers • acquisition of goods, services, and information • personal events and memorable experiences • opinions and personal preferences • multi-step requests and directions
CMC.2.JII.2	Exchange information and ideas in several consecutive sentences
CMC.2.JII.3	Request clarification on exchanged information and ideas
CMC.2.JII.4	Apply situational-appropriate language and gestures (e.g., <i>polite speech</i> vs. <i>plain speech</i>)

Strand: Communication

Standard 3: Students shall present information and messages in the Japanese language (presentational).

CMC.3.JII.1	Employ proper rhythm, accent, and intonation in rehearsed presentations (e.g. skits, dialogues)
CMC.3.JII.2	Construct a string of related simple sentences, in <u>Kana</u> and <u>Kanji</u> , using proper <i>stroke order</i> , <i>stroke count</i> , grammar, punctuation, and conventions

Strand: Culture

Standard 4: Students shall demonstrate understanding of the *practices* of the Japanese-speaking world (*practices*).

CLT.4.JII.1	Describe <i>practices</i> of Japanese-speaking communities (e.g., tea ceremony, <u>ikebana</u> , karaoke)
CLT.4.JII.2	Describe factors that have influenced <i>practices</i> of Japanese-speaking communities (e.g., World War II)

Strand: Culture

Standard 5: Students shall demonstrate understanding of the *products* of the Japanese-speaking world (*products*).

CLT.5.JII.1	Describe tangible <i>products</i> of Japanese-speaking communities (e.g., electronics, automobiles)
CLT.5.JII.2	Describe intangible <i>products</i> of Japanese-speaking communities (e.g., Buddhism, Zen)
CLT.5.JII.3	Describe factors that have influenced <i>practices</i> of Japanese-speaking communities (e.g., lack of resources)

Strand: Culture

Standard 6: Students shall demonstrate understanding of the *perspectives* of the Japanese-speaking world (*perspectives*).

CLT.6.JII.1	Describe <i>perspectives</i> reflected in <i>practices</i> of Japanese-speaking communities (e.g., work ethic, purity)
CLT.6.JII.2	Describe <i>perspectives</i> reflected in <i>products</i> of Japanese-speaking communities (e.g., precision, respect for nature)

Strand: Connections

Standard 7: Students shall apply the Japanese language to reinforce and expand their knowledge of other subject areas (cross-curricular).

CNN.7.JII.1	Recognize terms and concepts from other subject areas
CNN.7.JII.2	Apply level-appropriate skills from other subject areas

Strand: Connections

Standard 8: Students shall recognize the common and unique views and contributions of the language and cultures of the Japanese-speaking world (*global perspectives*).

CNN.8.JII.1	Explain the influence of <i>practices</i> of Japanese-speaking communities on the global community (e.g., martial arts)
CNN.8.JII.2	Explain the influence of <i>products</i> of Japanese-speaking communities on the global community (e.g., sushi, automobile industry)
CNN.8.JII.3	Explain the influence of <i>perspectives</i> of Japanese-speaking communities on the global community (e.g., work ethic)

Strand: Comparisons

Standard 9: Students shall demonstrate understanding of the similarities and differences between the Japanese language and their own (languages).

CMP.9.JII.1	Explain the similarities and differences in sounds and sentence structure
CMP.9.JII.2	Explain the similarities and differences in writing systems

Strand: Comparisons

Standard 10: Students shall demonstrate understanding of the similarities and differences between the cultures of the Japanese-speaking world and their own (cultures).

CMP.10.JII.1	Explain the similarities and differences in <i>practices</i>
CMP.10.JII.2	Explain the similarities and differences in <i>products</i>
CMP.10.JII.3	Explain the similarities and differences in <i>perspectives</i>

Strand: Communities

Standard 11: Students shall demonstrate knowledge of ways to use Japanese in the classroom, school, and beyond (involvement).

CMN.11.JII.1	Recognize the ways others use the Japanese language in the United States
CMN.11.JII.2	Identify ways to use Japanese language skills in the United States

Strand: Communities

Standard 12: Students shall demonstrate evidence of becoming lifelong learners by using Japanese for personal enjoyment and enrichment (ownership).

CMN.12.JII.1	Explain the benefits of studying the Japanese language after high school graduation
CMN.12.JII.2	Identify ways to use the Japanese language in a career setting

Glossary for Japanese Courses

Circumlocution	Use of alternate words and phrases to convey meaning or to express an idea when the student is unable to use the usual or specific vocabulary needed for the task
Colloquialism	Words and phrases unique to geographical regions, cultures, or subcultures
Courtesy phrases	Standard traditional expressions of politeness (e.g., please, thank you, you're welcome, I'm sorry)
Humble speech	Words that humble the speaker, writer, or members of the speaker/writer's <i>in-group</i> (e.g., <u>mairimasu</u> in place of <u>ikimasu</u>)
Idiomatic expression	An expression which functions as a single unit and whose meaning cannot be translated word for word
In-group	Set of persons of like status, as determined by immediate circumstances
Kana	Japanese systems of syllabic writing: <u>katakana</u> and <u>hiragana</u>
Kanji	Chinese characters adapted for the Japanese language
Mora count	Unit of sound, used in phonology, that determines a syllable's weight
Out-group	Set of persons of differing status, as determined by immediate circumstances
Perspectives	Attitudes or worldviews associated with a particular culture or cultures; the traditional ideas, attitudes, meanings, and values of members of that society
Plain speech	Words that end in <u>-u</u> , <u>-ru</u> , <u>-ta</u> , <u>-da</u> , or <u>-datta</u>
Polite speech	Words that end in <u>-masu</u> , <u>-mashita</u> , <u>-desu</u> , or <u>-deshita</u>
Practices	Patterns of behavior accepted by a society
Products	Concrete (tangible) or abstract (intangible) cultural elements of a society
Respectful speech	Words that show respect for the person about whom is being spoken or written (e.g., <u>irasshaimasu</u> in place of <u>ikimasu</u>)
Stroke count	Number of elements in a <u>Kana</u> or <u>Kanji</u>
Stroke order	Sequence of elements in a <u>Kana</u> or <u>Kanji</u>

Japanese III

Foreign Language Curriculum Framework

Revised 2007

Course Title: Japanese III
 Course/Unit Credit: 1
 Course Number: Secondary Japanese
 Teacher Licensure: 9-12
 Grades:

Japanese III

Japanese III is an elective course that emphasizes oral and written expression to promote more proficient Japanese communication skills. Japanese III includes the review and expansion of essential Japanese grammar and vocabulary necessary for advanced communication. Culturally authentic materials and literary selections are read and discussed. Compositions reflect comprehension and an increasing understanding of the complexities of the language and vocabulary. Aural comprehension is emphasized. The course is defined by the content standards of the Arkansas Foreign Language Curriculum Framework for Japanese III and includes applications, problem solving, higher-order thinking skills, and performance-based, open-ended assessments with rubrics. Japanese II is a prerequisite for this course. Arkansas Department of Education approval is not required.

Strand	Content Standard
Communication	1. Students shall interpret information and messages in the Japanese language (interpretive).
	2. Students shall interact with others in the Japanese language (interpersonal).
	3. Students shall present information and messages in the Japanese language (presentational).
Culture	4. Students shall demonstrate understanding of the <i>practices</i> of the Japanese-speaking world (<i>practices</i>).
	5. Students shall demonstrate understanding of the <i>products</i> of the Japanese-speaking world (<i>products</i>).
	6. Students shall demonstrate understanding of the <i>perspectives</i> of the Japanese-speaking world (<i>perspectives</i>).
Connections	7. Students shall apply the Japanese language to reinforce and expand their knowledge of other subject areas (cross-curricular).
	8. Students shall recognize the common and unique views and contributions of the language and cultures of the Japanese-speaking world (global <i>perspectives</i>).
Comparisons	9. Students shall demonstrate understanding of the similarities and differences between the Japanese language and their own (languages).
	10. Students shall demonstrate understanding of the similarities and differences between the cultures of the Japanese-speaking world and their own (cultures).
Communities	11. Students shall demonstrate knowledge of ways to use Japanese in the classroom, school, and beyond (involvement).
	12. Students shall demonstrate evidence of becoming lifelong learners by using Japanese for personal enjoyment and enrichment (ownership).

Strand: Communication

Standard 1: Students shall interpret information and messages in the Japanese language (interpretive).

CMC.1.JIII.1	Demonstrate an ability to interpret oral, visual, and textual cues (e.g., gestures, intonation, nuances)
CMC.1.JIII.2	Identify the relationship between the writer/speaker and his/her audience based on the style of language (e.g., <i>respectful speech</i>)
CMC.1.JIII.3	Identify principal messages or main ideas and details, from a variety of oral, visual, and textual sources (e.g., signs, posters, stories, dialogues)
CMC.1.JIII.4	Provide support for conclusions drawn from a variety of oral, visual, and textual sources
CMC.1.JIII.5	Demonstrate an ability to identify the meaning of unfamiliar content and vocabulary (e.g., loan words, inferences, predictions, author's purpose)
CMC.1.JIII.6	Recognize <u>Kanji</u> related to level-appropriate topics, including <i>stroke order</i> and <i>stroke count</i>

Strand: Communication

Standard 2: Students shall interact with others in the Japanese language (interpersonal).

CMC.2.JIII.1	Exchange extended dialogue on level-appropriate topics with culturally appropriate gestures <ul style="list-style-type: none"> • <i>idiomatic expressions</i> • support for opinions and personal preferences • <i>colloquialisms</i> • reactions to literary and multimedia input
CMC.2.JIII.2	Exchange information and ideas in several consecutive sentences with elaboration as needed to make a point
CMC.2.JIII.3	Offer an alternative way of expressing an idea when asked for clarification
CMC.2.JIII.4	Apply situational-appropriate language and gestures (e.g., <i>respectful speech</i>)

Strand: Communication

Standard 3: Students shall present information and messages in the Japanese language (presentational).

CMC.3.JIII.1	Employ proper rhythm, accent, and intonation in extended rehearsed presentations (e.g., skits, dialogues)
CMC.3.JIII.2	Compose cohesive paragraphs with topic sentences and supporting sentences, in <u>Kana</u> and <u>Kanji</u> , using proper <i>stroke order</i> , <i>stroke count</i> , grammar, punctuation, and conventions
CMC.3.JIII.3	Use a limited number of connecting/transitional words to relate sentences or paragraphs

Strand: Culture

Standard 4: Students shall demonstrate understanding of the *practices* of the Japanese-speaking world (*practices*).

CLT.4.JIII.1	Analyze the differences in <i>practices</i> among various Japanese-speaking communities
CLT.4.JIII.2	Analyze factors that have influenced <i>practices</i> of Japanese-speaking communities

Strand: Culture

Standard 5: Students shall demonstrate understanding of the *products* of the Japanese-speaking world (*products*).

CLT.5.JIII.1	Analyze the differences in tangible <i>products</i> among various Japanese-speaking communities
CLT.5.JIII.2	Analyze the differences in intangible <i>products</i> among various Japanese-speaking communities
CLT.5.JIII.3	Analyze the factors that have influenced <i>products</i> of Japanese-speaking communities

Strand: Culture

Standard 6: Students shall demonstrate understanding of the *perspectives* of the Japanese-speaking world (*perspectives*).

CLT.6.JIII.1	Analyze the differences in <i>perspectives</i> reflected in <i>practices</i> among various Japanese-speaking communities
CLT.6.JIII.2	Analyze the differences in <i>perspectives</i> reflected in <i>products</i> among various Japanese-speaking communities

Strand: Connections

Standard 7: Students shall apply the Japanese language to reinforce and expand their knowledge of other subject areas (cross-curricular).

CNN.7.JIII.1	Apply terms and concepts from other subject areas
CNN.7.JIII.2	Apply level-appropriate skills from other subject areas

Strand: Connections

Standard 8: Students shall recognize the common and unique views and contributions of the language and cultures of the Japanese-speaking world (*global perspectives*).

CNN.8.JIII.1	Examine the influence of <i>practices</i> of Japanese-speaking communities on the United States
CNN.8.JIII.2	Examine the influence of <i>products</i> of Japanese-speaking communities on the United States
CNN.8.JIII.3	Examine the influence of <i>perspectives</i> of Japanese-speaking communities on the United States

Strand: Comparisons

Standard 9: Students shall demonstrate understanding of the similarities and differences between the Japanese language and their own (languages).

CMP.9.JIII.1	Examine the similarities and differences in sounds and sentence structure
CMP.9.JIII.2	Examine the similarities and differences in writing systems

Strand: Comparisons

Standard 10: Students shall demonstrate understanding of the similarities and differences between the cultures of the Japanese-speaking world and their own (cultures).

CMP.10.JIII.1	Examine the similarities and differences in <i>practices</i>	
CMP.10.JIII.2	Examine the similarities and differences in <i>products</i>	
CMP.10.JIII.3	Examine the similarities and differences in <i>perspectives</i>	

Strand: Communities

Standard 11: Students shall demonstrate knowledge of ways to use Japanese in the classroom, school, and beyond (involvement).

CMN.11.JIII.1	Recognize the ways others use the Japanese language in the global community
CMN.11.JIII.2	Identify ways to use Japanese language skills in the global community

Strand: Communities

Standard 12: Students shall demonstrate evidence of becoming lifelong learners by using Japanese for personal enjoyment and enrichment (ownership).

CMN.12.JIII.1	Predict the future importance of the Japanese language in the United States	
CMN.12.JIII.2	Identify Japanese-speaking professionals in the United States	

Glossary for Japanese Courses

Circumlocution	Use of alternate words and phrases to convey meaning or to express an idea when the student is unable to use the usual or specific vocabulary needed for the task
Colloquialism	Words and phrases unique to geographical regions, cultures, or subcultures
Courtesy phrases	Standard traditional expressions of politeness (e.g., please, thank you, you're welcome, I'm sorry)
Humble speech	Words that humble the speaker, writer, or members of the speaker/writer's <i>in-group</i> (e.g., <u>mairimasu</u> in place of <u>ikimasu</u>)
Idiomatic expression	An expression which functions as a single unit and whose meaning cannot be translated word for word
In-group	Set of persons of like status, as determined by immediate circumstances
<u>Kana</u>	Japanese systems of syllabic writing: <u>katakana</u> and <u>hiragana</u>
<u>Kanji</u>	Chinese characters adapted for the Japanese language
Mora count	Unit of sound, used in phonology, that determines a syllable's weight
Out-group	Set of persons of differing status, as determined by immediate circumstances
Perspectives	Attitudes or worldviews associated with a particular culture or cultures; the traditional ideas, attitudes, meanings, and values of members of that society
Plain speech	Words that end in <u>-u</u> , <u>-ru</u> , <u>-ta</u> , <u>-da</u> , or <u>-datta</u>
Polite speech	Words that end in <u>-masu</u> , <u>-mashita</u> , <u>-desu</u> , or <u>-deshita</u>
Practices	Patterns of behavior accepted by a society
Products	Concrete (tangible) or abstract (intangible) cultural elements of a society
Respectful speech	Words that show respect for the person about whom is being spoken or written (e.g., <u>irasshaimasu</u> in place of <u>ikimasu</u>)
Stroke count	Number of elements in a <u>Kana</u> or <u>Kanji</u>
Stroke order	Sequence of elements in a <u>Kana</u> or <u>Kanji</u>

Japanese IV

Foreign Language Curriculum Framework

Revised 2007

Course Title: Japanese IV
 Course/Unit Credit: 1
 Course Number: Secondary Japanese
 Teacher Licensure: 9-12
 Grades:

Japanese IV

Japanese IV is an elective course that furthers the communication skills acquired in Japanese III, with the aim of language proficiency. Japanese IV includes extensive oral expression. Authentic audio and video recordings as well as native Japanese speakers are accessed to improve comprehension and conversation. Reading selections from authentic materials and selected Japanese literature are read for comprehension. Discussion, debate, projects, compositions, and other directed writings demonstrate understanding of the culture and the complexities of the language and vocabulary. The majority of the course is conducted in Japanese. The course is defined by the content standards of the Arkansas Foreign Language Curriculum Framework for Japanese IV and includes applications, problem solving, higher-order thinking skills, and performance-based, open-ended assessments with rubrics. Japanese III is a prerequisite for this course. Arkansas Department of Education approval is not required.

Strand	Content Standard
Communication	1. Students shall interpret information and messages in the Japanese language (interpretive).
	2. Students shall interact with others in the Japanese language (interpersonal).
	3. Students shall present information and messages in the Japanese language (presentational).
Culture	4. Students shall demonstrate understanding of the <i>practices</i> of the Japanese-speaking world (<i>practices</i>).
	5. Students shall demonstrate understanding of the <i>products</i> of the Japanese-speaking world (<i>products</i>).
	6. Students shall demonstrate understanding of the <i>perspectives</i> of the Japanese-speaking world (<i>perspectives</i>).
Connections	7. Students shall apply the Japanese language to reinforce and expand their knowledge of other subject areas (cross-curricular).
	8. Students shall recognize the common and unique views and contributions of the language and cultures of the Japanese-speaking world (global <i>perspectives</i>).
Comparisons	9. Students shall demonstrate understanding of the similarities and differences between the Japanese language and their own (languages).
	10. Students shall demonstrate understanding of the similarities and differences between the cultures of the Japanese-speaking world and their own (cultures).
Communities	11. Students shall demonstrate knowledge of ways to use Japanese in the classroom, school, and beyond (involvement).
	12. Students shall demonstrate evidence of becoming lifelong learners by using Japanese for personal enjoyment and enrichment (ownership).

Strand: Communication

Standard 1: Students shall interpret information and messages in the Japanese language (interpretive).

CMC.1.JIV.1	Demonstrate an ability to interpret abstract oral, visual, and textual cues (e.g., gestures, intonation, nuances)
CMC.1.JIV.2	Identify the relationship between the writer/speaker and his/her audience based on the style of language (e.g., <i>humble speech</i>)
CMC.1.JIV.3	Describe abstract themes and ideas from a variety of oral, visual, and textual sources (e.g., signs, posters, stories, dialogues)
CMC.1.JIV.4	Evaluate the effectiveness of how the oral, visual, or textual source carries out the author's purpose
CMC.1.JIV.5	Recognize <u>Kanji</u> related to level-appropriate topics, including <i>stroke order</i> and <i>stroke count</i>

Strand: Communication

Standard 2: Students shall interact with others in the Japanese language (interpersonal).

CMC.2.JIV.1	Exchange extended dialogue with culturally appropriate gestures <ul style="list-style-type: none">• <i>idiomatic expressions</i>• support for opinions and personal preferences• <i>colloquialisms</i>• reactions to literary and multimedia input
CMC.2.JIV.2	Employ <i>circumlocution</i> skills to sustain a conversation
CMC.2.JIV.3	Expand upon a level-appropriate topic when asked to do so
CMC.2.JIV.4	Apply situational-appropriate language and gestures (e.g., <i>humble speech</i>)

Strand: Communication

Standard 3: Students shall present information and messages in the Japanese language (presentational).

CMC.3.JIV.1	Employ proper rhythm, accent, and intonation in impromptu presentations (e.g., skits, dialogues)
CMC.3.JIV.2	Write compositions of varying sentence length and structure, in <u>Kana</u> and <u>Kanji</u> , using proper <i>stroke order</i> , <i>stroke count</i> , grammar, punctuation, and conventions (e.g., compound or complex sentences)
CMC.3.JIV.3	Use a variety of connecting/transitional words to relate sentences or paragraphs

Strand: Culture

Standard 4: Students shall demonstrate understanding of the *practices* of the Japanese-speaking world (*practices*).

CLT.4.JIV.1	Analyze the purposes of <i>practices</i> of Japanese-speaking communities
CLT.4.JIV.2	Justify the relationship between influential factors and <i>practices</i> of Japanese-speaking communities

Strand: Culture

Standard 5: Students shall demonstrate understanding of the *products* of the Japanese-speaking world (*products*).

CLT.5.JIV.1	Analyze the purposes of tangible <i>products</i> of Japanese-speaking communities	
CLT.5.JIV.2	Analyze the purposes of intangible <i>products</i> of Japanese-speaking communities	
CLT.5.JIV.3	Justify the relationship between influential factors and <i>products</i> of Japanese-speaking communities	

Strand: Culture

Standard 6: Students shall demonstrate understanding of the *perspectives* of the Japanese-speaking world (*perspectives*).

CLT.6.JIV.1	Analyze the effects of different <i>perspectives</i> reflected in <i>practices</i> among various Japanese-speaking communities
CLT.6.JIV.2	Analyze the effects of different <i>perspectives</i> reflected in <i>products</i> among various Japanese-speaking communities

Strand: Connections

Standard 7: Students shall apply the Japanese language to reinforce and expand their knowledge of other subject areas (cross-curricular).

CNN.7.JIV.1	Analyze terms and concepts from other subject areas
CNN.7.JIV.2	Apply level-appropriate skills from other subject areas

Strand: Connections

Standard 8: Students shall recognize the common and unique views and contributions of the language and cultures of the Japanese-speaking world (*global perspectives*).

CNN.8.JIV.1	Analyze the influence of <i>practices</i> of Japanese-speaking communities on the global community
CNN.8.JIV.2	Analyze the influence of <i>products</i> of Japanese-speaking communities on the global community
CNN.8.JIV.3	Analyze the influence of <i>perspectives</i> of Japanese-speaking communities on the global community

Strand: Comparisons

Standard 9: Students shall demonstrate understanding of the similarities and differences between the Japanese language and their own (languages).

CMP.9.JIV.1	Analyze the similarities and differences in sounds and sentence structure
CMP.9.JIV.2	Analyze the similarities and differences in writing systems

Strand: Comparisons

Standard 10: Students shall demonstrate understanding of the similarities and differences between the cultures of the Japanese-speaking world and their own (cultures).

CMP.10.JIV.1	Analyze the similarities and differences in <i>practices</i>
CMP.10.JIV.2	Analyze the similarities and differences in <i>products</i>
CMP.10.JIV.3	Analyze the similarities and differences in <i>perspectives</i>

Strand: Communities

Standard 11: Students shall demonstrate knowledge of ways to use Japanese in the classroom, school, and beyond (involvement).

CMN.11.JIV.1	Recognize the ways others use the Japanese language in a variety of situations
CMN.11.JIV.2	Identify ways for non-native speakers to use Japanese language skills in a variety of situations

Strand: Communities

Standard 12: Students shall demonstrate evidence of becoming lifelong learners by using Japanese for personal enjoyment and enrichment (ownership).

CMN.12.JIV.1	Predict the future importance of the Japanese language in the global community
CMN.12.JIV.2	Identify Japanese-speaking professionals in the global community

Glossary for Japanese Courses

Circumlocution	Use of alternate words and phrases to convey meaning or to express an idea when the student is unable to use the usual or specific vocabulary needed for the task
Colloquialism	Words and phrases unique to geographical regions, cultures, or subcultures
Courtesy phrases	Standard traditional expressions of politeness (e.g., please, thank you, you're welcome, I'm sorry)
Humble speech	Words that humble the speaker, writer, or members of the speaker/writer's <i>in-group</i> (e.g., <u>mairimasu</u> in place of <u>ikimasu</u>)
Idiomatic expression	An expression which functions as a single unit and whose meaning cannot be translated word for word
In-group	Set of persons of like status, as determined by immediate circumstances
<u>Kana</u>	Japanese systems of syllabic writing: <u>katakana</u> and <u>hiragana</u>
<u>Kanji</u>	Chinese characters adapted for the Japanese language
Mora count	Unit of sound, used in phonology, that determines a syllable's weight
Out-group	Set of persons of differing status, as determined by immediate circumstances
Perspectives	Attitudes or worldviews associated with a particular culture or cultures; the traditional ideas, attitudes, meanings, and values of members of that society
Plain speech	Words that end in <u>-u</u> , <u>-ru</u> , <u>-ta</u> , <u>-da</u> , or <u>-datta</u>
Polite speech	Words that end in <u>-masu</u> , <u>-mashita</u> , <u>-desu</u> , or <u>-deshita</u>
Practices	Patterns of behavior accepted by a society
Products	Concrete (tangible) or abstract (intangible) cultural elements of a society
Respectful speech	Words that show respect for the person about whom is being spoken or written (e.g., <u>irasshaimasu</u> in place of <u>ikimasu</u>)
Stroke count	Number of elements in a <u>Kana</u> or <u>Kanji</u>
Stroke order	Sequence of elements in a <u>Kana</u> or <u>Kanji</u>

Latin I

Foreign Language Curriculum Framework

Revised 2007

Course Title: Latin I
 Course/Unit Credit: 1
 Course Number: Secondary Latin
 Teacher Licensure: 9-12
 Grades:

Latin I

Latin I provides an introduction to the language, history, and culture of the ancient Romans. Basic instruction in grammar, vocabulary, and *syntax* prepare the student for reading and discussing selected works by ancient Roman authors. The course is defined by the content standards of the Arkansas Foreign Language Curriculum Framework for Latin I and includes applications, problem solving, higher-order thinking skills, and performance-based, open-ended assessments with rubrics. Two years of the same foreign language is required by the Standards for Accreditation to be taught in Arkansas public high schools. Latin I may be used to partially fulfill this requirement. Arkansas Department of Education approval is not required.

Strand Content Standard	
Communication	1. Students shall read, understand, and translate Latin (interpretive).
	2. Students shall use spoken and/or written responses as part of the language learners' process (interpersonal).
	3. Students shall present to an audience of listeners and/or readers in Latin (presentational).
Culture	4. Students shall demonstrate an understanding of the <i>practices</i> of the Greco-Roman culture (<i>practices</i>).
	5. Students shall demonstrate an understanding of the <i>products</i> of the Greco-Roman culture (<i>products</i>).
	6. Students shall demonstrate an understanding of the <i>perspectives</i> of the Greco-Roman culture (<i>perspectives</i>).
Connections	7. Students shall reinforce and further their knowledge of other disciplines through the study of Latin (cross-curricular).
	8. Students shall expand knowledge of the modern world through the reading of Latin and study of Greco-Roman culture (<i>global perspectives</i>).
Comparisons	9. Students shall demonstrate an understanding of the similarities and differences between the Latin language and English (languages).
	10. Students shall demonstrate an understanding of the similarities and differences between the Greco-Roman culture and their own (cultures).
Communities	11. Students shall use knowledge of Latin and Greek in a multilingual world (involvement).
	12. Students shall use knowledge of Greco-Roman culture in a world of diverse cultures (ownership).

Strand: Communication

Standard 1: Students shall read, understand, and translate Latin (interpretive).

CMC.1.LI.1	Interpret passages appropriate to level of study	
CMC.1.LI.2	Recognize the sounds of Latin	
CMC.1.LI.3	Recognize simple questions, statements, and commands	
CMC.1.LI.4	Interpret vocabulary, <i>inflections</i> , and <i>syntax</i> appropriate to level of study <ul style="list-style-type: none">• declensions• conjugations	

Strand: Communication

Standard 2: Students shall use spoken and/or written responses as part of the language learners' process (interpersonal).

CMC.2.LI.1	Respond to questions, statements, and commands	
CMC.2.LI.2	Use vocabulary, <i>inflection</i> , and <i>syntax</i> (e.g., word games, board drills)	
CMC.2.LI.3	Write basic phrases and simple sentences (e.g., pen pals/key pals)	

Strand: Communication

Standard 3: Students shall present to an audience of listeners and/or readers in Latin (presentational).

CMC.3.LI.1	Read aloud with accurate pronunciation	
CMC.3.LI.2	Compose basic phrases and simple sentences	

Strand: Culture

Standard 4: Students shall demonstrate an understanding of the *practices* of the Greco-Roman culture (*practices*).

CLT.4.LI.1	Identify social, geographic, and historical factors that influenced cultural <i>practices</i> (e.g., wars, geological change)
CLT.4.LI.2	Identify influences of the Greco-Roman culture on modern civilization (e.g., democracy, funeral games to Olympic Games, chariot games to NASCAR)
CLT.4.LI.3	Recognize common words, phrases, mottos, or <i>idioms</i> that reflect the Greco-Roman culture
CLT.4.LI.4	Recognize gestures and behaviors appropriate to the Greco-Roman culture (e.g., amusements, Roman baths, social hierarchy)

Strand: Culture

Standard 5: Students shall demonstrate an understanding of the *products* of the Greco-Roman culture (*products*).

CLT.5.LI.1	Identify objects, images, <i>products</i> , and symbols of the Greco-Roman culture (e.g., architecture, sculpture, mosaics)
CLT.5.LI.2	Identify influences of the Greco-Roman culture on modern civilization (e.g., plumbing, concrete, sculpture, mosaics)
CLT.5.LI.3	Demonstrate a basic knowledge of philosophy, literature, art, and religion of the Greco-Roman culture (e.g., mythology, Socratic method)

Strand: Culture

Standard 6: Students shall demonstrate an understanding of the *perspectives* of the Greco-Roman culture (*perspectives*).

CLT.6.LI.1	Identify daily routines and cultural <i>practices</i>
CLT.6.LI.2	Identify some common generalizations about Greco-Roman culture (e.g., rituals, gender roles, superstitions, politics, slavery)

Strand: Connections

Standard 7: Students shall reinforce and further their knowledge of other disciplines through the study of Latin (cross-curricular).

CNN.7.LI.1	Apply knowledge of Latin in understanding specialized vocabulary in other disciplines (e.g., English, foreign languages, math, social science, history, science, technology, fine arts)
CNN.7.LI.2	Apply skills used in the study of Latin to other content areas (e.g., conjugation of verbs, parts of speech)

Strand: Connections

Standard 8: Students shall expand knowledge of the modern world through the reading of Latin and study of Greco-Roman culture (*global perspectives*).

CNN.8.LI.1	Recognize plots and themes of Greco-Roman myths in the literature of other cultures
CNN.8.LI.2	Connect knowledge of geography and political boundaries of the ancient world to the modern world
CNN.8.LI.3	Connect knowledge of social and political systems in ancient history to events and systems in the modern world
CNN.8.LI.4	Connect knowledge of Latin culture to the <i>conventions</i> of literature and art (e.g., flora and fauna, archetypes)

Strand: Comparisons

Standard 9: Students shall demonstrate an understanding of the similarities and differences between the Latin language and English (languages).

CMP.9.LI.1	Recognize <i>cognates/derivatives</i>	
CMP.9.LI.2	Recognize basic <i>idiomatic expressions</i>	
CMP.9.LI.3	Recognize differences in basic language structures	
CMP.9.LI.4	Recognize authentic simple forms of address in a variety of familiar situations <ul style="list-style-type: none">• <i>vocative case</i>	
CMP.9.LI.5	Compare the writing systems of Latin and English	

Strand: Comparisons

Standard 10: Students shall demonstrate an understanding of the similarities and differences between the Greco-Roman culture and their own (cultures).

CMP.10.LI.1	Identify daily living patterns of the Greco-Roman culture and modern cultures (e.g., food, mealtimes, transportation, shopping, non-verbal communication, greetings)
CMP.10.LI.2	Compare holidays and celebrations unique to the Greco-Roman culture

Strand: Communities

Standard 11: Students shall use knowledge of Latin and Greek in a multilingual world (involvement).

CMN.11.LI.1	Identify ways to use knowledge of Latin in studying other languages	
CMN.11.LI.2	Identify uses of Latin in the community (e.g., medical field, legal field, music, advertising)	
CMN.11.LI.3	Communicate with other language learners	

Strand: Communities

Standard 12: Students shall use knowledge of Greco-Roman culture in a world of diverse cultures (ownership).

CMN.12.LI.1	Participate in enrichment activities (e.g., Olympic games, festivals, mock elections)
CMN.12.LI.2	Identify use of Latin in everyday personal and professional life

Glossary for Latin Courses

Cognate	A word or phrase descended or borrowed from Latin (e.g., campus = field)
Conventions	Symbols, themes, motifs, archetypes
Derivative	A word or family of words which have the same Latin base (e.g., deduce = <u>de</u> + <u>ducere</u> ;conduct = <u>cum</u> + <u>ducere</u> ; induct = in + <u>ducere</u>)
Idiom	See <i>idiomatic expression</i>
Idiomatic expression	Words or phrases that cannot be directly translated from one language into another
Inflection	The ways words change in context (e.g., declensions, conjugations)
Parse	To give the gender, number, and case for nouns, adjectives, and pronouns; to give tense, person, number, voice, and mood in verbs; to give applicable explanations for all other words
Perspectives	Attitudes or worldviews associated with a particular culture or cultures; the traditional ideas, attitudes, meanings, and values of members of that society
Practices	Patterns of behavior accepted by a society; they represent knowledge of what to do, when, and where
Products	Concrete (tangible) or abstract (intangible) cultural elements of a society
Syntax	For Latin, the verb commonly appears at the end of the sentence. The noun of direct address appears in second or third position.
Vocative case	The Latin case of address; uses second person only (e.g., " <u>Et tu</u> , <u>Brute</u> ?")

Latin II

Foreign Language Curriculum Framework

Revised 2007

Course Title: Latin II
 Course/Unit Credit: 1
 Course Number: Secondary Latin
 Teacher Licensure: 9-12
 Grades:

Latin II

Latin II continues the introduction to classical Latin with additional instruction in vocabulary, grammar, and more complex *syntax*. Reading and translating selections from ancient works build comprehension ability. The course includes advanced discussions of Roman life and culture. The course is defined by the content standards of the Arkansas Foreign Language Curriculum Framework for Latin II and includes applications, problem solving, higher-order thinking skills, and performance-based, open-ended assessments with rubrics. Two years of the same foreign language is required by the Standards for Accreditation to be taught in Arkansas public high schools. Latin II may be used to partially fulfill this requirement. Latin I is a prerequisite for this course. Arkansas Department of Education approval is not required.

Strand	Content Standard
Communication	1. Students shall read, understand, and translate Latin (interpretive).
	2. Students shall use spoken and/or written responses as part of the language learners' process (interpersonal).
	3. Students shall present to an audience of listeners and/or readers in Latin (presentational).
Culture	4. Students shall demonstrate an understanding of the <i>practices</i> of the Greco-Roman culture (<i>practices</i>).
	5. Students shall demonstrate an understanding of the contributions of the Greco-Roman culture (<i>products</i>).
	6. Students shall demonstrate an understanding of the <i>perspectives</i> of the Greco-Roman culture (<i>perspectives</i>).
Connections	7. Students shall reinforce and further their knowledge of other disciplines through the study of Latin (cross-curricular).
	8. Students shall expand knowledge of the modern world through the reading of Latin and study of Greco-Roman culture (<i>global perspectives</i>).
Comparisons	9. Students shall demonstrate an understanding of the similarities and differences between the Latin language and English (languages).
	10. Students shall demonstrate an understanding of the similarities and differences between the Greco-Roman culture and their own (cultures).
Communities	11. Students shall use knowledge of Latin in a multilingual world (involvement).
	12. Students shall use knowledge of Greco-Roman culture in a world of diverse cultures (ownership).

Strand: Communication

Standard 1: Students shall read, understand, and translate Latin (interpretive).

CMC.1.LII.1	Translate passages of Latin adapted from original authors
CMC.1.LII.2	<i>Parse</i> words
CMC.1.LII.3	Interpret vocabulary, <i>inflections</i> , and <i>syntax</i> appropriate to level of study
CMC.1.LII.4	Demonstrate reading comprehension by interpreting the meaning of passages

Strand: Communication

Standard 2: Students shall use spoken and/or written responses as part of the language learners' process (interpersonal).

CMC.2.LII.1	Respond to questions, statements, commands, and other stimuli	
CMC.2.LII.2	Use vocabulary, <i>inflection</i> , and <i>syntax</i> appropriate to the level of study <ul style="list-style-type: none">• declensions• conjugations	
CMC.2.LII.3	Write phrases and sentences (e.g., board drills, word games, puzzles)	
CMC.2.LII.4	Respond to open-ended questions	

Strand: Communication

Standard 3: Students shall present to an audience of listeners and/or readers in Latin (presentational).

CMC.3.LII.1	Read aloud with accurate pronunciation	
CMC.3.LII.2	Compose complex phrases and compound sentences	

Strand: Culture

Standard 4: Students shall demonstrate an understanding of the *practices* of the Greco-Roman culture (*practices*).

CLT.4.LII.1	Explain social, geographic, and historical factors that influenced past and present cultural <i>practices</i> (e.g., war, religion, geological changes)
CLT.4.LII.2	Investigate influences of the Greco-Roman empire on modern civilization (e.g., democracy, funeral games to Olympic Games)
CLT.4.LII.3	Interpret common words, phrases, mottos, or <i>idioms</i> that reflect the Greco-Roman culture
CLT.4.LII.4	Explain gestures and behaviors appropriate to the Greco-Roman culture (e.g., Roman baths, amusements, social hierarchy)

Strand: Culture

Standard 5: Students shall demonstrate an understanding of the contributions of the Greco-Roman culture (*products*).

CLT.5.LII.1	Categorize objects, images, <i>products</i> , and symbols of the Greco-Roman culture (e.g., plumbing, concrete, sculpture, architecture, mosaics)
CLT.5.LII.2	Investigate influences of the Greco-Roman culture on modern civilization (e.g., plumbing, concrete)
CLT.5.LII.3	Discuss the development of philosophy, literature, art, and religion of the Greco-Roman culture (e.g., mythology, Socratic method)

Strand: Culture

Standard 6: Students shall demonstrate an understanding of the *perspectives* of the Greco-Roman culture (*perspectives*).

CLT.6.LII.1	Describe daily routines and cultural <i>practices</i>
CLT.6.LII.2	Discuss common generalizations about Greco-Roman culture (e.g., rituals, gender roles, superstition, politics, slavery)

Strand: Connections

Standard 7: Students shall reinforce and further their knowledge of other disciplines through the study of Latin (cross-curricular).

CNN.7.LII.1	Apply knowledge of Latin in understanding specialized vocabulary in other disciplines (e.g., English language arts, foreign languages, math, social science, history, science, technology, fine arts)
CNN.7.LII.2	Apply skills used in the study of Latin to other content areas (e.g., conjugation of verbs, parts of speech)

Strand: Connections

Standard 8: Students shall expand knowledge of the modern world through the reading of Latin and study of Greco-Roman culture (*global perspectives*).

CNN.8.LII.1	Analyze plots and themes of Greco-Roman myths in the literature of other cultures
CNN.8.LII.2	Relate knowledge of geography and political boundaries of the ancient world to the modern world
CNN.8.LII.3	Examine the connections of social and political systems of ancient history to events and systems in the modern world
CNN.8.LII.4	Compare and contrast literature and art of the Greco-Roman culture to that of the modern world

Strand: Comparisons

Standard 9: Students shall demonstrate an understanding of the similarities and differences between the Latin language and English (languages).

CMP.9.LII.1	Use <i>cognates/derivatives</i>	
CMP.9.LII.2	Use <i>idiomatic expressions</i>	
CMP.9.LII.3	Compare language structures in Latin to English	
CMP.9.LII.4	Compare forms of address in a variety of familiar situations <ul style="list-style-type: none"> • <i>vocative case</i> 	
CMP.9.LII.5	Compare and contrast the writing systems of Latin and English	

Strand: Comparisons

Standard 10: Students shall demonstrate an understanding of the similarities and differences between the Greco-Roman culture and their own (cultures).

CMP.10.LII.1	Compare daily living patterns of the Greco-Roman culture to modern cultures (e.g., food, mealtimes, cooking, transportation, shopping, body language, greetings)
CMP.10.LII.2	Examine holidays and celebrations unique to the Greco-Roman culture

Strand: Communities

Standard 11: Students shall use knowledge of Latin in a multilingual world (involvement).

CMN.11.LII.1	Apply knowledge of Latin in studying another language	
CMN.11.LII.2	Apply knowledge of Latin to understand specialized vocabulary (e.g., advertisements, occupations)	
CMN.11.LII.3	Apply knowledge of Latin in communicating with other language learners	

Strand: Communities

Standard 12: Students shall use knowledge of Greco-Roman culture in a world of diverse cultures (ownership).

CMN.12.LII.1	Participate in enrichment activities (e.g., Olympic games, festivals, mock elections)
CMN.12.LII.2	Predict use of Latin in everyday personal and professional life

Glossary for Latin Courses

Cognate	A word or phrase descended or borrowed from Latin (e.g., campus = field)
Conventions	Symbols, themes, motifs, archetypes
Derivative	A word or family of words which have the same Latin base (e.g., deduce = <u>de</u> + <u>ducere</u> ; conduct = <u>cum</u> + <u>ducere</u> , induct = <u>in</u> + <u>ducere</u>)
Idiom	See <i>idiomatic expression</i>
Idiomatic expression	Words or phrases that cannot be directly translated from one language into another
Inflection	The ways words change in context (e.g., declensions, conjugations)
Parse	To give the gender, number, and case for nouns, adjectives, and pronouns; to give tense, person, number, voice, and mood in verbs; to give applicable explanations for all other words
Perspectives	Attitudes or worldviews associated with a particular culture or cultures; the traditional ideas, attitudes, meanings, and values of members of that society
Practices	Patterns of behavior accepted by a society; they represent knowledge of what to do, when, and where
Products	Concrete (tangible) or abstract (intangible) cultural elements of a society
Syntax	For Latin, the verb commonly appears at the end of the sentence. The noun of direct address appears in second or third position.
Vocative case	The Latin case of address; uses second person only (e.g., " <u>Et tu</u> , <u>Brute</u> ?")

Chinese I

Foreign Language Curriculum Framework

Revised 2007

Course Title: Chinese I
 Course/Unit Credit: 1
 Course Number: Secondary Chinese
 Teacher Licensure: 9-12
 Grades:

Chinese I

Chinese I stresses correct pronunciation, aural comprehension, and simple speaking ability. As communication skills develop, the course includes additional vocabulary and basic grammar necessary for limited reading and writing. The course is defined by the content standards of the Arkansas Foreign Language Curriculum Framework for Chinese I and includes applications, problem solving, higher-order thinking skills, and performance-based, open-ended assessments with rubrics. Two years of the same foreign language is required by the Standards for Accreditation to be taught in Arkansas public high schools. Chinese I may be used to partially fulfill this requirement. Arkansas Department of Education approval is not required.

Strand	Content Standard
Communication	1. Students shall interpret information and messages in the Chinese language, <u>Putonghua</u> (interpretive).
	2. Students shall interact with others in the Chinese language, <u>Putonghua</u> (interpersonal).
	3. Students shall present information and messages in the Chinese language, <u>Putonghua</u> (presentational).
Culture	4. Students shall demonstrate understanding of the <i>practices</i> of the Chinese-speaking world (<i>practices</i>).
	5. Students shall demonstrate understanding of the <i>products</i> of the Chinese-speaking world (<i>products</i>).
	6. Students shall demonstrate understanding of the <i>perspectives</i> of the Chinese-speaking world (<i>perspectives</i>).
Connections	7. Students shall apply the Chinese language to reinforce and expand their knowledge of other subject areas (cross-curricular).
	8. Students shall recognize the common and unique views and contributions of the language and cultures of the Chinese-speaking world (<i>global perspectives</i>).
Comparisons	9. Students shall demonstrate understanding of the similarities and differences between the Chinese language and their own (languages).
	10. Students shall demonstrate understanding of the similarities and differences between the cultures of the Chinese-speaking world and their own (cultures).
Communities	11. Students shall demonstrate knowledge of ways to use Chinese in the classroom, school, and beyond (involvement).
	12. Students shall demonstrate evidence of becoming lifelong learners by using Chinese for personal enjoyment and enrichment (ownership).

Strand: Communication

Standard 1: Students shall interpret information and messages in the Chinese language, Putonghua (interpretive).

CMC.1.CI.1	Recognize sounds, tones, and syllables
CMC.1.CI.2	Demonstrate an ability to interpret basic oral, visual, and textual cues (e.g., gestures, nuances)
CMC.1.CI.3	Identify the relationship between the writer/speaker and his/her audience based on the style of language
CMC.1.CI.4	Identify principal messages or main ideas, on level-appropriate topics, from a variety of simple oral, visual, and textual sources (e.g., signs, posters, stories, dialogues)
CMC.1.CI.5	Provide support for conclusions drawn from a variety of simple oral, visual, and textual sources (e.g., signs, posters, stories, dialogues)
CMC.1.CI.6	Demonstrate an ability to identify the meaning of unfamiliar content and vocabulary (e.g., loan words, inferences, predictions)
CMC.1.CI.7	Recognize <i>simplified Chinese characters</i> related to level-appropriate topics, including <i>stroke order</i> and <i>radicals</i>

Strand: Communication

Standard 2: Students shall interact with others in the Chinese language, Putonghua (interpersonal).

CMC.2.CI.1	Exchange basic words and phrases with culturally appropriate gestures <ul style="list-style-type: none"> • greetings and leave takings • <i>courtesy phrases</i> (e.g., <u>qǐng</u>, <u>qǐ</u> xing, <u>nín</u>) • basic <i>idiomatic expressions</i> • introductions of self • survival phrases (e.g., Where is the restroom?) • simple requests and directions
CMC.2.CI.2	Exchange basic information about self, others, places, and things (e.g., descriptions, likes and dislikes, daily life)
CMC.2.CI.3	Request that exchanged information or ideas be repeated
CMC.2.CI.4	Apply situational-appropriate language and gestures

Strand: Communication

Standard 3: Students shall present information and messages in the Chinese language, Putonghua (presentational).

CMC.3.CI.1	Employ proper rhythm and tones in brief rehearsed presentations (e.g., skits, dialogues)
CMC.3.CI.2	Construct phrases and simple sentences, in <i>simplified Chinese characters</i> , using proper <i>stroke order</i> , grammar, punctuation, and conventions

Strand: Culture

Standard 4: Students shall demonstrate understanding of the *practices* of the Chinese-speaking world (*practices*).

CLT.4.Cl.1	Recognize <i>practices</i> of Chinese-speaking communities (e.g., greeting, gestures)
CLT.4.Cl.2	Identify factors that have influenced <i>practices</i> of Chinese-speaking communities
CLT.4.Cl.3	Identify various aspects of universal cultural <i>practices</i> (e.g., traditional holidays, Chinese Lunar Calendar, customs)

Strand: Culture

Standard 5: Students shall demonstrate understanding of the *products* of the Chinese-speaking world (*products*).

CLT.5.Cl.1	Recognize tangible <i>products</i> of Chinese-speaking communities (e.g., food, chopsticks, wok, bamboo steamer, architecture, art, technology)
CLT.5.Cl.2	Recognize intangible <i>products</i> of Chinese-speaking communities (e.g., Confucianism, Daoism, entertainment)
CLT.5.Cl.3	Identify factors that have influenced <i>products</i> of Chinese-speaking communities (e.g., four ancient inventions, martial arts)

Strand: Culture

Standard 6: Students shall demonstrate understanding of the *perspectives* of the Chinese-speaking world (*perspectives*).

CLT.6.Cl.1	Identify <i>perspectives</i> reflected in <i>practices</i> of Chinese-speaking communities (e.g., value of education, family, collectivism)
CLT.6.Cl.2	Identify <i>perspectives</i> reflected in <i>products</i> of Chinese-speaking communities (e.g., evolution of Chinese characters, regional foods, ethnic groups, paper cutting, kites)

Strand: Connections

Standard 7: Students shall apply the Chinese language to reinforce and expand their knowledge of other subject areas (cross-curricular).

CNN.7.CI.1	Recognize basic terms and concepts from other subject areas (e.g., climate, geographical terms, measurements, money, animals, musical instruments)
CNN.7.CI.2	Apply level-appropriate skills from other subject areas (e.g., religion, history, interactions with the West)

Strand: Connections

Standard 8: Students shall recognize the common and unique views and contributions of the language and cultures of the Chinese-speaking world (*global perspectives*).

CNN.8.CI.1	Explain the influence of <i>practices</i> of Chinese-speaking communities on the United States
CNN.8.CI.2	Explain the influence of <i>products</i> of Chinese-speaking communities on the United States (e.g. acupuncture, borrowed words from the Chinese language)
CNN.8.CI.3	Explain the influence of <i>perspectives</i> of Chinese-speaking communities on the United States

Strand: Comparisons

Standard 9: Students shall demonstrate understanding of the similarities and differences between the Chinese language and their own (languages).

CMP.9.CI.1	Recognize the similarities and differences in sounds and sentence structure
CMP.9.CI.2	Recognize the similarities and differences in writing systems (e.g., Chinese characters vs. Roman letters)
CMP.9.CI.3	Recognize the similarities and differences in language use (e.g., measurement words; borrowed words, such as the Chinese version of Coca-Cola, 7UP, hamburger)

Strand: Comparisons

Standard 10: Students shall demonstrate understanding of the similarities and differences between the cultures of the Chinese-speaking world and their own (cultures).

CMP.10.CI.1	Recognize the similarities and differences in <i>practices</i> (e.g., Christmas vs. Spring Festival, weddings, titles of relatives)
CMP.10.CI.2	Recognize the similarities and differences in <i>products</i> (e.g., temples, architecture, traditional attire, food)
CMP.10.CI.3	Recognize the similarities and differences in <i>perspectives</i> (e.g., value of education, religion, Confucianism)

Strand: Communities

Standard 11: Students shall demonstrate knowledge of ways to use Chinese in the classroom, school, and beyond (involvement).

CMN.11.Cl.1	Recognize the ways the Chinese language is used in the local community (e.g., holiday greetings, courtesy words)
CMN.11.Cl.2	Identify ways to use Chinese language skills in the local community (e.g., sports, games, travel, music, cooking)

Strand: Communities
Standard 12: Students shall demonstrate evidence of becoming lifelong learners by using Chinese for personal enjoyment and enrichment (ownership).

CMN.12.Cl.1	Explain the benefits of studying the Chinese language in high school
CMN.12.Cl.2	Identify ways to continue studying the Chinese language after high school graduation

Glossary for Chinese Courses

Circumlocution	Use of alternate words and phrases to convey meaning or to express an idea when the student is unable to use the usual or specific vocabulary needed for the task
Colloquialisms	Words and phrases unique to geographical regions, cultures, or subcultures
Courtesy phrases	Standard traditional expressions of politeness (e.g., please, thank you, you're welcome, I'm sorry)
Idiomatic expressions	An expression which functions as a single unit and whose meaning cannot be translated word for word
In-group	Set of persons of like status, as determined by immediate circumstances
Out-group	Set of persons of differing status, as determined by immediate circumstances
Perspectives	Attitudes or worldviews associated with a particular culture or cultures; the traditional ideas, attitudes, meanings, and values of members of that society
Practices	Patterns of behavior accepted by a society
Products	Concrete (tangible) or abstract (intangible) cultural elements of a society
Radicals	Semantic component of a Chinese character
Simplified Chinese characters	Based mostly on popular cursive forms embodying graphic or phonetic simplifications of the "traditional" forms that were standardly used in printed text for over a thousand years
Stroke order	Correct order in which Chinese characters are written

Spanish I

Foreign Language Curriculum Framework

Revised 2007

Course Title: Spanish I
 Course/Unit Credit: 1
 Course Number: Secondary Spanish
 Teacher Licensure: 9-12
 Grades:

Spanish I

Spanish I provides basic instruction in pronunciation, aural comprehension, vocabulary, and grammar necessary to master limited speaking and reading skills. Hispanic culture, traditions, and current events are introduced on the appropriate level through selected readings, audio/video recordings, and other *authentic* materials. Listening, speaking, writing, role-playing, and group activities are designed to instruct, reinforce, and connect language skills. The course is defined by the content standards of the Arkansas Foreign Language Curriculum Framework for Spanish I and includes applications, problem solving, higher-order thinking skills, and performance-based, open-ended assessments with rubrics. Two years of the same foreign language is required by the Standards for Accreditation to be taught in Arkansas public high schools. Spanish I may be used to partially fulfill this requirement. Arkansas Department of Education approval is not required.

Strand	Content Standard
Communication	1. Students shall process oral, written, and/or visual messages in Spanish (interpretive).
	2. Students shall interact verbally and/or in writing in Spanish (interpersonal).
	3. Students shall present to an audience of listeners and/or readers in Spanish (presentational).
Culture	4. Students shall demonstrate understanding of the <i>practices</i> of the Spanish-speaking world (<i>practices</i>).
	5. Students shall demonstrate understanding of the <i>products</i> of the Spanish-speaking world (<i>products</i>).
	6. Students shall demonstrate understanding of the <i>perspectives</i> of the Spanish-speaking world (<i>perspectives</i>).
Connections	7. Students shall apply the Spanish language to reinforce and expand their knowledge of other subject areas (cross-curricular).
	8. Students shall recognize the common and unique views and contributions of the language and cultures of the Spanish-speaking world (global <i>perspectives</i>).
Comparisons	9. Students shall demonstrate understanding of the similarities and differences between the Spanish language and their own (languages).
	10. Students shall demonstrate understanding of the similarities and differences between the cultures of the Spanish-speaking world and their own (cultures).
Communities	11. Students shall use Spanish in the classroom, school, and beyond (involvement).
	12. Students shall demonstrate evidence of becoming lifelong learners by using Spanish for personal enjoyment and enrichment (ownership).

Strand: Communication

Standard 1: Students shall process oral, written, and/or visual messages in Spanish (interpretive).

CMC.1.SI.1	Interpret the principal message of <i>environmental print</i> , gestures, and <i>intonation</i> (e.g., signs, advertisements, <i>contextualized</i> passages, body language)
CMC.1.SI.2	Use reading and listening strategies to enhance comprehension
CMC.1.SI.3	Obtain main ideas and specific information from a variety of simple texts, familiar topics, and visual clues
CMC.1.SI.4	Identify main ideas and specific information from a variety of auditory sources, with or without visual clues (e.g., CDs, radio, television, <i>podcasts</i>)
CMC.1.SI.5	Identify basic <i>idiomatic expressions</i> (e.g., <u>tener que</u> + infinitive, <u>tener</u> expressions, <u>hay que</u> + infinitive, <u>hacer</u> with weather)
CMC.1.SI.6	Draw inferences based on oral, written, and/or visual messages
CMC.1.SI.7	Recognize <i>pitch</i> , rhythms, sounds, emotions, and patterns
CMC.1.SI.8	Follow simple directions (e.g., classroom commands, “how-to” projects)
CMC.1.SI.9	Recognize <i>cognates</i> , place names, and <i>borrowings</i>
CMC.1.SI.10	Recognize formal and informal <i>register</i> (e.g., <u>usted</u> versus <u>tú</u>)

Strand: Communication

Standard 2: Students shall interact verbally and/or in writing in Spanish (interpersonal).

CMC.2.SI.1	Engage in simple conversations <ul style="list-style-type: none"> • greetings and farewells • courtesy phrases • introductions • basic questions (e.g., who, what, when, where, why, how, how much, how many)
CMC.2.SI.2	Communicate using the present <i>tenses</i> in context <ul style="list-style-type: none"> • present indicative • immediate future • present progressive
CMC.2.SI.3	Exchange information about familiar topics <ul style="list-style-type: none"> • daily life (e.g., home, school, work) • family and friends • pastimes (e.g., hobbies, sports) • personal information • likes and dislikes • needs and wants • feelings and emotions • clothing • parts of the body • weather • food
CMC.2.SI.4	Apply learned phrases in order to meet basic needs (e.g., finding necessary places, making purchases)
CMC.2.SI.5	Apply numeric concepts in context <ul style="list-style-type: none"> • cardinal numbers 0-100 • time • age • dates

Strand: Communication

Standard 3:

Students shall present to an audience of listeners and/or readers in Spanish (presentational).

CMC.3.SI.1	Describe people, places, and possessions	
CMC.3.SI.2	Write on a variety of topics <ul style="list-style-type: none"> • lists • notes • correspondence • short paragraphs 	
CMC.3.SI.3	Use graphic organizers	
CMC.3.SI.4	Give brief, rehearsed presentations using learned vocabulary and grammar (e.g., skit, speech, interview)	
CMC.3.SI.5	Produce level-appropriate visual or multimedia demonstrations (e.g., poster, brochure, slideshow, <i>blog</i> , <i>podcast</i>)	
CMC.3.SI.6	Use <i>syntax</i> , <i>orthography</i> , and pronunciation effectively according to language development level	

Strand: Culture

Standard 4: Students shall demonstrate understanding of the *practices* of the Spanish-speaking world (*practices*).

CLT.4.SI.1	Identify culturally appropriate behaviors (e.g., verbal and nonverbal greetings, gestures, customs)
CLT.4.SI.2	Identify various aspects of <i>universal cultural practices</i> (e.g., customs, holidays, traditions)
CLT.4.SI.3	Identify differences in <i>practices</i> among cultures of the Spanish-speaking world (e.g., holiday traditions, wedding customs, national holidays)

Strand: Culture

Standard 5: Students shall demonstrate understanding of the *products* of the Spanish-speaking world (*products*).

CLT.5.SI.1	Identify <i>tangible products</i> (e.g., art, food, clothing, buildings, books, crafts)
CLT.5.SI.2	Identify <i>intangible products</i> (e.g., entertainment, educational systems, philosophies)
CLT.5.SI.3	Compare <i>products</i> from the different cultures of the Spanish-speaking world
CLT.5.SI.4	Recognize the relationship between environments and <i>products</i> of Spanish-speaking cultures (e.g., geography influences automobile design; climate influences clothing; natural resources influence food and medicine)
CLT.5.SI.5	Examine written, visual, and performing arts of Spanish-speaking cultures (e.g., music, plays, movies)

Strand: Culture

Standard 6: Students shall demonstrate understanding of the *perspectives* of the Spanish-speaking world (*perspectives*).

CLT.6.SI.1	Identify unique cultural <i>perspectives</i> reflected in <i>products</i> (e.g., <u>piñata</u> , <u>ojo de Dios</u> , <u>pan de muerto</u>)
CLT.6.SI.2	Identify unique cultural <i>perspectives</i> reflected in <i>practices</i> (e.g., to break <u>piñata</u> during <u>las Posadas</u> , <u>Semana Santa</u> , <u>lotería</u> , <u>quinceañera</u>)
CLT.6.SI.3	Compare and contrast <i>perspectives</i> among Spanish-speaking communities as related to <i>products</i> and <i>practices</i> (e.g., celebrations, music, literature)
CLT.6.SI.4	Identify historical and current events and historical and current figures that shape cultural <i>perspectives</i> (e.g., <u>Cinco de Mayo</u> , <u>Copa América de Fútbol</u> , Shakira, Juanes)

Strand: Connections

Standard 7: Students shall apply the Spanish language to reinforce and expand their knowledge of other subject areas (cross-curricular).

CNN.7.SI.1	Relate content learned from other disciplines to the Spanish-speaking world (e.g., rainforest, Galapagos tortoises, weather trends, geography, measurement, currency conversion, food, musical instruments)
CNN.7.SI.2	Recognize basic terms on familiar topics from other disciplines (e.g., mesa, sierra, Euro, mural, monuments)

Strand: Connections

Standard 8: Students shall recognize the common and unique views and contributions of the language and cultures of the Spanish-speaking world (*global perspectives*).

CNN.8.SI.1	Recognize the existence of other worldviews (e.g., religion, politics, social customs, stereotyping, the arts)
CNN.8.SI.2	Recognize the influence of <i>products</i> on other cultures (e.g., <u>piñata</u> , music, chocolate, coffee, sugar cane)
CNN.8.SI.3	Discuss <i>authentic</i> or <i>adapted</i> materials of the Spanish language (e.g., songs, folk tales, short stories)

Strand: Comparisons

Standard 9: Students shall demonstrate understanding of the similarities and differences between the Spanish language and their own (languages).

CMP.9.SI.1	Recognize the differences in simple language structure (e.g., sounds, accent marks, punctuation, <i>syntax</i>)
CMP.9.SI.2	Recognize shared and <i>false cognates</i>
CMP.9.SI.3	Recognize forms of address in a variety of familiar situations (e.g., <u>nene</u> , <u>mami</u> , <u>Señora</u> , <u>Don</u>)
CMP.9.SI.4	Compare the Spanish writing system to their own (e.g., orthographic symbols, numbers)
CMP.9.SI.5	Compare Spanish linguistic sounds to their own (e.g., sound-letter correspondence)

Strand: Comparisons

Standard 10: Students shall demonstrate understanding of the similarities and differences between the cultures of the Spanish-speaking world and their own (cultures).

CMP.10.SI.1	Identify daily living patterns (e.g., food, mealtimes, transportation, shopping, body language, greetings, time)
CMP.10.SI.2	Describe holidays and celebrations (e.g., <u>Día de la Raza</u> / Columbus Day)
CMP.10.SI.3	Identify the influence of historical and current ethnicities found in Spanish-speaking cultures (e.g., <i>indigenous</i> groups)

Strand: Communities

Standard 11: Students shall use Spanish in the classroom, school, and beyond (involvement).

CMN.11.SI.1	Recognize the use of the Spanish language in the global community (e.g., signs, businesses, social events, Internet)
CMN.11.SI.2	Participate in activities representative of Spanish-speaking communities (e.g., travel, media, music, sports, games, celebrations)
CMN.11.SI.3	Identify ways to use Spanish language skills in the community

Strand: Communities

Standard 12: Students shall demonstrate evidence of becoming lifelong learners by using Spanish for personal enjoyment and enrichment (ownership).

CMN.12.SI.1	Identify contemporary, influential individuals from the Spanish-speaking world (e.g., authors, artists, entertainers, political leaders, sports figures)
CMN.12.SI.2	Participate in enrichment experiences (e.g., videos, festivals, music, travel)
CMN.12.SI.3	Identify occupations that encourage Spanish language skills

Glossary for Spanish Courses

Adapted	Written/printed materials, sources, or texts in Spanish, not necessarily from a Spanish-speaking country; may include translations
Aesthetic qualities	Pertains to a sense of beauty and emotion rather than science; a guiding principle in matters of beauty and taste; artistic sensibility
Anglicisms	Spanish words <i>adapted</i> from English
Authentic (materials, sources, texts)	Sources that have been developed specifically for native speakers, including print, audio and visual materials; representative of the real world
Blog	An online journal; literally a "Web log"
Borrowings	Words taken from one language and used unchanged in another language
Circumlocution	A communicative strategy that is used to describe or talk around a concept or action when the exact word is not known (e.g., "the thing that stops a car" for "brakes")
Code switching	The alternate use of two or more languages or varieties of language, especially within the same discourse
Cognates	Words that look or sound similar and mean the same in more than one language
Colloquialisms	Words and phrases unique to geographical regions, cultures, or subcultures
Conceptualized visuals	A picture, drawing, or object that helps a student form an idea or a concept, or gain understanding
Contextualized texts	A text that helps students easily make connections and infer meaning
Dialect	Distinct differences of a language which are characteristic of a particular group of the language's speakers
Environmental print	The print of everyday life such as symbols, signs, colors, or numbers found in or on businesses, public buildings, or anywhere outside
Expository	Material, source, or text that explains or informs
False cognates	Words that look and sound similar in more than one language but do not have the same meaning
Fluid	Natural sounding, smooth flowing
Idiomatic expressions (idioms)	Groups of words that mean something other than their literal translation
Indigenous	Originating in and characteristic of a particular region or country; native to a region (e.g., the plants <i>indigenous</i> to Argentina; the <i>indigenous</i> peoples of Guatemala)
Intangible products	Abstract cultural elements of a society (e.g., legal system, educational system, religion, music)
Intonation	Pattern or melody of <i>pitch</i> that changes in connected speech, especially the <i>pitch</i> pattern of a sentence, which distinguishes kinds of sentences or speakers of different language cultures
Key pals	Similar to pen pals except that communication takes place using electronic media
Literary style	The characteristics of a work that reflect the author's distinctive way of writing; an author's use of language, its effects, and its appropriateness to the author's intent and theme

Mood	A characteristic of verbs that refers to how the writer or speaker presents ideas (indicative, imperative, subjunctive)
Nuances	Subtle differences in meaning
Orthography	Correct use of writing, symbols, and spelling
Perspectives	Attitudes or worldviews associated with a particular culture or cultures; the traditional ideas, attitudes, meanings, and values of members of that society
Phonetic	Pertaining to the system of sound-letter relationships used in reading and writing, which begins with the understanding that each letter (or grapheme) of the alphabet stands for one or more sounds (or phonemes)
Pitch	The degree to which a sound has a high or low quality
Podcast	Auditory or visual electronic file available via the Internet
Practices	Patterns of behavior accepted by a society; they represent knowledge of what to do, when, and where
Products	Concrete (<i>tangible</i>) or abstract (<i>intangible</i>) cultural elements of a society
Realia	Objects or activities used to relate classroom teaching to the real life, especially of peoples studied; objects used by a teacher to illustrate everyday living (e.g., coins, brochures, posters, packaging)
Regionalism	Variation in speech or writing based on the particular area where a speaker comes from. Variation may occur with respect to pronunciation, vocabulary, or <i>syntax</i>
Register	The manner of addressing another person according to the title, relationship, and/or social situation
Rhetorical devices	Use of language mainly by the arrangement of words to achieve special effects
Standard Spanish	A neutral Spanish considered a correct, educated standard for the Spanish language
Syntax	The order of words required to make grammatically correct sentences
Tangible products	Concrete cultural elements of a society (e.g., literature, foods, tools, dwellings, clothing)
Tense	A characteristic of verbs that indicates the time of the action or state of being that a verb expresses
Tone	A relative height of <i>pitch</i> with which a syllable or word is pronounced which distinguishes meaning
Universal cultural practices	<i>Practices</i> that are common among different cultures relating to things such as language, religion, protocol, holidays, family, daily life, art, and music
Wiki	A collaborative Web site for use in knowledge management and may be edited by users
Writing process	The planning of writing for different purposes and audiences including prewriting, drafting, revising, and editing, and publishing

Spanish II

Foreign Language Curriculum Framework

Revised 2007

Course Title: Spanish II
 Course/Unit Credit: 1
 Course Number: Secondary Spanish
 Teacher Licensure: 9-12
 Grades:

Spanish II

Spanish II reinforces and expands the skills introduced in Spanish I. Additional vocabulary and grammar are introduced to offer more advanced communication opportunities. Aural comprehension, practical speaking ability, guided reading, writing, and grammar are stressed in support of communication skills. *Authentic* reading materials are included. Increased listening skills are developed. Hispanic culture and history are included throughout the course with connections to targeted language skills. The course is defined by the content standards of the Arkansas Foreign Language Curriculum Framework for Spanish II and includes applications, problem solving, higher-order thinking skills, and performance-based, open-ended assessments with rubrics. Two years of the same foreign language is required by the Standards for Accreditation to be taught in Arkansas public high schools. Spanish II may be used to partially fulfill this requirement. Spanish I is a prerequisite for this course. Arkansas Department of Education approval is not required.

Strand	Content Standard
Communication	1. Students shall process oral, written, and/or visual messages in Spanish (interpretive).
	2. Students shall interact verbally and/or in writing in Spanish (interpersonal).
	3. Students shall present to an audience of listeners and/or readers in Spanish (presentational).
Culture	4. Students shall demonstrate understanding of the <i>practices</i> of the Spanish-speaking world (<i>practices</i>).
	5. Students shall demonstrate understanding of the <i>products</i> of the Spanish-speaking world (<i>products</i>).
	6. Students shall demonstrate understanding of the <i>perspectives</i> of the Spanish-speaking world (<i>perspectives</i>).
Connections	7. Students shall apply the Spanish language to reinforce and expand their knowledge of other subject areas (cross-curricular).
	8. Students shall recognize the common and unique views and contributions of the language and cultures of the Spanish-speaking world (global <i>perspectives</i>).
Comparisons	9. Students shall demonstrate understanding of the similarities and differences between the Spanish language and their own (languages).
	10. Students shall demonstrate understanding of the similarities and differences between the cultures of the Spanish-speaking world and their own (cultures).
Communities	11. Students shall use Spanish in the classroom, school, and beyond (involvement).
	12. Students shall demonstrate evidence of becoming lifelong learners by using Spanish for personal enjoyment and enrichment (ownership).

Strand: Communication

Standard 1: Students shall process oral, written, and/or visual messages in Spanish (interpretive).

CMC.1.SII.1	Interpret the principal message of environmental print, gestures, and <i>intonation</i> (e.g., advertisements, street signs, body language)
CMC.1.SII.2	Use reading and listening strategies to enhance comprehension
CMC.1.SII.3	Obtain main ideas and specific information from a variety of <i>contextualized texts</i> and <i>conceptualized visuals</i>
CMC.1.SII.4	Identify main ideas and specific information from a variety of auditory sources, with or without visual clues (e.g., CDs, radio, television, <i>podcasts</i>)
CMC.1.SII.5	Identify <i>idiomatic expressions</i> (e.g., <u>acabar de</u> + infinitive; <u>tratar de</u> + infinitive; <u>hacer</u> with time)
CMC.1.SII.6	Draw inferences based on oral, written, and/or visual messages
CMC.1.SII.7	Recognize <i>tone</i> , <i>pitch</i> , and emotion in oral communication (e.g., questions vs. statements)
CMC.1.SII.8	Follow multi-step directions in familiar concepts and situations (e.g., map directions, recipes)
CMC.1.SII.9	Identify <i>cognates</i> and <i>borrowings</i> in context

Strand: Communication

Standard 2: Students shall interact verbally and/or in writing in Spanish (interpersonal).

CMC.2.SII.1	Initiate original conversation about familiar or general topics
CMC.2.SII.2	Communicate using present and past <i>tenses</i> in context <ul style="list-style-type: none"> • present indicative • immediate future • progressive • preterite • imperfect
CMC.2.SII.3	Exchange information about familiar topics <ul style="list-style-type: none"> • daily routine • childhood experiences • nationalities • geographic terms (e.g., compass directions, land and water features)
CMC.2.SII.4	Use learned phrases to acquire goods, services, and information
CMC.2.SII.5	Apply numeric concepts in context <ul style="list-style-type: none"> • cardinal numbers 101+ • ordinal numbers 1st – 10th
CMC.2.SII.6	Express opinions, viewpoints, and personal preferences
CMC.2.SII.7	Apply comparison phrases in context (e.g., <u>más que</u> , <u>menos que</u> , <u>tan como</u>)

Strand: Communication

Standard 3: Students shall present to an audience of listeners and/or readers in Spanish (presentational).

CMC.3.SII.1	Describe characters, events, and settings	
CMC.3.SII.2	Write on a variety of topics <ul style="list-style-type: none"> • lists • notes • correspondence • simple compositions 	
CMC.3.SII.3	Create task-appropriate graphic organizers (e.g., Venn diagram, clustering, T-chart)	
CMC.3.SII.4	Give rehearsed presentations (e.g., skit, speech, interview)	
CMC.3.SII.5	Produce level-appropriate visual or multimedia demonstrations (e.g., poster, brochure, slideshow, <i>blog</i> , <i>podcast</i>)	
CMC.3.SII.6	Use <i>syntax</i> , <i>orthography</i> , and pronunciation effectively according to language development level	

Strand: Culture

Standard 4: Students shall demonstrate understanding of the *practices* of the Spanish-speaking world (*practices*).

CLT.4.SII.1	Demonstrate culturally appropriate behaviors (e.g., verbal and nonverbal greetings, gestures, customs)
CLT.4.SII.2	Discuss various aspects of <i>universal cultural practices</i> (e.g., customs, holidays, traditions)
CLT.4.SII.3	Discuss differences in <i>practices</i> among cultures of the Spanish-speaking world (e.g., holiday traditions, wedding customs, national holidays)

Strand: Culture

Standard 5: Students shall demonstrate understanding of the *products* of the Spanish-speaking world (*products*).

CLT.5.SII.1	Present research on <i>tangible products</i> (e.g., art, food, clothing, buildings, books, crafts)
CLT.5.SII.2	Present research on <i>intangible products</i> (e.g., law, entertainment, educational systems, philosophies)
CLT.5.SII.3	Compare and contrast <i>products</i> from the different cultures of the Spanish-speaking world
CLT.5.SII.4	Discuss the relationship between environments and <i>products</i> of Spanish-speaking cultures (e.g., relationship between geography, climate, natural resources, politics, society, or migration to <i>products</i>)
CLT.5.SII.5	Interpret the written, visual, and performing arts of Spanish-speaking cultures (e.g., music, movies, plays)

Strand: Culture

Standard 6: Students shall demonstrate understanding of the *perspectives* of the Spanish-speaking world (*perspectives*).

CLT.6.SII.1	Discuss unique cultural <i>perspectives</i> reflected in <i>products</i> (e.g., <u>abanico</u> , <u>paella</u> , <u>tapas</u>)
CLT.6.SII.2	Discuss unique cultural <i>perspectives</i> reflected in <i>practices</i> (e.g., <u>las posadas</u> , <u>corridos</u>)
CLT.6.SII.3	Compare and contrast <i>perspectives</i> among Spanish-speaking communities as related to <i>products</i> and <i>practices</i> (e.g., celebrations, music, literature)
CLT.6.SII.4	Discuss historical events and figures and current events and figures that shape cultural <i>perspectives</i> (e.g., Don Quijote, elections, Benito Juárez, Simón, Bolívar, Pablo Picasso)

Strand: Connections

Standard 7: Students shall apply the Spanish language to reinforce and expand their knowledge of other subject areas (cross-curricular).

CNN.7.SII.1	Relate content learned from other disciplines to the Spanish-speaking world (e.g., rainforest, Galapagos tortoises, weather trends, geography, measurement, currency conversion, food, musical instruments)
CNN.7.SII.2	Identify basic terms of familiar topics found in other disciplines (e.g., mesa, sierra, Euro, mural, monuments)

Strand: Connections

Standard 8: Students shall recognize the common and unique views and contributions of the language and cultures of the Spanish-speaking world (*global perspectives*).

CNN.8.SII.1	Investigate the underlying factors which contribute to other worldviews (e.g., religion, politics, social customs, stereotyping, the arts)
CNN.8.SII.2	Investigate the contribution of <i>products</i> to other cultures (e.g., <u>piñata</u> , chocolate, coffee, sugar cane, the arts)
CNN.8.SII.3	Gather information about a topic of personal interest using <i>authentic</i> or <i>adapted</i> sources and media (e.g., Internet, community members, periodicals, television programs)

Strand: Comparisons

Standard 9: Students shall demonstrate understanding of the similarities and differences between the Spanish language and their own (languages).

CMP.9.SII.1	Recognize the differences in complex language structure (e.g., double negatives, object pronouns)
CMP.9.SII.2	Derive meaning using shared <i>cognates</i> and root words (e.g., <u>zapatos</u> / <u>zapatería</u> , prefixes, suffixes)
CMP.9.SII.3	Demonstrate knowledge of social situations using appropriate forms of address (e.g., <u>Don</u> , <u>Doña</u>)

Strand: Comparisons

Standard 10: Students shall demonstrate understanding of the similarities and differences between the cultures of the Spanish-speaking world and their own (cultures).

CMP.10.SII.1	Identify social patterns (e.g., meeting new people, dating, school, employment transportation)
CMP.10.SII.2	Discuss holidays and celebrations (e.g., <u>Día de la Raza</u> / Columbus Day)
CMP.10.SII.3	Identify the influence of historical and current ethnicities found in Spanish-speaking cultures (e.g., Moorish, African, <u>Catalán</u> , <u>Taironas</u> , <u>Muisecas</u>)

Strand: Communities

Standard 11: Students shall use Spanish in the classroom, school, and beyond (involvement).

CMN.11.SII.1	Discuss the influences of the Spanish language on the global community (e.g., place names, occupations, special events)
CMN.11.SII.2	Participate in activities representative of Spanish-speaking communities (e.g., travel, media, music, sports, games, celebrations)
CMN.11.SII.3	Use Spanish language skills in the global community (e.g., Internet, e-mail, mentoring)

Strand: Communities

Standard 12: Students shall demonstrate evidence of becoming life-long learners by using Spanish for personal enjoyment and enrichment (ownership).

CMN.12.SII.1	Investigate contemporary, influential individuals from the Spanish-speaking world (e.g., authors, artists, entertainers, political leaders, sports figures)
CMN.12.SII.2	Participate in enrichment experiences (e.g., videos, festivals, music, travel)
CMN.12.SII.3	Identify the use of Spanish in daily life and future occupations

Glossary for Spanish Courses

Adapted	Written/printed materials, sources, or texts in Spanish, not necessarily from a Spanish-speaking country; may include translations
Aesthetic qualities	Pertains to a sense of beauty and emotion rather than science; a guiding principle in matters of beauty and taste; artistic sensibility
Anglicisms	Spanish words <i>adapted</i> from English
Authentic (materials, sources, texts)	Sources that have been developed specifically for native speakers, including print, audio and visual materials; representative of the real world
Blog	An online journal; literally a "Web log"
Borrowings	Words taken from one language and used unchanged in another language
Circumlocution	A communicative strategy that is used to describe or talk around a concept or action when the exact word is not known (e.g., "the thing that stops a car" for "brakes")
Code switching	The alternate use of two or more languages or varieties of language, especially within the same discourse
Cognates	Words that look or sound similar and mean the same in more than one language
Colloquialisms	Words and phrases unique to geographical regions, cultures, or subcultures
Conceptualized visuals	A picture, drawing, or object that helps a student form an idea or a concept, or gain understanding
Contextualized texts	A text that helps students easily make connections and infer meaning
Dialect	Distinct differences of a language which are characteristic of a particular group of the language's speakers
Environmental print	The print of everyday life such as symbols, signs, colors, or numbers found in or on businesses, public buildings, or anywhere outside
Expository	Material, source, or text that explains or informs
False cognates	Words that look and sound similar in more than one language but do not have the same meaning
Fluid	Natural sounding, smooth flowing
Idiomatic expressions (idioms)	Groups of words that mean something other than their literal translation
Indigenous	Originating in and characteristic of a particular region or country; native to a region (e.g., the plants <i>indigenous</i> to Argentina; the <i>indigenous</i> peoples of Guatemala)
Intangible products	Abstract cultural elements of a society (e.g., legal system, educational system, religion, music)
Intonation	Pattern or melody of <i>pitch</i> that changes in connected speech, especially the <i>pitch</i> pattern of a sentence, which distinguishes kinds of sentences or speakers of different language cultures
Key pals	Similar to pen pals except that communication takes place using electronic media
Literary style	The characteristics of a work that reflect the author's distinctive way of writing; an author's use of language, its effects, and its appropriateness to the author's intent and theme

Mood	A characteristic of verbs that refers to how the writer or speaker presents ideas (indicative, imperative, subjunctive)
Nuances	Subtle differences in meaning
Orthography	Correct use of writing, symbols, and spelling
Perspectives	Attitudes or worldviews associated with a particular culture or cultures; the traditional ideas, attitudes, meanings, and values of members of that society
Phonetic	Pertaining to the system of sound-letter relationships used in reading and writing, which begins with the understanding that each letter (or grapheme) of the alphabet stands for one or more sounds (or phonemes)
Pitch	The degree to which a sound has a high or low quality
Podcast	Auditory or visual electronic file available via the Internet
Practices	Patterns of behavior accepted by a society; they represent knowledge of what to do, when, and where
Products	Concrete (<i>tangible</i>) or abstract (<i>intangible</i>) cultural elements of a society
Realia	Objects or activities used to relate classroom teaching to the real life, especially of peoples studied; objects used by a teacher to illustrate everyday living (e.g., coins, brochures, posters, packaging)
Regionalism	Variation in speech or writing based on the particular area where a speaker comes from. Variation may occur with respect to pronunciation, vocabulary, or <i>syntax</i>
Register	The manner of addressing another person according to the title, relationship, and/or social situation
Rhetorical devices	Use of language mainly by the arrangement of words to achieve special effects
Standard Spanish	A neutral Spanish considered a correct, educated standard for the Spanish language
Syntax	The order of words required to make grammatically correct sentences
Tangible products	Concrete cultural elements of a society (e.g., literature, foods, tools, dwellings, clothing)
Tense	A characteristic of verbs that indicates the time of the action or state of being that a verb expresses
Tone	A relative height of <i>pitch</i> with which a syllable or word is pronounced which distinguishes meaning
Universal cultural practices	<i>Practices</i> that are common among different cultures relating to things such as language, religion, protocol, holidays, family, daily life, art, and music
Wiki	A collaborative Web site for use in knowledge management and may be edited by users
Writing process	The planning of writing for different purposes and audiences including prewriting, drafting, revising, and editing, and publishing

Spanish III

Foreign Language Curriculum Framework

Revised 2007

Course Title: Spanish III
 Course/Unit Credit: 1
 Course Number: Secondary Spanish
 Teacher Licensure: 9-12
 Grades:

Spanish III

Spanish III is an elective course that emphasizes oral and written expression to promote more proficient Spanish communication skills. It includes the review and expansion of essential Spanish grammar and vocabulary necessary for advanced communication. Culturally *authentic* materials and literary selections are read and discussed. Compositions reflect comprehension and an increasing understanding of the complexities of the language and vocabulary. Aural comprehension is emphasized. The course is defined by the content standards of the Arkansas Foreign Language Curriculum Framework for Spanish III and includes applications, problem solving, higher-order thinking skills, and performance-based, open-ended assessments with rubrics. Spanish II is a prerequisite for this course. Arkansas Department of Education approval is not required.

Strand	Content Standard
Communication	1. Students shall process oral, written, and/or visual messages in Spanish (interpretive).
	2. Students shall interact verbally and/or in writing in Spanish (interpersonal).
	3. Students shall present to an audience of listeners and/or readers in Spanish (presentational).
Culture	4. Students shall demonstrate understanding of the <i>practices</i> of the Spanish-speaking world (<i>practices</i>).
	5. Students shall demonstrate understanding of the <i>products</i> of the Spanish-speaking world (<i>products</i>).
	6. Students shall demonstrate understanding of the <i>perspectives</i> of the Spanish-speaking world (<i>perspectives</i>).
Connections	7. Students shall apply the Spanish language to reinforce and expand their knowledge of other subject areas (cross-curricular).
	8. Students shall recognize the common and unique views and contributions of the language and cultures of the Spanish-speaking world (global <i>perspectives</i>).
Comparisons	9. Students shall demonstrate understanding of the similarities and differences between the Spanish language and their own (languages).
	10. Students shall demonstrate understanding of the similarities and differences between the cultures of the Spanish-speaking world and their own (cultures).
Communities	11. Students shall use Spanish in the classroom, school, and beyond (involvement).
	12. Students shall demonstrate evidence of becoming lifelong learners by using Spanish for personal enjoyment and enrichment (ownership).

Strand: Communication

Standard 1: Students shall process oral, written, and/or visual messages in Spanish (interpretive).

CMC.1.SIII.1	Interpret the principal message and cultural <i>nuances</i> of <i>environmental print</i> , gestures, and <i>intonation</i> (e.g., advertisements, street signs, body language)
CMC.1.SIII.2	Use reading and listening strategies to enhance comprehension
CMC.1.SIII.3	Examine main ideas and supporting details from a variety of <i>authentic</i> and/or <i>adapted</i> literary texts or <i>expository</i> texts and <i>conceptualized visuals</i>
CMC.1.SIII.4	Identify main ideas and supporting details from a variety of <i>authentic</i> auditory sources, with or without visual clues (e.g., CDs, radio, television, <i>podcasts</i>)
CMC.1.SIII.5	Identify proverbs, <i>colloquialisms</i> , and complex <i>idiomatic expressions</i> (e.g., <i>quizás</i> , <i>tal vez</i> , <i>ojalá</i>)
CMC.1.SIII.6	Draw inferences based on oral, written, and/or visual messages
CMC.1.SIII.7	Interpret the principal message of <i>tone</i> , <i>pitch</i> , and emotion in oral communication (e.g., humor, regional accents)
CMC.1.SIII.8	Follow multi-step directions for unfamiliar concepts and situations (e.g., testing instructions, manuals, forms)

Strand: Communication

Standard 2: Students shall interact verbally and/or in writing in Spanish (interpersonal).

CMC.2.SIII.1	Sustain original conversation about familiar or general topics	
CMC.2.SIII.2	Communicate using multiple <i>tenses</i> and <i>moods</i> in context <ul style="list-style-type: none"> • present indicative • immediate future • progressive <i>tenses</i> • preterite • imperfect • future • conditional • perfect <i>tenses</i> • subjunctive <i>mood</i> 	
CMC.2.SIII.3	Support opinions, viewpoints, and personal preferences using correct <i>register</i>	
CMC.2.SIII.4	Employ <i>circumlocution</i> skills to exchange information about unfamiliar topics	
CMC.2.SIII.5	Discuss reactions to literary and multimedia sources	
CMC.2.SIII.6	Use persuasion to advocate a position	

Strand: Communication

Standard 3: Students shall present to an audience of listeners and/or readers in Spanish (presentational).

CMC.3.SIII.1	Share original or prepared summaries of <i>authentic</i> or <i>adapted</i> texts (e.g., articles, short stories, <i>wikis</i>)
CMC.3.SIII.2	Write on a variety of topics <ul style="list-style-type: none"> • lists • notes • formal and informal correspondence • clear, well-structured compositions
CMC.3.SIII.3	Employ the <i>writing process</i> , including peer editing
CMC.3.SIII.4	Give rehearsed and impromptu presentations on a variety of topics (e.g., skits, speeches, interviews)
CMC.3.SIII.5	Produce level-appropriate visual or multimedia projects using technology (e.g., poster, brochure, slideshow, <i>podcast</i> , <i>blog</i>)
CMC.3.SIII.6	Use <i>syntax</i> , <i>orthography</i> , and pronunciation effectively according to language development level

Strand: Culture

Standard 4: Students shall demonstrate understanding of the *practices* of the Spanish-speaking world (*practices*).

CLT.4.SIII.1	Interact using culturally appropriate behaviors (e.g., verbal and nonverbal greetings, gestures, customs)
CLT.4.SIII.2	Analyze, in Spanish, various aspects of <i>universal cultural practices</i>
CLT.4.SIII.3	Analyze, in Spanish, differences in <i>practices</i> among cultures of the Spanish-speaking world (e.g., holiday traditions, wedding customs, national holidays)

Strand: Culture

Standard 5: Students shall demonstrate understanding of the *products* of the Spanish-speaking world (*products*).

CLT.5.SIII.1	Analyze, in Spanish, the relationship between Spanish-speaking cultures and their <i>tangible products</i> (e.g., national monuments, murals, symbols)
CLT.5.SIII.2	Analyze, in Spanish, the relationship between Spanish-speaking cultures and their <i>intangible products</i> (e.g., Spanish monarchy, Mexican political structures, Colombian educational system)
CLT.5.SIII.3	Compare and contrast, in Spanish, the <i>products</i> from the different cultures of the Spanish-speaking world
CLT.5.SIII.4	Assess, in Spanish, the relationship between environments and <i>products</i> of Spanish-speaking cultures (e.g., relationship between deforestation, pollution, geography, natural resources, politics, society, or migration and <i>products</i>)
CLT.5.SIII.5	Interpret the performing arts of Spanish-speaking cultures (e.g., music, dance, movies, plays)

Strand: Culture

Standard 6: Students shall demonstrate understanding of the *perspectives* of the Spanish-speaking world (*perspectives*).

CLT.6.SIII.1	Analyze, in Spanish, unique cultural <i>perspectives</i> reflected in <i>products</i> (e.g., <u>mate</u> , <u>sarapes</u> , <u>boleros</u>)
CLT.6.SIII.2	Analyze, in Spanish, unique cultural <i>perspectives</i> reflected in <i>practices</i> (e.g., siesta, dating customs, mealtimes)
CLT.6.SIII.3	Compare and contrast, in Spanish, the <i>perspectives</i> among Spanish-speaking communities as related to <i>products</i> and <i>perspectives</i> (e.g., celebrations, music, literature)
CLT.6.SIII.4	Interpret, in Spanish, the events and individuals that influence cultural <i>perspectives</i> (e.g., Sammy Sosa, Eva Peron, Latin Grammy, Mexican Revolution)

Strand: Connections

Standard 7: Students shall apply the Spanish language to reinforce and expand their knowledge of other subject areas (cross-curricular).

CNN.7.SIII.1	Discuss topics from other disciplines (e.g., historical facts, geographical concepts, mathematical terms and concepts, scientific information)
CNN.7.SIII.2	Compare and contrast familiar topics using vocabulary from other disciplines

Strand: Connections

Standard 8: Students shall recognize the common and unique views and contributions of the language and cultures of the Spanish-speaking world (*global perspectives*).

CNN.8.SIII.1	Analyze, in Spanish, the role of the United States in the world as viewed by various Spanish-speaking peoples, using <i>authentic</i> resources (e.g., literary viewpoints, political policies)
CNN.8.SIII.2	Examine the contribution of <i>products</i> on other cultures (e.g., <u>piñata</u> , chocolate, sugar cane, coffee, the arts)
CNN.8.SIII.3	Gather information about a topic of personal interest using <i>authentic</i> or <i>adapted</i> sources and media (e.g., community members, television programs, periodicals, Internet)
CNN.8.SIII.4	Analyze, in Spanish, the interdependence that exists between the Spanish-speaking cultures and the world, using <i>authentic</i> sources (e.g., imports/exports, natural resources, medicine)

Strand: Comparisons

Standard 9: Students shall demonstrate understanding of the similarities and differences between the Spanish language and their own (languages).

CMP.9.SIII.1	Compare the differences in complex language structure (e.g., double object pronouns, double negatives)
CMP.9.SIII.2	Recognize <i>Anglicisms</i> to derive meaning (e.g., <u>librería</u> / <u>biblioteca</u> , <u>lonche</u> / <u>almuerzo</u>)
CMP.9.SIII.3	Compare <i>idiomatic expressions</i> and proverbs (e.g., <u>tomar el pelo</u> /to pull one's leg)

Strand: Comparisons

Standard 10: Students shall demonstrate understanding of the similarities and differences between the cultures of the Spanish-speaking world and their own (cultures).

CMP.10.SIII.1	Compare social patterns (e.g., meeting new people, dating, school, employment, transportation)
CMP.10.SIII.2	Identify influences of historical and current ethnicities found in Spanish-speaking cultures (e.g., <u>Gitanos</u> , <u>Incas</u> , <u>Borinqueníos</u>)

Strand: Communities

Standard 11: Students shall use Spanish in the classroom, school, and beyond (involvement).

CMN.11.SIII.1	Investigate the influences of the Spanish language on the global community (e.g., place names, occupations, special events)
CMN.11.SIII.2	Model activities representative of Spanish-speaking communities (e.g., sports, games, travel, media, music, cooking)
CMN.11.SIII.3	Communicate with Spanish speakers (e.g., interviews, e-mails, letters)

Strand: Communities

Standard 12: Students shall demonstrate evidence of becoming lifelong learners by using Spanish for personal enjoyment and enrichment (ownership).

CMN.12.SIII.1	Identify contemporary interests which influence Spanish-speaking cultures in the local community or the world (e.g., collect <i>realia</i> , attend field trips, travel internationally)
CMN.12.SIII.2	Participate in enrichment experiences (e.g., videos, festivals, music, travel)
CMN.12.SIII.3	Examine the use of Spanish in daily life and future occupations

Glossary for Spanish Courses

Adapted	Written/printed materials, sources, or texts in Spanish, not necessarily from a Spanish-speaking country; may include translations
Aesthetic qualities	Pertains to a sense of beauty and emotion rather than science; a guiding principle in matters of beauty and taste; artistic sensibility
Anglicisms	Spanish words <i>adapted</i> from English
Authentic (materials, sources, texts)	Sources that have been developed specifically for native speakers, including print, audio and visual materials; representative of the real world
Blog	An online journal; literally a "Web log"
Borrowings	Words taken from one language and used unchanged in another language
Circumlocution	A communicative strategy that is used to describe or talk around a concept or action when the exact word is not known (e.g., "the thing that stops a car" for "brakes")
Code switching	The alternate use of two or more languages or varieties of language, especially within the same discourse
Cognates	Words that look or sound similar and mean the same in more than one language
Colloquialisms	Words and phrases unique to geographical regions, cultures, or subcultures
Conceptualized visuals	A picture, drawing, or object that helps a student form an idea or a concept, or gain understanding
Contextualized texts	A text that helps students easily make connections and infer meaning
Dialect	Distinct differences of a language which are characteristic of a particular group of the language's speakers
Environmental print	The print of everyday life such as symbols, signs, colors, or numbers found in or on businesses, public buildings, or anywhere outside
Expository	Material, source, or text that explains or informs
False cognates	Words that look and sound similar in more than one language but do not have the same meaning
Fluid	Natural sounding, smooth flowing
Idiomatic expressions (idioms)	Groups of words that mean something other than their literal translation
Indigenous	Originating in and characteristic of a particular region or country; native to a region (e.g., the plants <i>indigenous</i> to Argentina; the <i>indigenous</i> peoples of Guatemala)
Intangible products	Abstract cultural elements of a society (e.g., legal system, educational system, religion, music)
Intonation	Pattern or melody of <i>pitch</i> that changes in connected speech, especially the <i>pitch</i> pattern of a sentence, which distinguishes kinds of sentences or speakers of different language cultures
Key pals	Similar to pen pals except that communication takes place using electronic media
Literary style	The characteristics of a work that reflect the author's distinctive way of writing; an author's use of language, its effects, and its appropriateness to the author's intent and theme

Mood	A characteristic of verbs that refers to how the writer or speaker presents ideas (indicative, imperative, subjunctive)
Nuances	Subtle differences in meaning
Orthography	Correct use of writing, symbols, and spelling
Perspectives	Attitudes or worldviews associated with a particular culture or cultures; the traditional ideas, attitudes, meanings, and values of members of that society
Phonetic	Pertaining to the system of sound-letter relationships used in reading and writing, which begins with the understanding that each letter (or grapheme) of the alphabet stands for one or more sounds (or phonemes)
Pitch	The degree to which a sound has a high or low quality
Podcast	Auditory or visual electronic file available via the Internet
Practices	Patterns of behavior accepted by a society; they represent knowledge of what to do, when, and where
Products	Concrete (<i>tangible</i>) or abstract (<i>intangible</i>) cultural elements of a society
Realia	Objects or activities used to relate classroom teaching to the real life, especially of peoples studied; objects used by a teacher to illustrate everyday living (e.g., coins, brochures, posters, packaging)
Regionalism	Variation in speech or writing based on the particular area where a speaker comes from. Variation may occur with respect to pronunciation, vocabulary, or <i>syntax</i>
Register	The manner of addressing another person according to the title, relationship, and/or social situation
Rhetorical devices	Use of language mainly by the arrangement of words to achieve special effects
Standard Spanish	A neutral Spanish considered a correct, educated standard for the Spanish language
Syntax	The order of words required to make grammatically correct sentences
Tangible products	Concrete cultural elements of a society (e.g., literature, foods, tools, dwellings, clothing)
Tense	A characteristic of verbs that indicates the time of the action or state of being that a verb expresses
Tone	A relative height of <i>pitch</i> with which a syllable or word is pronounced which distinguishes meaning
Universal cultural practices	<i>Practices</i> that are common among different cultures relating to things such as language, religion, protocol, holidays, family, daily life, art, and music
Wiki	A collaborative Web site for use in knowledge management and may be edited by users
Writing process	The planning of writing for different purposes and audiences including prewriting, drafting, revising, and editing, and publishing

Spanish IV

Foreign Language Curriculum Framework

Revised 2007

Course Title: Spanish IV
 Course/Unit Credit: 1
 Course Number: Secondary Spanish
 Teacher Licensure: 9-12
 Grades:

Spanish IV

Spanish IV is an elective course that furthers the communication skills acquired in Spanish III, with the aim of language proficiency. The course includes extensive oral expression. *Authentic* audio and video recordings as well as native Spanish speakers are accessed to improve comprehension and conversation. Reading selections from *authentic* materials and selected Hispanic literature are read for comprehension. Discussion, debate, projects, compositions, and other directed writings demonstrate understanding of the culture and the complexities of the language and vocabulary. The majority of the course is conducted in Spanish. The course is defined by the content standards of the Arkansas Foreign Language Curriculum Framework for Spanish IV and includes applications, problem solving, higher-order thinking skills, and performance-based, open-ended assessments with rubrics. Spanish III is a prerequisite for this course. Arkansas Department of Education approval is not required.

Strand	Content Standard
Communication	1. Students shall process oral, written, and/or visual messages in Spanish (interpretive).
	2. Students shall interact verbally and/or in writing in Spanish (interpersonal).
	3. Students shall present to an audience of listeners and/or readers in Spanish (presentational).
Culture	4. Students shall demonstrate understanding of the <i>practices</i> of the Spanish-speaking world (<i>practices</i>).
	5. Students shall demonstrate understanding of the <i>products</i> of the Spanish-speaking world (<i>products</i>).
	6. Students shall demonstrate understanding of the <i>perspectives</i> of the Spanish-speaking world (<i>perspectives</i>).
Connections	7. Students shall apply the Spanish language to reinforce and expand their knowledge of other subject areas (cross-curricular).
	8. Students shall recognize the common and unique views and contributions of the language and cultures of the Spanish-speaking world (global <i>perspectives</i>).
Comparisons	9. Students shall demonstrate understanding of the similarities and differences between the Spanish language and their own (languages).
	10. Students shall demonstrate understanding of the similarities and differences between the cultures of the Spanish-speaking world and their own (cultures).
Communities	11. Students shall use Spanish in the classroom, school, and beyond (involvement).
	12. Students shall demonstrate evidence of becoming lifelong learners by using Spanish for personal enjoyment and enrichment (ownership).

Strand: Communication

Standard 1: Students shall process oral, written, and/or visual messages in Spanish (interpretive).

CMC.1.SIV.1	Interpret the principal message and cultural <i>nuances</i> of <i>environmental print</i> , gestures, and <i>intonation</i> (e.g., advertisements, street signs, body language)
CMC.1.SIV.2	Use reading and listening strategies to enhance comprehension
CMC.1.SIV.3	Analyze main ideas and supporting details from a variety of complex <i>authentic</i> and/or <i>adapted</i> literary texts or <i>expository</i> texts and <i>conceptualized visuals</i>
CMC.1.SIV.4	Analyze main ideas and supporting details from a variety of complex <i>authentic</i> auditory sources, without visual clues (e.g. CDs, radio, television, <i>podcasts</i>)
CMC.1.SIV.5	Examine proverbs, <i>colloquialisms</i> , and complex <i>idiomatic expressions</i> among Spanish-speaking communities (e.g., <u>vos</u> , <u>comistes</u> , <u>bajo el agua</u>)
CMC.1.SIV.6	Draw inferences based on oral, written, and/or visual messages

Strand: Communication

Standard 2: Students shall interact verbally and/or in writing in Spanish (interpersonal).

CMC.2.SIV.1	Sustain extended conversation about familiar or general topics	
CMC.2.SIV.2	Communicate using multiple <i>tenses</i> and <i>moods</i> in sequential context <ul style="list-style-type: none"> • present indicative • immediate future • progressive <i>tenses</i> • preterite • imperfect • future • conditional • perfect <i>tenses</i> • subjunctive <i>mood</i> 	
CMC.2.SIV.3	Justify viewpoints using correct <i>register</i> (e.g., debate)	
CMC.2.SIV.4	Employ <i>circumlocution</i> skills to exchange information about complex or unfamiliar topics	
CMC.2.SIV.5	Discuss <i>rhetorical devices</i> from literary texts or multimedia sources	
CMC.2.SIV.6	Negotiate a compromise (e.g., barter)	
CMC.2.SIV.7	Engage in conversation about abstract, complex, or unfamiliar topics	

Strand: Communication

Standard 3: Students shall present to an audience of listeners and/or readers in Spanish (presentational).

CMC.3.SIV.1	Share original and prepared analyses of <i>authentic</i> or <i>adapted</i> texts (e.g., commentaries, editorials, articles)
CMC.3.SIV.2	Write synthesized and well-structured compositions using a variety of sources (e.g., descriptive, informative, persuasive)
CMC.3.SIV.3	Employ the <i>writing process</i> , including peer editing
CMC.3.SIV.4	Give impromptu presentations on a variety of topics (e.g., student recordings, demonstrations, improvisations)
CMC.3.SIV.5	Produce level-appropriate visual or multimedia projects using technology (e.g., poster, brochure, slideshow, video, <i>wiki</i> , <i>podcast</i>)
CMC.3.SIV.6	Use <i>syntax</i> , <i>orthography</i> , and pronunciation effectively according to language development level

Strand: Culture

Standard 4: Students shall demonstrate understanding of the *practices* of the Spanish-speaking world (*practices*)

CLT.4.SIV.1	Interact using culturally appropriate behaviors (e.g., verbal and nonverbal greetings, gestures, customs)
CLT.4.SIV.2	Create simulations, in Spanish, of <i>universal cultural practices</i> (e.g., customs, holidays, traditions)
CLT.4.SIV.3	Analyze, in Spanish, major cultural <i>practices</i> of the Spanish-speaking world (e.g., holiday traditions, wedding customs, national holidays, folklore, festivals, daily life routines, political <i>practices</i>)

Strand: Culture

Standard 5: Students shall demonstrate understanding of the *products* of the Spanish-speaking world (*products*).

CLT.5.SIV.1	Evaluate, in Spanish, the purposes of <i>tangible products</i> (e.g., political cartoons, regional advertisements)
CLT.5.SIV.2	Evaluate, in Spanish, the purposes of <i>intangible products</i> (e.g., social classes, political institutions)
CLT.5.SIV.3	Compare and contrast, in Spanish, the use of <i>products</i> from the different cultures of the Spanish-speaking world
CLT.5.SIV.4	Assess, in Spanish, the relationship between environments and <i>products</i> of Spanish-speaking cultures (e.g., relationship between geography, climate, natural resources, politics, society, or migration and <i>products</i>)

Strand: Culture

Standard 6: Students shall demonstrate understanding of the *perspectives* of the Spanish-speaking world (*perspectives*).

CLT.6.SIV.1	Compare and contrast, in Spanish, the <i>perspectives</i> among Spanish-speaking communities as related to <i>products</i> and <i>practices</i> (e.g., celebrations, music, literature)
CLT.6.SIV.2	Interpret, in Spanish, the events and individuals that influence cultural <i>perspectives</i> (e.g., immigration reform, <u>telenovela</u> , Ricky Martin, Hugo Chávez)
CLT.6.SIV.3	Synthesize, in Spanish, original works that reflect the unique <i>perspectives</i> of Spanish-speaking cultures (e.g., music, dance, movies, plays)

Strand: Connections

Standard 7: Students shall apply the Spanish language to reinforce and expand their knowledge of other subject areas (cross-curricular).

CNN.7.SIV.1	Analyze topics from other disciplines (e.g., political and historical concepts, environmental concerns, world health issues)
CNN.7.SIV.2	Compare and contrast familiar topics using vocabulary from other disciplines

Strand: Connections

Standard 8: Students shall recognize the common and unique views and contributions of the language and cultures of the Spanish-speaking world (*global perspectives*).

CNN.8.SIV.1	Evaluate, in Spanish, the role of the United States in the world as viewed by various Spanish-speaking peoples, using <i>authentic</i> sources (e.g., literary viewpoints, political policies)
CNN.8.SIV.2	Analyze, in Spanish, the contribution of <i>products</i> of Spanish-speaking cultures on other cultures (e.g., <u>piñata</u> , chocolate, sugar cane, coffee, the arts)
CNN.8.SIV.3	Evaluate, in Spanish, the interdependence that exists between the Spanish-speaking cultures and the world, using <i>authentic</i> sources (e.g., imports/exports, natural resources, medicine)

Strand: Comparisons

Standard 9: Students shall demonstrate understanding of the similarities and differences between the Spanish language and their own (languages).

CMP.9.SIV.1	Compare the differences in complex language structure (e.g., double object pronouns, double negatives)
CMP.9.SIV.2	Compare <i>idiomatic expressions</i> , proverbs, and <i>colloquialisms</i> (e.g., <u>De tal palo, tal astilla</u> /Like father, like son)
CMP.9.SIV.3	Compare abbreviations and acronyms (e.g., <u>Ma.</u> , <u>3er piso</u> , <u>3a hora</u>)

Strand: Comparisons

Standard 10: Students shall demonstrate understanding of the similarities and differences between the cultures of the Spanish-speaking world and their own (cultures).

CMP.10.SIV.1	Compare the social systems of Spanish-speaking communities within their own societies (e.g., education, economy, politics, the arts)
CMP.10.SIV.2	Compare and contrast environmental factors that shape cultural identity in the learners' heritage and Spanish-speaking cultures (e.g., geography, climate)

Strand: Communities

Standard 11: Students shall use Spanish in the classroom, school, and beyond (involvement).

CMN.11.SIV.1	Investigate the influences of the Spanish language on the global community (e.g., occupations, special events)
CMN.11.SIV.2	Model activities representative of Spanish-speaking communities (e.g., sports, games, travel, media, music, cooking)
CMN.11.SIV.3	Communicate with Spanish speakers (e.g., interviews, e-mails, letters, guest speakers, shopping)

Strand: Communities

Standard 12: Students shall demonstrate evidence of becoming lifelong learners by using Spanish for personal enjoyment and enrichment (ownership).

CMN.12.SIV.1	Investigate contemporary interests which influence Spanish-speaking cultures in the local community or the world (e.g., collect <i>realia</i> , attend field trips, travel internationally)
CMN.12.SIV.2	Participate in enrichment experiences (e.g., videos, festivals, music, travel)
CMN.12.SIV.3	Predict the use of Spanish in daily life and future occupations

Glossary for Spanish Courses

Adapted	Written/printed materials, sources, or texts in Spanish, not necessarily from a Spanish-speaking country; may include translations
Aesthetic qualities	Pertains to a sense of beauty and emotion rather than science; a guiding principle in matters of beauty and taste; artistic sensibility
Anglicisms	Spanish words <i>adapted</i> from English
Authentic (materials, sources, texts)	Sources that have been developed specifically for native speakers, including print, audio and visual materials; representative of the real world
Blog	An online journal; literally a "Web log"
Borrowings	Words taken from one language and used unchanged in another language
Circumlocution	A communicative strategy that is used to describe or talk around a concept or action when the exact word is not known (e.g., "the thing that stops a car" for "brakes")
Code switching	The alternate use of two or more languages or varieties of language, especially within the same discourse
Cognates	Words that look or sound similar and mean the same in more than one language
Colloquialisms	Words and phrases unique to geographical regions, cultures, or subcultures
Conceptualized visuals	A picture, drawing, or object that helps a student form an idea or a concept, or gain understanding
Contextualized texts	A text that helps students easily make connections and infer meaning
Dialect	Distinct differences of a language which are characteristic of a particular group of the language's speakers
Environmental print	The print of everyday life such as symbols, signs, colors, or numbers found in or on businesses, public buildings, or anywhere outside
Expository	Material, source, or text that explains or informs
False cognates	Words that look and sound similar in more than one language but do not have the same meaning
Fluid	Natural sounding, smooth flowing
Idiomatic expressions (idioms)	Groups of words that mean something other than their literal translation
Indigenous	Originating in and characteristic of a particular region or country; native to a region (e.g., the plants <i>indigenous</i> to Argentina; the <i>indigenous</i> peoples of Guatemala)
Intangible products	Abstract cultural elements of a society (e.g., legal system, educational system, religion, music)
Intonation	Pattern or melody of <i>pitch</i> that changes in connected speech, especially the <i>pitch</i> pattern of a sentence, which distinguishes kinds of sentences or speakers of different language cultures
Key pals	Similar to pen pals except that communication takes place using electronic media
Literary style	The characteristics of a work that reflect the author's distinctive way of writing; an author's use of language, its effects, and its appropriateness to the author's intent and theme

Mood	A characteristic of verbs that refers to how the writer or speaker presents ideas (indicative, imperative, subjunctive)
Nuances	Subtle differences in meaning
Orthography	Correct use of writing, symbols, and spelling
Perspectives	Attitudes or worldviews associated with a particular culture or cultures; the traditional ideas, attitudes, meanings, and values of members of that society
Phonetic	Pertaining to the system of sound-letter relationships used in reading and writing, which begins with the understanding that each letter (or grapheme) of the alphabet stands for one or more sounds (or phonemes)
Pitch	The degree to which a sound has a high or low quality
Podcast	Auditory or visual electronic file available via the Internet
Practices	Patterns of behavior accepted by a society; they represent knowledge of what to do, when, and where
Products	Concrete (<i>tangible</i>) or abstract (<i>intangible</i>) cultural elements of a society
<i>Realia</i>	Objects or activities used to relate classroom teaching to the real life, especially of peoples studied; objects used by a teacher to illustrate everyday living (e.g., coins, brochures, posters, packaging)
Regionalism	Variation in speech or writing based on the particular area where a speaker comes from. Variation may occur with respect to pronunciation, vocabulary, or <i>syntax</i>
Register	The manner of addressing another person according to the title, relationship, and/or social situation
Rhetorical devices	Use of language mainly by the arrangement of words to achieve special effects
Standard Spanish	A neutral Spanish considered a correct, educated standard for the Spanish language
Syntax	The order of words required to make grammatically correct sentences
Tangible products	Concrete cultural elements of a society (e.g., literature, foods, tools, dwellings, clothing)
Tense	A characteristic of verbs that indicates the time of the action or state of being that a verb expresses
Tone	A relative height of <i>pitch</i> with which a syllable or word is pronounced which distinguishes meaning
Universal cultural practices	<i>Practices</i> that are common among different cultures relating to things such as language, religion, protocol, holidays, family, daily life, art, and music
Wiki	A collaborative Web site for use in knowledge management and may be edited by users
Writing process	The planning of writing for different purposes and audiences including prewriting, drafting, revising, and editing, and publishing

Spanish for Native Speakers I

Foreign Language Curriculum Framework

Revised 2007

Course Title: Spanish for Native Speakers I
 Course/Unit Credit: 1
 Course Number: Secondary Spanish
 Teacher Licensure: 9-12
 Grades:

Spanish for Native Speakers I

Spanish for Native Speakers I is intended for fluent or near fluent speakers who have little or no formal training in the language. The course provides a thorough review of basic grammar rules, *idiomatic expressions*, spelling, and vocabulary. Students improve skills through extensive and varied writing activities. Literacy is improved through exposure to a variety of Hispanic literature, newspapers, magazines, films, music, and current issues. Oral presentations, debates, and class discussions in both formal and informal settings improve language skills. Hispanic culture and traditions are presented to deepen students' appreciation of their native language. The course is conducted entirely in Spanish. The course is defined by the content standards of the Arkansas Foreign Language Curriculum Framework for Spanish for Native Speakers I and includes applications, problem solving, higher-order thinking skills, and performance-based, open-ended assessments with rubrics. Two years of the same foreign language is required by the Standards for Accreditation to be taught in Arkansas public high schools. Spanish for Native Speakers I may be used to partially fulfill this requirement. Arkansas Department of Education approval is not required.

Strand	Content Standard
Communication	1. Students shall process oral, written, and/or visual messages in <i>standard Spanish</i> (interpretive).
	2. Students shall interact verbally and/or in writing in <i>standard Spanish</i> (interpersonal).
	3. Students shall present to an audience of listeners and/or readers in <i>standard Spanish</i> (presentational).
Culture	4. Students shall demonstrate understanding of the <i>practices</i> of the Spanish-speaking world (<i>practices</i>).
	5. Students shall demonstrate understanding of the <i>products</i> of the Spanish-speaking world (<i>products</i>).
	6. Students shall demonstrate understanding of the <i>perspectives</i> of the Spanish-speaking world (<i>perspectives</i>).
Connections	7. Students shall apply the Spanish language to reinforce and expand their knowledge of other subject areas (cross-curricular).
	8. Students shall recognize the common and unique views and contributions of the language and cultures of the Spanish-speaking world (<i>global perspectives</i>).
Comparisons	9. Students shall demonstrate understanding of the similarities and differences between the Spanish language and their own (languages).
	10. Students shall demonstrate understanding of the similarities and differences between the cultures of the Spanish-speaking world and their own (cultures).
Communities	11. Students shall use Spanish in the classroom, school, and beyond (involvement).
	12. Students shall demonstrate evidence of becoming lifelong learners by using Spanish for personal enjoyment and enrichment (ownership).

Strand: Communication

Standard 1: Students shall process oral, written, and/or visual messages in *standard Spanish* (interpretive).

CMC.1.SNSI.1	Read short <i>contextualized</i> and <i>adapted texts</i> on a variety of topics (e.g., prose, poetry, rhymes)
CMC.1.SNSI.2	Interpret main ideas, setting, theme, characters, and details from short <i>contextualized</i> and <i>adapted texts</i>
CMC.1.SNSI.3	Identify <i>literary styles</i> and techniques
CMC.1.SNSI.4	Follow multi-step directions in familiar concepts and situations (e.g., map directions, recipes)
CMC.1.SNSI.5	Interpret simple correspondence and communication from a variety of sources and <i>registers</i> (e.g., letters, notes, e-mail)
CMC.1.SNSI.6	Interpret meaning from visual and multimedia cues
CMC.1.SNSI.7	Identify <i>cognates</i> , <i>borrowings</i> , <i>idiomatic expressions</i> , abbreviations, and acronyms in context
CMC.1.SNSI.8	Use reading and listening strategies to enhance comprehension
CMC.1.SNSI.9	Recognize <i>tone</i> , <i>pitch</i> , and emotion in oral communication (e.g., questions vs. statements)

Strand: Communication

Standard 2: Students shall interact verbally and/or in writing in *standard Spanish* (interpersonal).

CMC.2.SNSI.1	Exchange ideas and information about familiar and routine matters using appropriate <i>register</i>
CMC.2.SNSI.2	Initiate spontaneous conversation using appropriate <i>register</i> (e.g., interviews)
CMC.2.SNSI.3	Correspond in <i>standard Spanish</i> using appropriate <i>register</i> (e.g., by letter or e-mail)
CMC.2.SNSI.4	Express feelings, emotions, and opinions
CMC.2.SNSI.5	Discuss historical events through <i>authentic</i> literary texts
CMC.2.SNSI.6	Communicate using present and past <i>tenses</i> in context <ul style="list-style-type: none"> • present indicative • immediate future • progressive • preterite • imperfect
CMC.2.SNSI.7	Employ <i>circumlocution</i> skills to exchange information about unfamiliar topics
CMC.2.SNSI.8	Communicate using linguistic, structural, and grammatical variations <ul style="list-style-type: none"> • spelling (e.g., accents) • punctuation • sentence structure (e.g., subject-verb agreement and placement)
CMC.2.SNSI.9	Communicate appropriately in formal and informal situations (e.g., business, interviews, greetings)
CMC.2.SNSI.10	Apply numeric concepts in context <ul style="list-style-type: none"> • cardinal numbers 101+ • ordinal numbers 1st – 50th

Strand: Communication

Standard 3: Students shall present to an audience of listeners and/or readers in *standard Spanish* (presentational).

CMC.3.SNSI.1	Write simple formal and informal compositions on a variety of topics
CMC.3.SNSI.2	Sustain <i>fluid</i> , sequential, straight-forward conversation on a variety of topics
CMC.3.SNSI.3	Interpret simple dramatic or musical expressions (e.g., poetry, plays, songs)
CMC.3.SNSI.4	Illustrate various historic events from Spanish-speaking communities in the United States and the world
CMC.3.SNSI.5	Employ the <i>writing process</i> , including task-appropriate graphic organizers and peer editing
CMC.3.SNSI.6	Produce level-appropriate visual or multimedia demonstrations using technology (e.g., poster, brochure, slideshow, <i>blog</i> , <i>podcast</i>)
CMC.3.SNSI.7	Use <i>syntax</i> , <i>orthography</i> , and pronunciation effectively according to language development level <ul style="list-style-type: none"> • written accents • capitalization • <i>phonetic</i> homonyms (e.g., <i>ll/y</i>, <i>g/j</i>, <i>s/c/z</i>)

Strand: Culture

Standard 4: Students shall demonstrate understanding of the *practices* of the Spanish-speaking world (*practices*).

CLT.4.SNSI.1	Identify social and cultural traditions of Spanish-speaking communities found in the United States and the world
CLT.4.SNSI.2	Identify examples of the influence of other languages on the culture of Spanish-speaking communities (e.g., <u>lonche</u> , <u>parquear</u>)
CLT.4.SNSI.3	Demonstrate culturally appropriate behaviors in a variety of situations (e.g., verbal and nonverbal greetings, gestures, customs, expressions)
CLT.4.SNSI.4	Participate in activities representative of Spanish-speaking communities (e.g., music, games, sports, celebrations)

Strand: Culture

Standard 5: Students shall demonstrate understanding of the *products* of the Spanish-speaking world (*products*).

CLT.5.SNSI.1	Identify <i>products</i> particular to the regions and <i>indigenous</i> groups of Spanish-speaking communities found in the United States and the world (e.g., Aztec, Tairona, Inca)
CLT.5.SNSI.2	Demonstrate knowledge of artistic expression of the Spanish-speaking world (e.g., art, music, dance, plays)
CLT.5.SNSI.3	Investigate the historical contributions through the literature and music of Spanish-speaking communities (e.g., <u>flamenco</u> , <u>Cien años de soledad</u> by Gabriel García Márquez)
CLT.5.SNSI.4	Present research on <i>tangible products</i> (e.g., art, food, clothing, buildings, books, crafts)
CLT.5.SNSI.5	Present research on <i>intangible products</i> (e.g., law, entertainment, educational systems, philosophies)
CLT.5.SNSI.6	Discuss the relationship between environments and <i>products</i> of Spanish-speaking cultures (e.g., relationship between geography, climate, natural resources, politics, society, or migration and <i>products</i>)

Strand: Culture

Standard 6: Students shall demonstrate understanding of the *perspectives* of the Spanish-speaking world (*perspectives*).

CLT.6.SNSI.1	Identify historical and literary viewpoints of Spanish-speaking cultures found in the United States
CLT.6.SNSI.2	Demonstrate knowledge of the geography and historical insights of Spanish-speaking communities
CLT.6.SNSI.3	Identify cultural aspects as presented in mass media, multimedia, and print (e.g., education, entertainment, politics)
CLT.6.SNSI.4	Identify the roles of women in history, literature, and the media in Spanish-speaking communities found in the United States and the world
CLT.6.SNSI.5	Recognize the influence of historical events and figures on individual and group <i>perspectives</i> (e.g., revolutionary movements, Emilio Zapata, Simon Bolivar)
CLT.6.SNSI.6	Recognize the influence of modern events and figures on individual and group <i>perspectives</i> (e.g., elections, immigration, <u>telenovelas</u> , Hugo Chavez, Ricky Martin)
CLT.6.SNSI.7	Discuss unique cultural <i>perspectives</i> reflected in <i>products</i> and <i>practices</i> (e.g., <u>las posadas</u> , <u>abanico</u> , <u>corridos</u>)
CLT.6.SNSI.8	Recognize facts, informed opinions, and bias in mass media, multimedia, and the Internet

Strand: Connections

Standard 7: Students shall apply the Spanish language to reinforce and expand their knowledge of other subject areas (cross-curricular).

CNN.7.SNSI.1	Make currency and measurement conversions
CNN.7.SNSI.2	Identify various pre-Columbian societies (e.g., Incas, Aztecs, Taironas, Muiscas)
CNN.7.SNSI.3	Identify various modern Spanish-speaking communities (e.g., Puerto Ricans living in New York)
CNN.7.SNSI.4	Identify examples of artistic expression in Spanish-speaking communities (e.g., dance, music, art)
CNN.7.SNSI.5	Identify <i>authentic</i> games and sports
CNN.7.SNSI.6	Read simple <i>authentic</i> or <i>adapted</i> texts
CNN.7.SNSI.7	Identify the effects of geography on <i>dialects</i> (e.g., separation of populations by mountains or bodies of water)

Strand: Connections

Standard 8: Students shall recognize the common and unique views and contributions of the language and cultures of the Spanish-speaking world (*global perspectives*).

CNN.8.SNSI.1	Identify notable Spanish speakers and their contributions
CNN.8.SNSI.2	Identify the causes and effects of the conquest on the Americas
CNN.8.SNSI.3	Identify superstitions and legends (e.g., <u>Chupacabra</u> , <u>Siguanaba</u> , <u>Yerba Mate</u> , <u>el duende</u>)
CNN.8.SNSI.4	Identify legal and political systems found in the United States and the Spanish-speaking world
CNN.8.SNSI.5	Analyze, in <i>standard Spanish</i> , the role of the United States in the world as viewed by various Spanish-speaking peoples using <i>authentic</i> Spanish sources (e.g., literary viewpoints, political policies)
CNN.8.SNSI.6	Investigate the contribution of <i>products</i> to other cultures (e.g., <u>piñata</u> , chocolate, sugar cane, coffee, the arts)

Strand: Comparisons

Standard 9: Students shall demonstrate understanding of the similarities and differences between the Spanish language and their own (languages).

CMP.9.SNSI.1	Identify <i>idioms</i> , <i>regionalisms</i> , and <i>colloquialisms</i> from various Spanish-speaking countries
CMP.9.SNSI.2	Identify different <i>dialects</i> and pronunciations used in Spanish-speaking countries and the United States
CMP.9.SNSI.3	Identify <i>indigenous</i> languages of Spanish-speaking countries
CMP.9.SNSI.4	Discuss <i>Anglicisms</i> , <i>false cognates</i> , and <i>code switching</i> (i.e., Spanglish)

Strand: Comparisons

Standard 10: Students shall demonstrate understanding of the similarities and differences between the cultures of the Spanish-speaking world and their own (cultures).

CMP.10.SNSI.1	Compare and contrast examples of visual arts, music, dance, and food
CMP.10.SNSI.2	Compare and contrast cultural traditions and celebrations
CMP.10.SNSI.3	Compare and contrast folktales, superstitions, and legends
CMP.10.SNSI.4	Identify social patterns (e.g., meeting new people, dating, school, employment, transportation)

Strand: Communities

Standard 11: Students shall use Spanish in the classroom, school, and beyond (involvement).

CMN.11.SNSI.1	Identify local businesses and/or media in Spanish-speaking communities
CMN.11.SNSI.2	Use Spanish language skills in the global community (e.g., Internet, e-mail, mentoring, interpersonal)
CMN.11.SNSI.3	Identify organizations that support and are involved in Spanish-speaking communities (e.g., businesses, civic clubs, government agencies)

Strand: Communities

Standard 12: Students shall demonstrate evidence of becoming lifelong learners by using Spanish for personal enjoyment and enrichment (ownership).

CMN.12.SNSI.1	Use <i>standard Spanish</i> language daily
CMN.12.SNSI.2	Participate in enrichment activities within the school and/or community (e.g., international festival)
CMN.12.SNSI.3	Examine the use of Spanish in daily life and future occupations
CMN.12.SNSI.4	Investigate the uses of Spanish in the community

Glossary for Spanish Courses

Adapted	Written/printed materials, sources, or texts in Spanish, not necessarily from a Spanish-speaking country; may include translations
Aesthetic qualities	Pertains to a sense of beauty and emotion rather than science; a guiding principle in matters of beauty and taste; artistic sensibility
Anglicisms	Spanish words <i>adapted</i> from English
Authentic (materials, sources, texts)	Sources that have been developed specifically for native speakers, including print, audio and visual materials; representative of the real world
Blog	An online journal; literally a "Web log"
Borrowings	Words taken from one language and used unchanged in another language
Circumlocution	A communicative strategy that is used to describe or talk around a concept or action when the exact word is not known (e.g., "the thing that stops a car" for "brakes")
Code switching	The alternate use of two or more languages or varieties of language, especially within the same discourse
Cognates	Words that look or sound similar and mean the same in more than one language
Colloquialisms	Words and phrases unique to a geographical region(s), culture(s), or subculture(s)
Conceptualized visuals	A picture, drawing, or object that helps a student form an idea or a concept, or gain understanding
Contextualized texts	A text that helps students easily make connections and infer meaning
Dialect	Distinct differences of a language which are characteristic of a particular group of the language's speakers
Environmental print	The print of everyday life such as symbols, signs, colors, or numbers found in or on businesses, public buildings, or anywhere outside
Expository	Material, source, or text that explains or informs
False cognates	Words that look and sound similar in more than one language but do not have the same meaning
Fluid	Natural sounding, smooth flowing
Idiomatic expressions (idioms)	Groups of words that mean something other than their literal translation
Indigenous	Originating in and characteristic of a particular region or country; native to a region (e.g., the plants <i>indigenous</i> to Argentina; the <i>indigenous</i> peoples of Guatemala)
Intangible products	Abstract cultural elements of a society (e.g., legal system, education system, religion, music)
Intonation	Pattern or melody of <i>pitch</i> that changes in connected speech, especially the <i>pitch</i> pattern of a sentence, which distinguishes kinds of sentences or speakers of different language cultures
Key pals	Similar to pen pals except that communication takes place using electronic media
Literary style	The characteristics of a work that reflect the author's distinctive way of writing; an author's use of language, its effects, and its appropriateness to the author's intent and theme

Mood	A characteristic of verbs that refers to how the writer or speaker presents ideas (indicative, imperative, subjunctive)
Nuances	Subtle differences in meaning
Orthography	Correct use of writing, symbols, and spelling
Perspectives	Attitudes or worldviews associated with a particular culture or cultures; the traditional ideas, attitudes, meanings, and values of members of that society
Phonetic	Pertaining to the system of sound-letter relationships used in reading and writing, which begins with the understanding that each letter (or grapheme) of the alphabet stands for one or more sounds (or phonemes)
Pitch	The degree to which a sound has a high or low quality
Podcast	Auditory or visual electronic file available via the Internet
Practices	Patterns of behavior accepted by a society; they represent knowledge of what to do, when, and where
Products	Concrete(<i>tangible</i>)or abstract (<i>intangible</i>) cultural elements of a society
Realia	Objects or activities used to relate classroom teaching to the real life, especially of peoples studied; objects used by a teacher to illustrate everyday living (e.g., coins, brochures, posters, packaging)
Regionalism	Variation in speech or writing based on the particular area where a speaker comes from. Variation may occur with respect to pronunciation, vocabulary, or <i>syntax</i>
Register	The manner of addressing another person according to the title, relationship, and/or social situation
Rhetorical devices	Use of language mainly by the arrangement of words to achieve special effects
Standard Spanish	A neutral Spanish considered a correct, educated standard for the Spanish language
Syntax	The order of words required to make grammatically correct sentences
Tangible products	Concrete cultural elements of a society (e.g., literature, foods, tools, dwellings, clothing)
Tense	A characteristic of verbs that indicates the time of the action or state of being that a verb expresses
Tone	A relative height of <i>pitch</i> with which a syllable or word is pronounced which distinguishes meaning
Universal cultural practices	<i>Practices</i> that are common among different cultures relating to things such as language, religion, protocol, holidays, family, daily life, art, and music
Wiki	A collaborative Web site for use in knowledge management and may be edited by users
Writing process	The planning of writing for different purposes and audiences including prewriting, drafting, revising, and editing, and publishing

Spanish for Native Speakers II

Foreign Language Curriculum Framework

Revised 2007

Course Title: Spanish for Native Speakers II
 Course/Unit Credit: 1
 Course Number: Secondary Spanish
 Teacher Licensure: 9-12
 Grades:

Spanish for Native Speakers II

Spanish for Native Speakers II extends the reading and writing skills of the fluent speaker with attention to problems particular to Spanish-speaking students. Extensive writing improves the grammar, spelling, and mechanics of formal language use. The students read, discuss, and write about various genres of Hispanic literature, focusing on improving reading comprehension, critical thinking, and analytical skills. The course includes cultural, sociological, and literary insights into the Spanish-speaking world. The course is conducted entirely in Spanish. The course is defined by the content standards of the Arkansas Foreign Language Curriculum Framework for Spanish for Native Speakers II and includes applications, problem solving, higher-order thinking skills, and performance-based, open-ended assessments with rubrics. Spanish for Native Speakers I is a prerequisite for this course. Arkansas Department of Education approval is not required.

Stand	Content Standard
Communication	1. Students shall process oral, written, and/or visual messages in <i>standard Spanish</i> (interpretive).
	2. Students shall interact verbally and/or in writing in <i>standard Spanish</i> (interpersonal).
	3. Students shall present to an audience of listeners and/or readers in <i>standard Spanish</i> (presentational).
Culture	4. Students shall demonstrate understanding of the <i>practices</i> of the Spanish-speaking world (<i>practices</i>).
	5. Students shall demonstrate understanding of the <i>products</i> of the Spanish-speaking world (<i>products</i>).
	6. Students shall demonstrate understanding of the <i>perspectives</i> of the Spanish-speaking world (<i>perspectives</i>).
Connections	7. Students shall apply the Spanish language to reinforce and expand their knowledge of other subject areas (cross-curricular).
	8. Students shall recognize the common and unique views and contributions of the language and cultures of the Spanish-speaking world (global <i>perspectives</i>).
Comparisons	9. Students shall demonstrate understanding of the similarities and differences between the Spanish language and their own (languages).
	10. Students shall demonstrate understanding of the similarities and differences between the cultures of the Spanish-speaking world and their own (cultures).
Communities	11. Students shall use Spanish in the classroom, school, and beyond (involvement).
	12. Students shall demonstrate evidence of becoming lifelong learners by using Spanish for personal enjoyment and enrichment (ownership).

Strand: Communication

Standard 1: Students shall process oral, written, and/or visual messages in *standard Spanish* (interpretive).

CMC.1.SNSII.1	Interpret <i>aesthetic qualities</i> of <i>adapted</i> and short <i>authentic</i> literary texts on a variety of topics
CMC.1.SNSII.2	Interpret theme, characters, setting, and supporting details in <i>adapted</i> and short <i>authentic</i> literary texts
CMC.1.SNSII.3	Compare and contrast <i>literary styles</i> and techniques (e.g., classical literature, modern literature)
CMC.1.SNSII.4	Follow detailed instructions or directions for a variety of familiar situations
CMC.1.SNSII.5	Interpret complex correspondence and communication from a variety of sources
CMC.1.SNSII.6	Interpret meaning from a variety of visual and multimedia cues
CMC.1.SNSII.7	Use <i>colloquialisms</i> , <i>regionalisms</i> , and linguistic <i>borrowings</i> (e.g., <u>coquí</u> , <u>guajolote</u> , <u>palta</u>)
CMC.1.SNSII.8	Use reading and listening strategies to enhance comprehension

Strand: Communication

Standard 2: Students shall interact verbally and/or in writing in *standard Spanish* (interpersonal).

CMC.2.SNSII.1	Discuss a variety of topics using appropriate <i>register</i>	
CMC.2.SNSII.2	Initiate <i>fluid</i> spontaneous conversations (e.g., interviews)	
CMC.2.SNSII.3	Exchange personal viewpoints, ideas, and opinions on concrete and abstract topics (e.g., written correspondence, debate)	
CMC.2.SNSII.4	Express detailed opinions and personal feelings	
CMC.2.SNSII.5	Share personal reactions and opinions about <i>authentic</i> literary texts	
CMC.2.SNSII.6	Communicate using appropriate vocabulary, <i>tenses</i> , and <i>moods</i> <ul style="list-style-type: none"> • present indicative • immediate future • progressive <i>tenses</i> • preterite • imperfect • future • conditional • perfect <i>tenses</i> • subjunctive <i>mood</i> 	
CMC.2.SNSII.7	Employ <i>circumlocution</i> skills to exchange information about unfamiliar topics	

Strand: Communication

Standard 3: Students shall present to an audience of listeners and/or readers in *standard Spanish* (presentational).

CMC.3.SNSII.1	Write clear, detailed, straight-forward compositions on a variety of topics
CMC.3.SNSII.2	Sustain <i>fluid</i> , sequential, straight-forward conversation using supporting ideas and relevant examples
CMC.3.SNSII.3	Produce simple rehearsed dramatic or musical expressions
CMC.3.SNSII.4	Perform short, original literary or musical works using <i>rhetorical devices</i>
CMC.3.SNSII.5	Employ the <i>writing process</i> , including peer editing
CMC.3.SNSII.6	Produce level-appropriate visual or multimedia projects using technology (e.g., poster, brochure, slideshow, <i>podcast</i>)
CMC.3.SNSII.7	Use <i>syntax</i> , <i>orthography</i> , and pronunciation effectively according to language development level <ul style="list-style-type: none"> • written accents • capitalization • <i>phonetic</i> homonyms (e.g., ll/y, g/j, s/c/z)

Strand: Culture

Standard 4: Students shall demonstrate understanding of the *practices* of the Spanish-speaking world (*practices*).

CLT.4.SNSII.1	Analyze social and cultural traditions of Spanish-speaking communities found in the United States and the world
CLT.4.SNSII.2	Analyze the influence of other languages on the culture of Spanish-speaking communities (e.g., use of <u>vos</u> , <u>Alhambra</u> , <u>ojalá</u> <u>theta</u>)
CLT.4.SNSII.3	Interact using culturally appropriate behaviors in a variety of situations (e.g., verbal and nonverbal greetings, gestures, customs, expressions)
CLT.4.SNSII.4	Participate in activities representative of Spanish-speaking communities (e.g., music, games, sports, celebrations)

Strand: Culture

Standard 5: Students shall demonstrate understanding of the *products* of the Spanish-speaking world (*products*).

CLT.5.SNSII.1	Identify <i>products</i> particular to the regions and <i>indigenous</i> groups found in the United States and the world (e.g., Zuni, Yaqui, Maya)
CLT.5.SNSII.2	Interpret the performing arts of Spanish-speaking cultures (e.g., music, dance, movies, plays)
CLT.5.SNSII.3	Analyze the historical contributions of literature and music created by Spanish-speaking communities (e.g., salsa, Don Quijote)
CLT.5.SNSII.4	Analyze, in <i>standard Spanish</i> , the relationship between Spanish-speaking cultures and their <i>tangible products</i> (e.g., national monuments, murals, symbols)
CLT.5.SNSII.5	Analyze, in <i>standard Spanish</i> , the relationship between Spanish-speaking cultures and their <i>intangible products</i> (e.g., Spanish monarchy, Mexican political structures, Colombian educational system)
CLT.5.SNSII.6	Analyze, in <i>standard Spanish</i> , the relationship between environments and <i>products</i> of Spanish-speaking cultures (e.g., relationship between deforestation, pollution, geography, natural resources, politics, society, or migration and <i>products</i>)
CLT.5.SNSII.7	Identify <i>products</i> and effects of the rainforests found in Spanish-speaking countries (e.g., Central America, Amazon)

Strand: Culture

Standard 6: Students shall demonstrate understanding of the *perspectives* of the Spanish-speaking world (*perspectives*).

CLT.6.SNSII.1	Compare and contrast historical and literary viewpoints of Spanish-speaking cultures found in the United States
CLT.6.SNSII.2	Analyze the impact of geography on the daily life of Spanish-speaking communities
CLT.6.SNSII.3	Analyze cultural aspects as presented in mass media, multimedia, and print (e.g., entertainment, education, politics)
CLT.6.SNSII.4	Analyze roles of women in history, literature, and media in the Spanish-speaking communities found in the United States and the world
CLT.6.SNSII.5	Discuss, in <i>standard Spanish</i> , the influence of historical events and figures on individual and group <i>perspectives</i> (e.g., revolutionary movements, Emilio Zapata, Simon Bolivar)
CLT.6.SNSII.6	Discuss, in <i>standard Spanish</i> , the influence of modern events and figures on individual and group <i>perspectives</i> (e.g., elections, immigration, <u>telenovelas</u> , Hugo Chavez, Ricky Martin)
CLT.6.SNSII.7	Analyze, in <i>standard Spanish</i> , unique cultural <i>perspectives</i> reflected in <i>products</i> and <i>practices</i> (e.g., <u>sarapes</u> , <u>mate</u> , <u>boleros</u>)

Strand: Connections

Standard 7: Students shall apply the Spanish language to reinforce and expand their knowledge of other subject areas (cross-curricular).

CNN.7.SNSII.1	Make currency and measurement conversions
CNN.7.SNSII.2	Describe various aspects of pre-Columbian societies (e.g., social structure, architecture)
CNN.7.SNSII.3	Describe various aspects of modern Spanish-speaking communities (e.g., dance, education, family)
CNN.7.SNSII.4	Compare and contrast examples of artistic expression representative of Spanish-speaking communities (e.g., art, dance, music)
CNN.7.SNSII.5	Investigate <i>authentic</i> games and sports
CNN.7.SNSII.6	Discuss <i>authentic</i> or <i>adapted</i> texts

Strand: Connections

Standard 8: Students shall recognize the common and unique views and contributions of the language and cultures of the Spanish-speaking world (*global perspectives*).

CNN.8.SNSII.1	Discuss influences of notable Spanish speakers and their contributions
CNN.8.SNSII.2	Compare and contrast the conquest of the Americas to the colonization of the United States
CNN.8.SNSII.3	Compare and contrast superstitions and legends to those of the United States (e.g., breaking a mirror brings bad luck, avoiding black cats, <u>La Llorona</u> , Headless Horseman)
CNN.8.SNSII.4	Compare and contrast legal and political systems of Spanish-speaking countries to those of the United States (e.g., laws protecting citizens' rights, forms of government)
CNN.8.SNSII.5	Analyze, in <i>standard Spanish</i> , the interdependence that exists between the Spanish-speaking cultures and the world using <i>authentic</i> sources (e.g., imports/exports, natural resources, medicine)
CNN.8.SNSII.6	Analyze the contribution of the <i>products</i> of Spanish-speaking cultures on other cultures (e.g., <u>piñata</u> , chocolate, sugar cane, coffee, the arts)

Strand: Comparisons

Standard 9: Students shall demonstrate understanding of the similarities and differences between the Spanish language and their own (languages).

CMP.9.SNSII.1	Compare and contrast <i>idioms</i> , <i>regionalisms</i> , <i>colloquialisms</i> , and proverbs from various Spanish-speaking countries
CMP.9.SNSII.2	Compare and contrast <i>dialects</i> , <i>pitch</i> , and <i>intonation</i> used in Spanish-speaking countries and the United States
CMP.9.SNSII.3	Compare and contrast <i>indigenous</i> languages of Spanish-speaking countries
CMP.9.SNSII.4	Use <i>Anglicisms</i> in appropriate context

Strand: Comparisons

Standard 10: Students shall demonstrate understanding of the similarities and differences between the cultures of the Spanish-speaking world and their own (cultures).

CMP.10.SNSII.1	Compare and contrast examples of visual arts, music, dance, and food
CMP.10.SNSII.2	Compare and contrast cultural traditions and celebrations
CMP.10.SNSII.3	Compare and contrast belief systems (e.g., social hierarchy, religion)
CMP.10.SNSII.4	Compare social patterns of other Spanish speaking communities to their own (e.g., meeting new people, dating, school, meeting new people, employment, transportation)

Strand: Communities

Standard 11: Students shall use Spanish in the classroom, school, and beyond (involvement).

CMN.11.SNSII.1	Contribute to local and/or regional media in Spanish speaking communities (e.g., letter to the editor, interview, artwork, photography)
CMN.11.SNSII.2	Investigate contributions from local and national Spanish-speaking leaders and organizations
CMN.11.SNSII.3	Correspond, in <i>standard Spanish</i> , using technology (e.g., <i>key pals</i> , pen pals)
CMN.11.SNSII.4	Investigate activities representative of Spanish-speaking communities (e.g., sports, games, travel, media, music)

Strand: Communities

Standard 12: Students shall demonstrate evidence of becoming lifelong learners by using Spanish for personal enjoyment and enrichment (ownership).

CMN.12.SNSII.1	Use <i>standard Spanish</i> language daily
CMN.12.SNSII.2	Provide enrichment activities within the school and/or community (e.g., teach Spanish to elementary students)
CMN.12.SNSII.3	Predict the use of Spanish in daily life and future occupations
CMN.12.SNSII.4	Investigate occupations within the local community in which Spanish-language abilities are beneficial (e.g., interview a Spanish-speaking community member about his/her occupation)

Glossary for Spanish Courses

Adapted	Written/printed materials, sources, or texts in Spanish, not necessarily from a Spanish-speaking country; may include translations
Aesthetic qualities	Pertains to a sense of beauty and emotion rather than science; a guiding principle in matters of beauty and taste; artistic sensibility
Anglicisms	Spanish words <i>adapted</i> from English
Authentic (materials, sources, texts)	Sources that have been developed specifically for native speakers, including print, audio and visual materials; representative of the real world
Blog	An online journal; literally a "Web log"
Borrowings	Words taken from one language and used unchanged in another language
Circumlocution	A communicative strategy that is used to describe or talk around a concept or action when the exact word is not known (e.g., "the thing that stops a car" for "brakes")
Code switching	The alternate use of two or more languages or varieties of language, especially within the same discourse
Cognates	Words that look or sound similar and mean the same in more than one language
Colloquialisms	Words and phrases unique to a geographical region(s), culture(s), or subculture(s)
Conceptualized visuals	A picture, drawing, or object that helps a student form an idea or a concept, or gain understanding
Contextualized texts	A text that helps students easily make connections and infer meaning
Dialect	Distinct differences of a language which are characteristic of a particular group of the language's speakers
Environmental print	The print of everyday life such as symbols, signs, colors, or numbers found in or on businesses, public buildings, or anywhere outside
Expository	Material, source, or text that explains or informs
False cognates	Words that look and sound similar in more than one language but do not have the same meaning
Fluid	Natural sounding, smooth flowing
Idiomatic expressions (idioms)	Groups of words that mean something other than their literal translation
Indigenous	Originating in and characteristic of a particular region or country; native to a region (e.g., the plants <i>indigenous</i> to Argentina; the <i>indigenous</i> peoples of Guatemala)
Intangible products	Abstract cultural elements of a society (e.g., legal system, education system, religion, music)
Intonation	The pattern or melody of <i>pitch</i> changes in connected speech, especially the <i>pitch</i> pattern of a sentence, which distinguishes kinds of sentences or speakers of different language cultures.
Key pals	Similar to pen pals except that communication takes place using electronic media
Literary style	The characteristics of a work that reflect the author's distinctive way of writing; an author's use of language, its effects, and its appropriateness to the author's intent and theme

Mood	A characteristic of verbs that refers to how the writer or speaker presents ideas (indicative, imperative, subjunctive)
Nuances	Subtle differences in meaning
Orthography	Correct use of writing, symbols, and spelling
Perspectives	Attitudes or worldviews associated with a particular culture or cultures; the traditional ideas, attitudes, meanings, and values of members of that society
Phonetic	Pertaining to the system of sound-letter relationships used in reading and writing, which begins with the understanding that each letter (or grapheme) of the alphabet stands for one or more sounds (or phonemes)
Pitch	The degree to which a sound has a high or low quality
Podcast	Auditory or visual electronic file available via the Internet
Practices	Patterns of behavior accepted by a society; they represent knowledge of what to do, when, and where
Products	Concrete(<i>tangible</i>)or abstract (<i>intangible</i>) cultural elements of a society
Realia	Objects or activities used to relate classroom teaching to the real life, especially of peoples studied; objects used by a teacher to illustrate everyday living (e.g., coins, brochures, posters, packaging)
Regionalism	Variation in speech or writing based on the particular area where a speaker comes from. Variation may occur with respect to pronunciation, vocabulary, or <i>syntax</i>
Register	The manner of addressing another person according to the title, relationship, and/or social situation
Rhetorical devices	Use of language mainly by the arrangement of words to achieve special effects
Standard Spanish	A neutral Spanish considered a correct, educated standard for the Spanish language
Syntax	The order of words required to make grammatically correct sentences
Tangible products	Concrete cultural elements of a society (e.g., literature, foods, tools, dwellings, clothing)
Tense	A characteristic of verbs that indicates the time of the action or state of being that a verb expresses
Tone	A relative height of <i>pitch</i> with which a syllable or word is pronounced which distinguishes meaning
Universal cultural practices	<i>Practices</i> that are common among different cultures relating to things such as language, religion, protocol, holidays, family, daily life, art, and music
Wiki	A collaborative Web site for use in knowledge management and may be edited by users
Writing process	The planning of writing for different purposes and audiences including prewriting, drafting, revising, and editing, and publishing

Spanish for Native Speakers III

Foreign Language Curriculum Framework

Revised 2007

Course Title: Spanish for Native Speakers III
 Course/Unit Credit: 1
 Course Number: Secondary Spanish
 Teacher Licensure: 9-12
 Grades:

Spanish for Native Speakers III

Spanish for Native Speakers III is an elective course that furthers the communication skills acquired in Spanish for Native Speakers II, with the aim of language proficiency. Spanish for Native Speakers III includes the review and expansion of essential Spanish grammar and vocabulary necessary for advanced oral and written communication. *Authentic* audio and video recordings as well as native Spanish speakers are accessed to deepen cultural, sociological, and literary insights into the Spanish-speaking world. Compositions reflect comprehension and an increasing understanding of the complexities of the language and vocabulary. The course is conducted entirely in Spanish. The course is defined by the content standards of the Arkansas Foreign Language Curriculum Framework for Spanish for Native Speakers III and includes applications, problem solving, higher-order thinking skills, and performance-based, open-ended assessments with rubrics. Spanish for Native Speakers II is a prerequisite for this course. Arkansas Department of Education approval is not required.

Stand	Content Standard
Communication	1. Students shall process oral, written, and/or visual messages in <i>standard Spanish</i> (interpretive).
	2. Students shall interact verbally and/or in writing in <i>standard Spanish</i> (interpersonal).
	3. Students shall present to an audience of listeners and/or readers in <i>standard Spanish</i> (presentational).
Culture	4. Students shall demonstrate understanding of the <i>practices</i> of the Spanish-speaking world (<i>practices</i>).
	5. Students shall demonstrate understanding of the <i>products</i> of the Spanish-speaking world (<i>products</i>).
	6. Students shall demonstrate understanding of the <i>perspectives</i> of the Spanish-speaking world (<i>perspectives</i>).
Connections	7. Students shall apply the Spanish language to reinforce and expand their knowledge of other subject areas (cross-curricular).
	8. Students shall recognize the common and unique views and contributions of the language and cultures of the Spanish-speaking world (global <i>perspectives</i>).
Comparisons	9. Students shall demonstrate understanding of the similarities and differences between the Spanish language and their own (languages).
	10. Students shall demonstrate understanding of the similarities and differences between the cultures of the Spanish-speaking world and their own (cultures).
Communities	11. Students shall use Spanish in the classroom, school, and beyond (involvement).
	12. Students shall demonstrate evidence of becoming lifelong learners by using Spanish for personal enjoyment and enrichment (ownership).

Strand: Communication

Standard 1: Students shall process oral, written, and/or visual messages in *standard Spanish* (interpretive).

CMC.1.SNSIII.1	Analyze a variety of <i>authentic</i> literary texts (e.g., poetry, prose, drama)
CMC.1.SNSIII.2	Interpret elements of a short story (e.g., theme, character, setting, supporting details) in <i>authentic</i> texts
CMC.1.SNSIII.3	Analyze <i>literary</i> styles and techniques (e.g., classical literature, modern literature)
CMC.1.SNSIII.4	Follow spontaneous, complex instructions or directions in a variety of unfamiliar situations
CMC.1.SNSIII.5	Interpret spontaneous, complex correspondence and communication from a variety of sources
CMC.1.SNSIII.6	Interpret meaning from a variety of visual and multimedia cues
CMC.1.SNSIII.7	Use various accents, <i>idiomatic expressions</i> , and proverbs
CMC.1.SNSIII.8	Use reading and listening strategies to enhance comprehension

Strand: Communication

Standard 2: Students shall interact verbally and/or in writing in *standard Spanish* (interpersonal).

CMC.2.SNSIII.1	Defend opinions with supporting evidence on a variety of topics in <i>standard Spanish</i>
CMC.2.SNSIII.2	Sustain extended conversation on a variety of topics (e.g., in-depth interview using probing questions)
CMC.2.SNSIII.3	Correspond in formal situations using correct <i>register</i> (e.g., business letters, resumes)
CMC.2.SNSIII.4	Use persuasion to advocate a point of view
CMC.2.SNSIII.5	Substantiate opinions through elaboration, summarization, and rephrasing of ideas
CMC.2.SNSIII.6	Communicate using appropriate compound tenses and moods <ul style="list-style-type: none"> • present indicative • immediate future • progressive tenses • preterite • imperfect • future • conditional • perfect tenses • subjunctive mood
CMC.2.SNSIII.7	Employ <i>circumlocution</i> skills to exchange information about complex or unfamiliar topics

Strand: Communication

Standard 3: Students shall present to an audience of listeners and/or readers in *standard Spanish* (presentational).

CMC.3.SNSIII.1	Formulate well-constructed and relevant compositions on a variety of complex topics
CMC.3.SNSIII.2	Sustain <i>fluid</i> conversation on complex subjects using supporting details and descriptions
CMC.3.SNSIII.3	Create rehearsed or spontaneous dramatic or musical expressions on a variety of cultural themes
CMC.3.SNSIII.4	Perform complex original literary or musical works using <i>rhetorical devices</i>
CMC.3.SNSIII.5	Employ the <i>writing process</i> , including peer editing
CMC.3.SNSIII.6	Produce level-appropriate visual or multimedia projects using technology (e.g., poster, brochure, slideshow, video, <i>podcast</i>)
CMC.3.SNSIII.7	Use <i>syntax</i> , <i>orthography</i> , and pronunciation effectively according to language development level <ul style="list-style-type: none"> • written accents • capitalization • <i>phonetic</i> homonyms (e.g., <i>y/ll</i>, <i>g/j</i>, <i>s/z/c</i>)

Strand: Culture

Standard 4: Students shall demonstrate understanding of the *practices* of the Spanish-speaking world (*practices*).

CLT.4.SNSIII.1	Evaluate social and cultural traditions of Spanish-speaking communities found in the United States and the world
CLT.4.SNSIII.2	Analyze the influence of other languages on the culture of Spanish-speaking communities (e.g., <u>chao/ciao</u>)
CLT.4.SNSIII.3	Interact using culturally appropriate behaviors in a variety of situations (e.g., verbal and nonverbal greetings, gestures, customs, expressions)
CLT.4.SNSIII.4	Investigate <i>authentic</i> activities representative of Spanish-speaking communities (e.g., music, games, sports, celebrations)

Strand: Culture

Standard 5: Students shall demonstrate understanding of the *products* of the Spanish-speaking world (*products*).

CLT.5.SNSIII.1	Identify <i>products</i> particular to the regions and <i>indigenous</i> groups found in the United States and the world (e.g., Inca, Apache, Araucanos)
CLT.5.SNSIII.2	Create original work, in <i>standard Spanish</i> , if applicable, based on the performing arts of Spanish-speaking cultures (e.g., drama, dance, music, movies)
CLT.5.SNSIII.3	Evaluate the historical contributions of literature and music created by Spanish-speaking communities (e.g., tango, <u>A Roosevelt</u> by Ruben Darío)
CLT.5.SNSIII.4	Evaluate, in <i>standard Spanish</i> , the purposes of <i>tangible products</i> (e.g., political cartoons, regional advertisements)
CLT.5.SNSIII.5	Evaluate, in <i>standard Spanish</i> , the purposes of <i>intangible products</i> (e.g., social classes, political institutions)
CLT.5.SNSIII.6	Assess, in Spanish, the relationship between environments and <i>products</i> of Spanish-speaking cultures (e.g., relationship between geography, climate, natural resources, politics, society, migration, deforestation, or pollution and <i>products</i>)
CLT.5.SNSIII.7	Analyze <i>products</i> of the Amazon rainforest and the effects of deforestation and the world

Strand: Culture

Standard 6: Students shall demonstrate understanding of the *perspectives* of the Spanish-speaking world (*perspectives*).

CLT.6.SNSIII.1	Analyze historical and literary viewpoints of Spanish-speaking cultures found in the United States
CLT.6.SNSIII.2	Analyze the impact of geography on daily life of Spanish-speaking communities
CLT.6.SNSIII.3	Evaluate cultural aspects as presented in mass media, multimedia, and print (e.g., education, entertainment, politics)
CLT.6.SNSIII.4	Evaluate roles of women in history, literature, and media in the Spanish-speaking communities found in the United States and the world
CLT.6.SNSIII.5	Evaluate, in <i>standard Spanish</i> , the influence of historical events and figures on individual and group <i>perspectives</i> (e.g., revolutionary movements, Emilio Zapata, Simon Bolivar)
CLT.6.SNSIII.6	Evaluate, in <i>standard Spanish</i> , the influence of modern events and figures on individual and group <i>perspectives</i> (e.g., elections, immigration, <u>telenovelas</u> , Hugo Chavez, Ricky Martin)
CLT.6.SNSIII.7	Evaluate, in <i>standard Spanish</i> , <i>perspectives</i> reflected in <i>products</i> and <i>practices</i> among Spanish-speaking communities
CLT.6.SNSIII.8	Create, in <i>standard Spanish</i> , original works that reflect the unique <i>perspectives</i> of Spanish-speaking cultures

Strand: Connections

Standard 7: Students shall apply the Spanish language to reinforce and expand their knowledge of other subject areas (cross-curricular).

CNN.7.SNSIII.1	Make currency and measurement conversions
CNN.7.SNSIII.2	Compare and contrast pre-Columbian societies
CNN.7.SNSIII.3	Compare and contrast modern and pre-Colombian communities
CNN.7.SNSIII.4	Create original examples of artistic expression representative of Spanish-speaking communities, using available technology (e.g., art, music, dance)
CNN.7.SNSIII.5	Create original examples of <i>authentic</i> games and sports
CNN.7.SNSIII.6	Analyze <i>authentic</i> or <i>adapted</i> texts
CNN.7.SNSIII.7	Collect data results, in <i>standard Spanish</i> , using available technology (e.g., population growth among countries)

Strand: Connections

Standard 8: Students shall recognize the common and unique views and contributions of the language and cultures of the Spanish-speaking world (*global perspectives*).

CNN.8.SNSIII.1	Evaluate the influence of notable Spanish speakers and their contributions
CNN.8.SNSIII.2	Analyze modern views of daily life based on the historical aspects of colonization
CNN.8.SNSIII.3	Analyze modern views of superstitions and legends as they influence immigration or migration
CNN.8.SNSIII.4	Analyze legal and political systems found in the United States and the Spanish-speaking world
CNN.8.SNSIII.5	Evaluate, in <i>standard Spanish</i> , the interdependence that exists between the Spanish-speaking cultures and the world using <i>authentic</i> sources (e.g., imports/exports, natural resources, medicine)

Strand: Comparisons

Standard 9: Students shall demonstrate understanding of the similarities and differences between the Spanish language and their own (languages).

CMP.9.SNSIII.1	Use <i>idioms</i> , <i>regionalisms</i> , <i>colloquialisms</i> , and proverbs in appropriate contexts
CMP.9.SNSIII.2	Use various <i>dialects</i> , <i>pitch</i> , and <i>intonation</i> in appropriate contexts

Strand: Comparisons

Standard 10: Students shall demonstrate understanding of the similarities and differences between the cultures of the Spanish-speaking world and their own (cultures).

CMP.10.SNSIII.1	Compare and contrast visual arts, food, music, and dance
CMP.10.SNSIII.2	Compare and contrast cultural traditions and celebrations
CMP.10.SNSIII.3	Compare and contrast the treatment of controversial issues
CMP.10.SNSIII.4	Compare the social systems of Spanish-speaking communities to those of their own (e.g., education, economy, politics, the arts)
CMP.10.SNSIII.5	Compare and contrast the reporting of international events by the media in Spanish-speaking countries and in the United States
CMP.10.SNSIII.6	Analyze the role of the United States and other countries as presented in literature

Strand: Communities

Standard 11: Students shall use Spanish in the classroom, school, and beyond (involvement).

CMN.11.SNSIII.1	Contribute to local and/or regional media in Spanish-speaking communities (e.g., radio announcements, weather reports)
CMN.11.SNSIII.2	Correspond, in <i>standard Spanish</i> , using technology (e.g., <i>key pals</i> , pen pals)
CMN.11.SNSIII.3	Analyze contributions of organizations and leaders to Spanish-speaking communities
CMN.11.SNSIII.4	Demonstrate activities representative of Spanish-speaking communities (e.g., sports, games, travel, media, music)
CMN.11.SNSIII.5	Create Spanish literature for use within the local or global community (e.g., brochures, children's books, <i>wikis</i>)

Strand: Communities

Standard 12: Students shall demonstrate evidence of becoming lifelong learners by using Spanish for personal enjoyment and enrichment (ownership).

CMN.12.SNSIII.1	Use <i>standard Spanish</i> language daily
CMN.12.SNSIII.2	Provide enrichment activities within the school and/or community (e.g., perform dance, read to children in local library)
CMN.12.SNSIII.3	Predict the use of Spanish in daily life and future occupations
CMN.12.SNSIII.4	Explore personal occupation opportunities available in which Spanish language abilities are beneficial

Glossary for Spanish Courses

Adapted	Written/printed materials, sources, or texts in Spanish, not necessarily from a Spanish-speaking country; may include translations
Aesthetic qualities	Pertains to a sense of beauty and emotion rather than science; a guiding principle in matters of beauty and taste; artistic sensibility
Anglicisms	Spanish words <i>adapted</i> from English
Authentic (materials, sources, texts)	Sources that have been developed specifically for native speakers, including print, audio and visual materials; representative of the real world
Blog	An online journal; literally a "Web log"
Borrowings	Words taken from one language and used unchanged in another language
Circumlocution	A communicative strategy that is used to describe or talk around a concept or action when the exact word is not known (e.g., "the thing that stops a car" for "brakes")
Code switching	The alternate use of two or more languages or varieties of language, especially within the same discourse
Cognates	Words that look or sound similar and mean the same in more than one language
Colloquialisms	Words and phrases unique to a geographical region(s), culture(s), or subculture(s)
Conceptualized visuals	A picture, drawing, or object that helps a student form an idea or a concept, or gain understanding
Contextualized texts	A text that helps students easily make connections and infer meaning
Dialect	Distinct differences of a language which are characteristic of a particular group of the language's speakers
Environmental print	The print of everyday life such as symbols, signs, colors, or numbers found in or on businesses, public buildings, or anywhere outside
Expository	Material, source, or text that explains or informs
False cognates	Words that look and sound similar in more than one language but do not have the same meaning
Fluid	Natural sounding, smooth flowing
Idiomatic expressions (idioms)	Groups of words that mean something other than their literal translation
Indigenous	Originating in and characteristic of a particular region or country; native to a region (e.g., the plants <i>indigenous</i> to Argentina; the <i>indigenous</i> peoples of Guatemala)
Intangible products	Abstract cultural elements of a society (e.g., legal system, education system, religion, music)
Intonation	The pattern or melody of <i>pitch</i> changes in connected speech, especially the <i>pitch</i> pattern of a sentence, which distinguishes kinds of sentences or speakers of different language cultures.
Key pals	Similar to pen pals except that communication takes place using electronic media
Literary style	The characteristics of a work that reflect the author's distinctive way of writing; an author's use of language, its effects, and its appropriateness to the author's intent and theme

Mood	A characteristic of verbs that refers to how the writer or speaker presents ideas (indicative, imperative, subjunctive)
Nuances	Subtle differences in meaning
Orthography	Correct use of writing, symbols, and spelling
Perspectives	Attitudes or worldviews associated with a particular culture or cultures; the traditional ideas, attitudes, meanings, and values of members of that society
Phonetic	Pertaining to the system of sound-letter relationships used in reading and writing, which begins with the understanding that each letter (or grapheme) of the alphabet stands for one or more sounds (or phonemes)
Pitch	The degree to which a sound has a high or low quality
Podcast	Auditory or visual electronic file available via the Internet
Practices	Patterns of behavior accepted by a society; they represent knowledge of what to do, when, and where
Products	Concrete(<i>tangible</i>)or abstract (<i>intangible</i>) cultural elements of a society
Realia	Objects or activities used to relate classroom teaching to the real life, especially of peoples studied; objects used by a teacher to illustrate everyday living (e.g., coins, brochures, posters, packaging)
Regionalism	Variation in speech or writing based on the particular area where a speaker comes from. Variation may occur with respect to pronunciation, vocabulary, or <i>syntax</i>
Register	The manner of addressing another person according to the title, relationship, and/or social situation
Rhetorical devices	Use of language mainly by the arrangement of words to achieve special effects
Standard Spanish	A neutral Spanish considered a correct, educated standard for the Spanish language
Syntax	The order of words required to make grammatically correct sentences
Tangible products	Concrete cultural elements of a society (e.g., literature, foods, tools, dwellings, clothing)
Tense	A characteristic of verbs that indicates the time of the action or state of being that a verb expresses
Tone	A relative height of <i>pitch</i> with which a syllable or word is pronounced which distinguishes meaning
Universal cultural practices	<i>Practices</i> that are common among different cultures relating to things such as language, religion, protocol, holidays, family, daily life, art, and music
Wiki	A collaborative Web site for use in knowledge management and may be edited by users
Writing process	The planning of writing for different purposes and audiences including prewriting, drafting, revising, and editing, and publishing

Chinese II

Foreign Language Curriculum Framework

Revised 2007

Course Title: Chinese II
 Course/Unit Credit: 1
 Course Number: Secondary Chinese
 Teacher Licensure: 9-12
 Grades:

Chinese II

Chinese II develops and expands the fundamental skills introduced in Chinese I. Aural comprehension, pronunciation, and speaking exercises facilitate oral communication. Additional vocabulary and grammar are introduced to lead to more advanced reading and writing. Authentic reading materials and audio/video recordings enrich instruction. The course is defined by the content standards of the Arkansas Foreign Language Curriculum Framework for Chinese II and includes applications, problem solving, higher-order thinking skills, and performance-based, open-ended assessments with rubrics. Two years of the same foreign language is required by the Standards for Accreditation to be taught in Arkansas public high schools. Chinese II may be used to partially fulfill this requirement. Chinese I is a prerequisite for this course. Arkansas Department of Education approval is not required.

Strand	Content Standard
Communication	1. Students shall interpret information and messages in the Chinese language, <u>Putonghua</u> (interpretive).
	2. Students shall interact with others in the Chinese language, <u>Putonghua</u> (interpersonal).
	3. Students shall present information and messages in the Chinese language, <u>Putonghua</u> (presentational).
Culture	4. Students shall demonstrate understanding of the <i>practices</i> of the Chinese-speaking world (<i>practices</i>).
	5. Students shall demonstrate understanding of the <i>products</i> of the Chinese-speaking world (<i>products</i>).
	6. Students shall demonstrate understanding of the <i>perspectives</i> of the Chinese-speaking world (<i>perspectives</i>).
Connections	7. Students shall apply the Chinese language to reinforce and expand their knowledge of other subject areas (cross-curricular).
	8. Students shall recognize the common and unique views and contributions of the language and cultures of the Chinese-speaking world (global <i>perspectives</i>).
Comparisons	9. Students shall demonstrate understanding of the similarities and differences between the Chinese language and their own (languages).
	10. Students shall demonstrate understanding of the similarities and differences between the cultures of the Chinese-speaking world and their own (cultures).
Communities	11. Students shall demonstrate knowledge of ways to use Chinese in the classroom, school, and beyond (involvement).
	12. Students shall demonstrate evidence of becoming lifelong learners by using Chinese for personal enjoyment and enrichment (ownership).

Strand: Communication

Standard 1: Students shall interpret information and messages in the Chinese language, Putonghua (interpretive).

CMC.1.CII.1	Demonstrate an ability to interpret oral, visual, and textual cues (e.g., gestures, nuances, tones)
CMC.1.CII.2	Identify the relationship between the writer/speaker and his/her audience based on the style of language
CMC.1.CII.3	Identify principal messages or main ideas and details, on level-appropriate topics, from a variety of oral, visual, and textual sources (e.g., signs, posters, stories, and dialogues)
CMC.1.CII.4	Provide support for conclusions drawn from a variety of oral, visual, and textual sources
CMC.1.CII.5	Demonstrate an ability to identify the meaning of unfamiliar content and vocabulary (e.g., loan words, inferences, predictions)
CMC.1.CII.6	Recognize <i>simplified Chinese characters</i> related to level-appropriate topics, including <i>stroke order</i> and <i>radicals</i> .

Strand: Communication

Standard 2: Students shall interact with others in the Chinese language, Putonghua (interpersonal).

CMC.2.CII.1	<p>Exchange dialogue with culturally appropriate gestures</p> <ul style="list-style-type: none"> • <i>courtesy phrases</i> • <i>idiomatic expressions</i> • introductions of self and others with distinction between <i>in-group</i> and <i>out-group</i> • classifiers • acquisition of goods, services, and information • personal events and memorable experiences • opinions and personal preferences • multi-step requests and directions
CMC.2.CII.2	Exchange information and ideas in several consecutive sentences (e.g., shopping, travel reservation, phone calls, bus riding)
CMC.2.CII.3	Request clarification on exchanged information and ideas
CMC.2.CII.4	Apply situational-appropriate language and gestures

Strand: Communication

Standard 3: Students shall present information and messages in the Chinese language, Putonghua (presentational).

CMC.3.CII.1	Employ proper rhythm and tones in rehearsed presentations (e.g. skits, dialogues)
CMC.3.CII.2	Construct a string of related simple sentences, in <i>simplified Chinese characters</i> , using proper <i>stroke order</i> , grammar, punctuation, and conventions (e.g., diary, notes, letters)

Strand: Culture

Standard 4: Students shall demonstrate understanding of the *practices* of the Chinese-speaking world (*practices*).

CLT.4.CII.1	Describe <i>practices</i> of Chinese-speaking communities (e.g., greeting, gestures)
CLT.4.CII.2	Describe factors that have influenced <i>practices</i> of Chinese-speaking communities
CLT.4.CII.3	Identify various aspects of universal cultural <i>practices</i> (e.g., traditional holidays, Chinese Lunar Calendar, regional food)

Strand: Culture

Standard 5: Students shall demonstrate understanding of the *products* of the Chinese-speaking world (*products*).

CLT.5.CII.1	Describe tangible <i>products</i> of Chinese-speaking communities (e.g. cooking utensils, chopsticks, oriental garden, art, architecture, technology)
CLT.5.CII.2	Describe intangible <i>products</i> of Chinese-speaking communities (e.g., Confucianism, Daoism, entertainment)
CLT.5.CII.3	Describe factors that have influenced <i>practices</i> of Chinese-speaking communities (e.g., ancient inventions, Chinese medicine, martial arts)

Strand: Culture

Standard 6: Students shall demonstrate understanding of the *perspectives* of the Chinese-speaking world (*perspectives*).

CLT.6.CII.1	Describe <i>perspectives</i> reflected in <i>practices</i> of Chinese-speaking communities (e.g., value of education, family ties, relational thinking)
CLT.6.CII.2	Describe <i>perspectives</i> reflected in <i>products</i> of Chinese-speaking communities
CLT.6.CII.3	Identify historical events and figures that shaped the <i>perspectives</i> of Chinese-speaking communities (dynasties, WWII, modern social events, gender, childbearing)

Strand: Connections

Standard 7: Students shall apply the Chinese language to reinforce and expand their knowledge of other subject areas (cross-curricular).

CNN.7.CII.1	Recognize terms and concepts from other subject areas (e.g., climate, geographical terms, measurements, abacus, calligraphy, brush painting)
CNN.7.CII.2	Apply level-appropriate skills from other subject areas (e.g., philosophy, government, current affairs)

Strand: Connections

Standard 8: Students shall recognize the common and unique views and contributions of the language and cultures of the Chinese-speaking world (*global perspectives*).

CNN.8.CII.1	Explain the influence of <i>practices</i> of Chinese-speaking communities on the global community (e.g., Chinese medicine)
CNN.8.CII.2	Explain the influence of <i>products</i> of Chinese-speaking communities on the global community (e.g., Chinese medicine)
CNN.8.CII.3	Explain the influence of <i>perspectives</i> of Chinese-speaking communities on the global community

Strand: Comparisons

Standard 9: Students shall demonstrate understanding of the similarities and differences between the Chinese language and their own (languages).

CMP.9.CII.1	Explain the similarities and differences in sounds and sentence structure (e.g., particles; question structure; contextualized tones; words; sentences for meaning differentiations; syllables repeated twice, such as <u>Koen Kan</u> , <u>Shi Shi</u> , <u>Xue Xue</u>)
CMP.9.CII.2	Explain the similarities and differences in writing systems (e.g., Chinese characters vs. Roman letters)
CMP.9.CII.3	Recognize the similarities and differences in grammar (e.g., <u>le</u> and <u>de</u> after verbs, coming, going)

Strand: Comparisons

Standard 10: Students shall demonstrate understanding of the similarities and differences between the cultures of the Chinese-speaking world and their own (cultures).

CMP.10.CII.1	Explain the similarities and differences in <i>practices</i> (e.g., Spring Festival vs. Christmas, indications of colors, wedding, titles of relatives)
CMP.10.CII.2	Explain the similarities and differences in <i>products</i> (e.g., temples, architecture, traditional attire, ethnic artifacts)
CMP.10.CII.3	Explain the similarities and differences in <i>perspectives</i> (e.g., value of education, religion, creation goddess, folklore, philosophy)

Strand: Communities

Standard 11: Students shall demonstrate knowledge of ways to use Chinese in the classroom, school, and beyond (involvement).

CMN.11.CII.1	Recognize the ways the Chinese language is used in the United States (e.g., careers, special events, greetings)
CMN.11.CII.2	Identify the ways the Chinese language skills are used in the United States (e.g., sports, games, travel, music, cooking)

Strand: Communities

Standard 12: Students shall demonstrate evidence of becoming lifelong learners by using Chinese for personal enjoyment and enrichment (ownership).

CMN.12.CII.1	Explain the benefits of studying the Chinese language after high school graduation
CMN.12.CII.2	Identify potential careers where the Chinese language can be used

Glossary for Chinese Courses

Circumlocution	Use of alternate words and phrases to convey meaning or to express an idea when the student is unable to use the usual or specific vocabulary needed for the task
Colloquialisms	Words and phrases unique to geographical regions, cultures, or subcultures
Courtesy phrases	Standard traditional expressions of politeness (e.g., please, thank you, you're welcome, I'm sorry)
Idiomatic expressions	An expression which functions as a single unit and whose meaning cannot be translated word for word
In-group	Set of persons of like status, as determined by immediate circumstances
Out-group	Set of persons of differing status, as determined by immediate circumstances
Perspectives	Attitudes or worldviews associated with a particular culture or cultures; the traditional ideas, attitudes, meanings, and values of members of that society
Practices	Patterns of behavior accepted by a society
Products	Concrete (tangible) or abstract (intangible) cultural elements of a society
Radicals	Semantic component of a Chinese character
Simplified Chinese characters	Based mostly on popular cursive forms embodying graphic or phonetic simplifications of the "traditional" forms that were standardly used in printed text for over a thousand years
Stroke order	Correct order in which Chinese characters are written

Chinese III

Foreign Language Curriculum Framework

Revised 2007

Course Title: Chinese III
 Course/Unit Credit: 1
 Course Number: Secondary Chinese
 Teacher Licensure: 9-12
 Grades:

Chinese III

Chinese III is an elective course that emphasizes oral and written expression to promote more proficient Chinese communication skills. Chinese III includes the review and expansion of essential Japanese grammar and vocabulary necessary for advanced communication. Culturally *authentic* materials and literary selections are read and discussed. Compositions reflect comprehension and an increasing understanding of the complexities of the language and vocabulary. Aural comprehension is emphasized. The course is defined by the content standards of the Arkansas Foreign Language Curriculum Framework for Chinese III and includes applications, problem solving, higher-order thinking skills, and performance-based, open-ended assessments with rubrics. Chinese II is a prerequisite for this course. Arkansas Department of Education approval is not required.

Strand	Content Standard
Communication	1. Students shall interpret information and messages in the Chinese language, <u>Putonghua</u> (interpretive).
	2. Students shall interact with others in the Chinese language, <u>Putonghua</u> (interpersonal).
	3. Students shall present information and messages in the Chinese language, <u>Putonghua</u> (presentational).
Culture	4. Students shall demonstrate understanding of the <i>practices</i> of the Chinese-speaking world (<i>practices</i>).
	5. Students shall demonstrate understanding of the <i>products</i> of the Chinese-speaking world (<i>products</i>).
	6. Students shall demonstrate understanding of the <i>perspectives</i> of the Chinese-speaking world (<i>perspectives</i>).
Connections	7. Students shall apply the Chinese language to reinforce and expand their knowledge of other subject areas (cross-curricular).
	8. Students shall recognize the common and unique views and contributions of the language and cultures of the Chinese-speaking world (global <i>perspectives</i>).
Comparisons	9. Students shall demonstrate understanding of the similarities and differences between the Chinese language and their own (languages).
	10. Students shall demonstrate understanding of the similarities and differences between the cultures of the Chinese-speaking world and their own (cultures).
Communities	11. Students shall demonstrate knowledge of ways to use Chinese in the classroom, school, and beyond (involvement).
	12. Students shall demonstrate evidence of becoming lifelong learners by using Chinese for personal enjoyment and enrichment (ownership).

Strand: Communication

Standard 1: Students shall interpret information and messages in the Chinese language, Putonghua (interpretive).

CMC.1.CIII.1	Demonstrate an ability to interpret oral, visual, and textual cues (e.g., gestures, nuances, tones)
CMC.1.CIII.2	Identify the relationship between the writer/speaker and his/her audience based on the style of language
CMC.1.CIII.3	Identify principal messages or main ideas and details, from a variety of oral, visual, and textual sources (e.g., signs, posters, stories, dialogues)
CMC.1.CIII.4	Provide support for conclusions drawn from a variety of oral, visual, and textual sources
CMC.1.CIII.5	Demonstrate an ability to identify the meaning of unfamiliar content and vocabulary (e.g., loan words, inferences, predictions)
CMC.1.CIII.6	Recognize <i>simplified Chinese characters</i> related to level-appropriate topics, including <i>stroke order</i> and <i>radicals</i>

Strand: Communication

Standard 2: Students shall interact with others in the Chinese language, Putonghua (interpersonal).

CMC.2.CIII.1	<p>Exchange extended dialogue on level-appropriate topics with culturally appropriate gestures</p> <ul style="list-style-type: none"> • <i>idiomatic expressions</i> • support for opinions and personal preferences • <i>colloquialisms</i> • reactions to multi-media input • proper use of particles and complements to indicate moods and tenses (e.g., <u>le</u>, <u>zhe</u>, <u>guo</u>)
CMC.2.CIII.2	Exchange information and ideas in several consecutive sentences with elaboration as needed to make a point (e.g., words to indicate logical connections, such as <u>yin wei</u> ... <u>suo yi</u> , <u>ru guo</u> ... <u>jiu</u>)
CMC.2.CIII.3	Offer an alternative way of expressing an idea when asked for clarification
CMC.2.CIII.4	Apply situational-appropriate language and gestures

Strand: Communication

Standard 3: Students shall present information and messages in the Chinese language, Putonghua (presentational).

CMC.3.CIII.1	Employ proper rhythm and tones in extended rehearsed presentations (e.g., skits, dialogues)
CMC.3.CIII.2	Compose cohesive paragraphs with supporting sentences, in <i>simplified Chinese characters</i> , using proper <i>stroke order</i> , grammar, punctuation, and conventions (e.g., brief descriptive passages, short narratives)
CMC.3.CIII.3	Use a limited number of connecting/transitional words to relate sentences or paragraphs (e.g., <u>yin</u> <u>wei</u> ... <u>suo</u> <u>yi</u> , <u>sui</u> <u>ran</u> ... <u>dan</u> <u>shi</u> , <u>bud</u> <u>an</u> ... <u>er</u> <u>qie</u>)
CMC.3.CIII.4	Process Chinese characters on the computer

Strand: Culture

Standard 4: Students shall demonstrate understanding of the *practices* of the Chinese-speaking world (*practices*).

CLT.4.CIII.1	Analyze the differences in <i>practices</i> among various Chinese-speaking communities	
CLT.4.CIII.2	Analyze factors that have influenced <i>practices</i> of Chinese-speaking communities	
CLT.4.CIII.3	Participate in various activities <i>practiced</i> by Chinese-speaking communities	

Strand: Culture

Standard 5: Students shall demonstrate understanding of the *products* of the Chinese-speaking world (*products*).

CLT.5.CIII.1	Analyze the differences in tangible <i>products</i> among various Chinese-speaking communities (e.g., architecture, historical artifacts, customs)
CLT.5.CIII.2	Analyze the differences in intangible <i>products</i> among various Chinese-speaking communities (e.g., religion, philosophy, educational system)
CLT.5.CIII.3	Analyze the factors that have influenced <i>products</i> of Chinese-speaking communities (e.g., political system, Chinese medicine, media, economy)

Strand: Culture

Standard 6: Students shall demonstrate understanding of the *perspectives* of the Chinese-speaking world (*perspectives*).

CLT.6.CIII.1	Analyze the differences in <i>perspectives</i> reflected in <i>practices</i> among various Chinese-speaking communities (e.g., value of education, family ties, human connections, relational thinking)
CLT.6.CIII.2	Analyze the differences in <i>perspectives</i> reflected in <i>products</i> among various Chinese-speaking communities
CLT.6.CIII.3	Present historical events and figures that shaped the <i>perspectives</i> of Chinese-speaking communities (e.g., dynasty, war, May-Fourth Movement, gender, childbearing, literary figures)

Strand: Connections

Standard 7: Students shall apply the Chinese language to reinforce and expand their knowledge of other subject areas (cross-curricular).

CNN.7.CIII.1	Apply terms and concepts from other subject areas (e.g., religion, politics, social customs, stereotyping)
CNN.7.CIII.2	Apply level-appropriate skills from other subject areas (e.g., philosophy, government, current affairs)

Strand: Connections

Standard 8: Students shall recognize the common and unique views and contributions of the language and cultures of the Chinese-speaking world (*global perspectives*).

CNN.8.CIII.1	Examine the influence of <i>practices</i> of Chinese-speaking communities on the United States (e.g., Chinese medicine, relation to nature, <u>fen shui</u>)
CNN.8.CIII.2	Examine the influence of <i>products</i> of Chinese-speaking communities on the United States (e.g., Chinese cuisine, art)
CNN.8.CIII.3	Examine the influence of <i>perspectives</i> of Chinese-speaking communities on the United States

Strand: Comparisons

Standard 9: Students shall demonstrate understanding of the similarities and differences between the Chinese language and their own (languages).

CMP.9.CIII.1	Examine the similarities and differences in sounds and sentence structure (e.g., particles; question structure; contextualized tones; words; sentences for meaning; differentiations; syllables repeated twice, such as <u>ting ting</u> , <u>chang chang</u>)
CMP.9.CIII.2	Examine the similarities and differences in writing systems (e.g., word and textual order, relationship between word order and meaning, cultural factors that shape the arrangement of sentences/information)

Strand: Comparisons

Standard 10: Students shall demonstrate understanding of the similarities and differences between the cultures of the Chinese-speaking world and their own (cultures).

CMP.10.CIII.1	Examine the similarities and differences in <i>practices</i> (e.g., meeting new people, school, employment, transportation)
CMP.10.CIII.2	Examine the similarities and differences in <i>products</i> (e.g., temples, architecture, traditional attire, ethnic artifacts)
CMP.10.CIII.3	Examine the similarities and differences in <i>perspectives</i> (e.g., value of education, religion, folklore, philosophy, media)

Strand: Communities

Standard 11: Students shall demonstrate knowledge of ways to use Chinese in the classroom, school, and beyond (involvement).

CMN.11.CIII.1	Recognize the ways the Chinese language is used in the global community (e.g., professional needs, special events, careers)
CMN.11.CIII.2	Identify ways the Chinese language skills are used in the global community (e.g., sports, games, travel, business, music, government, cooking)

Strand: Communities

Standard 12: Students shall demonstrate evidence of becoming lifelong learners by using Chinese for personal enjoyment and enrichment (ownership).

CMN.12.CIII.1	Predict the future importance of the Chinese language in the United States
CMN.12.CIII.2	Relate to Chinese-speaking professionals in the United States

Glossary for Chinese Courses

Circumlocution	Use of alternate words and phrases to convey meaning or to express an idea when the student is unable to use the usual or specific vocabulary needed for the task
Colloquialisms	Words and phrases unique to geographical regions, cultures, or subcultures
Courtesy phrases	Standard traditional expressions of politeness (e.g., please, thank you, you're welcome, I'm sorry)
Idiomatic expressions	An expression which functions as a single unit and whose meaning cannot be translated word for word
In-group	Set of persons of like status, as determined by immediate circumstances
Out-group	Set of persons of differing status, as determined by immediate circumstances
Perspectives	Attitudes or worldviews associated with a particular culture or cultures; the traditional ideas, attitudes, meanings, and values of members of that society
Practices	Patterns of behavior accepted by a society
Products	Concrete (tangible) or abstract (intangible) cultural elements of a society
Radicals	Semantic component of a Chinese character
Simplified Chinese characters	Based mostly on popular cursive forms embodying graphic or phonetic simplifications of the "traditional" forms that were standardly used in printed text for over a thousand years
Stroke order	Correct order in which Chinese characters are written

Chinese IV

Foreign Language Curriculum Framework

Revised 2007

Course Title: Chinese IV
 Course/Unit Credit: 1
 Course Number: Secondary Chinese
 Teacher Licensure: 9-12
 Grades:

Chinese IV

Chinese IV is an elective course that furthers the communication skills acquired in Chinese III, with the aim of language proficiency. Chinese IV includes extensive oral expression. *Authentic* audio and video recordings as well as native Chinese speakers are accessed to improve comprehension and conversation. Reading selections from *authentic* materials and selected Chinese literature are read for comprehension. Discussion, debate, projects, compositions, and other directed writings demonstrate understanding of the culture and the complexities of the language and vocabulary. The majority of the course is conducted in Chinese. The course is defined by the content standards of the Arkansas Foreign Language Curriculum Framework for Chinese IV and includes applications, problem solving, higher-order thinking skills, and performance-based, open-ended assessments with rubrics. Chinese III is a prerequisite for this course. Arkansas Department of Education approval is not required.

Strand	Content Standard
Communication	1. Students shall interpret information and messages in the Chinese language, <u>Putonghua</u> (interpretive).
	2. Students shall interact with others in the Chinese language, <u>Putonghua</u> (interpersonal).
	3. Students shall present information and messages in the Chinese language, <u>Putonghua</u> (presentational).
Culture	4. Students shall demonstrate understanding of the <i>practices</i> of the Chinese-speaking world (<i>practices</i>).
	5. Students shall demonstrate understanding of the <i>products</i> of the Chinese-speaking world (<i>products</i>).
	6. Students shall demonstrate understanding of the <i>perspectives</i> of the Chinese-speaking world (<i>perspectives</i>).
Connections	7. Students shall apply the Chinese language to reinforce and expand their knowledge of other subject areas (cross-curricular).
	8. Students shall recognize the common and unique views and contributions of the language and cultures of the Chinese-speaking world (global <i>perspectives</i>).
Comparisons	9. Students shall demonstrate understanding of the similarities and differences between the Chinese language and their own (languages).
	10. Students shall demonstrate understanding of the similarities and differences between the cultures of the Chinese-speaking world and their own (cultures).
Communities	11. Students shall demonstrate knowledge of ways to use Chinese in the classroom, school, and beyond (involvement).
	12. Students shall demonstrate evidence of becoming lifelong learners by using Chinese for personal enjoyment and enrichment (ownership).

Strand: Communication

Standard 1: Students shall interpret information and messages in the Chinese language, Putonghua (interpretive).

CMC.1.CIV.1	Demonstrate an ability to interpret abstract oral, visual, and textual cues (e.g., gestures, nuances, tones)
CMC.1.CIV.2	Identify the relationship between the writer/speaker and his/her audience based on the style of language
CMC.1.CIV.3	Describe ideas from a variety of oral, visual, and textual sources (e.g., signs, posters, stories, dialogues)
CMC.1.CIV.4	Digest oral, visual, or textual information (e.g., children's stories)
CMC.1.CIV.5	Recognize <i>simplified Chinese characters</i> related to level-appropriate topics, including <i>stroke order</i> and <i>radicals</i>

Strand: Communication

Standard 2: Students shall interact with others in the Chinese language, Putonghua (interpersonal).

CMC.2.CIV.1	<p>Exchange extended dialogue with culturally appropriate gestures</p> <ul style="list-style-type: none"> • <i>idiomatic expressions</i> • support for opinions and personal preferences • <i>colloquialisms</i> • reactions to multi-media input • ability to use complements and particles (e.g., <u>neng</u>, <u>hui</u>, <u>ke yi</u>, <u>ke neng</u>)
CMC.2.CIV.2	<p>Employ <i>circumlocution</i> skills to sustain a conversation (e.g., words to indicate logical connections or transitions, such as <u>chu</u> <u>le</u>...<u>yi wai</u>, <u>bu guan</u>, <u>ji shi</u>)</p>
CMC.2.CIV.3	<p>Expand upon a level-appropriate topic when asked to do so</p>
CMC.2.CIV.4	<p>Apply situational-appropriate language and gestures</p>

Strand: Communication

Standard 3: Students shall present information and messages in the Chinese language, Putonghua (presentational).

CMC.3.CIV.1	Employ proper rhythm and tones in impromptu presentations (e.g., skits, dialogues)
CMC.3.CIV.2	Write compositions of varying sentence length and structure, in <i>simplified Chinese characters</i> , using proper grammar, punctuation, and conventions (e.g., compound or complex sentences)
CMC.3.CIV.3	Use a variety of connecting/transitional words to relate sentences or paragraphs (e.g., <u>yin wei</u> ... <u>suo yi</u> , <u>sui ran</u> ... <u>dan shi</u> , <u>bu dan</u> ... <u>er qie</u>)
CMC.3.CIV.4	Produce simple visual or multimedia projects (e.g., poster, electronic slideshow, video)
CMC.3.CIV.5	Compose texts/passages in Chinese characters on the computer

Strand: Culture

Standard 4: Students shall demonstrate understanding of the *practices* of the Chinese-speaking world (*practices*).

CLT.4.CIV.1	Analyze the purposes of <i>practices</i> of Chinese-speaking communities	
CLT.4.CIV.2	Justify the relationship between influential factors and <i>practices</i> of Chinese-speaking communities	
CLT.4.CIV.3	Participate in various activities <i>practiced</i> by Chinese-speaking communities	

Strand: Culture

Standard 5: Students shall demonstrate understanding of the *products* of the Chinese-speaking world (*products*).

CLT.5.CIV.1	Analyze the purposes of tangible <i>products</i> of Chinese-speaking communities (e.g., architecture, historical artifacts, customs)
CLT.5.CIV.2	Analyze the purposes of intangible <i>products</i> of Chinese-speaking communities (e.g., religion, philosophy, educational system, concept of community)
CLT.5.CIV.3	Justify the relationship between influential factors and <i>products</i> of Chinese-speaking communities (e.g., political system, war, Chinese medicine, media, economy, crafts)

Strand: Culture

Standard 6: Students shall demonstrate understanding of the *perspectives* of the Chinese-speaking world (*perspectives*).

CLT.6.CIV.1	Analyze the effects of different <i>perspectives</i> reflected in <i>practices</i> among various Chinese-speaking communities (e.g., value of education, family ties, human connections, relational thinking)
CLT.6.CIV.2	Analyze the effects of different <i>perspectives</i> reflected in <i>products</i> among various Chinese-speaking communities
CLT.6.CIV.3	Present historical events and figures that shaped the <i>perspectives</i> of Chinese-speaking communities (e.g., dynasty, war, political/cultural movements, gender, literary texts, literary figures)

Strand: Connections

Standard 7: Students shall apply the Chinese language to reinforce and expand their knowledge of other subject areas (cross-curricular).

CNN.7.CIV.1	Analyze terms and concepts from other subject areas (e.g., religion, politics, social changes, stereotyping)
CNN.7.CIV.2	Apply level-appropriate skills from other subject areas (e.g., philosophy, government, current affairs, math concepts)

Strand: Connections

Standard 8: Students shall recognize the common and unique views and contributions of the language and cultures of the Chinese-speaking world (global perspectives).

CNN.8.CIV.1	Analyze the influence of <i>practices</i> of Chinese-speaking communities on the global community (e.g., Chinese medicine, relation to nature, martial arts)
CNN.8.CIV.2	Analyze the influence of <i>products</i> of Chinese-speaking communities on the global community (e.g., Chinese regional food, ethnic artifacts, art)
CNN.8.CIV.3	Analyze the influence of <i>perspectives</i> of Chinese-speaking communities on the global community

Strand: Comparisons

Standard 9: Students shall demonstrate understanding of the similarities and differences between the Chinese language and their own (languages).

CMP.9.CIV.1	Analyze the similarities and differences in sounds and sentence structure (e.g., particles; question structure; contextualized tones; words; sentences for meaning differentiation; syllables repeated twice, such as adjectives <u>hong de</u> , <u>da da de</u> , <u>piao piao</u> , <u>liang liang</u>)
CMP.9.CIV.2	Analyze the similarities and differences in writing systems (e.g., word and textual order, relationship between word order meaning, cultural factors that shape the arrangement of sentence/information, proverbs)

Strand: Comparisons

Standard 10: Students shall demonstrate understanding of the similarities and differences between the cultures of the Chinese-speaking world and their own (cultures).

CMP.10.CIV.1	Analyze the similarities and differences in <i>practices</i> (e.g., meeting new people, school, employment, transportation)
CMP.10.CIV.2	Analyze the similarities and differences in <i>products</i> (e.g., temples, architecture, traditional attire, ethnic artifacts)
CMP.10.CIV.3	Analyze the similarities and differences in <i>perspectives</i> (e.g., value of education, religion, folklore, literature, philosophy for living, media)

Strand: Communities

Standard 11: Students shall demonstrate knowledge of ways to use Chinese in the classroom, school, and beyond (involvement).

CMN.11.CIV.1	Recognize the ways the Chinese language is used in a variety of situations (e.g., career needs, foreign relations, special events, literary language, media)
CMN.11.CIV.2	Identify ways to use the Chinese language skills in a global community (e.g., sports, games, travel, online information, media, business, music, art appreciation, government, cooking)

Strand: Communities

Standard 12: Students shall demonstrate evidence of becoming lifelong learners by using Chinese for personal enjoyment and enrichment (ownership).

CMN.12.CIV.1	Predict the future importance of the Chinese language in the global community
CMN.12.CIV.2	Connect the use of the Chinese language to professions in the global community

Glossary for Chinese Courses

Circumlocution	Use of alternate words and phrases to convey meaning or to express an idea when the student is unable to use the usual or specific vocabulary needed for the task
Colloquialisms	Words and phrases unique to geographical regions, cultures, or subcultures
Courtesy phrases	Standard traditional expressions of politeness (e.g., please, thank you, you're welcome, I'm sorry)
Idiomatic expressions	An expression which functions as a single unit and whose meaning cannot be translated word for word
In-group	Set of persons of like status, as determined by immediate circumstances
Out-group	Set of persons of differing status, as determined by immediate circumstances
Perspectives	Attitudes or worldviews associated with a particular culture or cultures; the traditional ideas, attitudes, meanings, and values of members of that society
Practices	Patterns of behavior accepted by a society
Products	Concrete (tangible) or abstract (intangible) cultural elements of a society
Radicals	Semantic component of a Chinese character
Simplified Chinese characters	Based mostly on popular cursive forms embodying graphic or phonetic simplifications of the "traditional" forms that were standardly used in printed text for over a thousand years
Stroke order	Correct order in which Chinese characters are written

French I

Foreign Language Curriculum Framework

Revised 2007

Course Title: French I
 Course/Unit Credit: 1
 Course Number: Secondary French
 Teacher Licensure: 9-12
 Grades:

French I

French I stresses correct pronunciation, aural comprehension, and simple speaking ability. As communication skills develop, the course includes additional vocabulary and basic grammar necessary for limited reading and writing. The course is defined by the content standards of the Arkansas Foreign Language Curriculum Framework for French I and includes applications, problem solving, higher-order thinking skills, and performance-based, open-ended assessments with rubrics. Two years of the same foreign language is required by the Standards for Accreditation to be taught in Arkansas public high schools. French I may be used to partially fulfill this requirement. Arkansas Department of Education approval is not required.

Strand	Content Standard
Communication	1. Students shall process oral, written, and/or visual messages in French (interpretive).
	2. Students shall interact with others verbally and/or in writing in French (interpersonal).
	3. Students shall present to an audience of listeners and/or readers in French (presentational).
Culture	4. Students shall demonstrate an understanding of the <i>practices</i> of the Francophone cultures (<i>practices</i>).
	5. Students shall demonstrate an understanding of the <i>products</i> of the Francophone cultures (<i>products</i>).
	6. Students shall demonstrate an understanding of the <i>perspectives</i> of the Francophone cultures (<i>perspectives</i>).
Connections	7. Students shall apply French to reinforce and expand their knowledge of other subject areas (<i>cross-curricular</i>).
	8. Students shall recognize the common and unique views and contributions of the French language and the Francophone cultures (<i>global perspectives</i>).
Comparisons	9. Students shall demonstrate understanding of the similarities and differences between the French language and their own (languages).
	10. Students shall demonstrate understanding of the similarities and differences between the Francophone cultures and their own (cultures).
Communities	11. Students shall demonstrate knowledge of ways to use French in the classroom, school, and beyond (involvement).
	12. Students shall demonstrate evidence of becoming lifelong learners by using French for personal enjoyment and enrichment (ownership).

Strand: Communication

Standard 1: Students shall process oral, written, and/or visual messages in French (interpretive).

CMC.1.FI.1	Recognize rhythms, sounds, and patterns in oral communication
CMC.1.FI.2	Follow simple directions (e.g., class commands)
CMC.1.FI.3	Recognize place names and <i>environmental print</i>
CMC.1.FI.4	Recognize formal and informal <i>registers</i>
CMC.1.FI.5	Identify basic <i>idiomatic expressions</i>
CMC.1.FI.6	Interpret the principal message of signs, gestures, and <i>intonation</i>
CMC.1.FI.7	Use reading and listening strategies to enhance comprehension <ul style="list-style-type: none"> • <i>cognates</i> • visual clues • contextual clues
CMC.1.FI.8	Obtain main idea(s) and specific information from a variety of simple texts, familiar topics, and visual clues
CMC.1.FI.9	Identify main idea(s) and specific information from a variety of auditory sources, with or without visual clues
CMC.1.FI.10	Summarize simple <i>authentic</i> materials
CMC.1.FI.11	Make predictions based on oral, written, and/or visual messages

Strand: Communication

Standard 2: Students shall interact with others verbally and/or in writing in French (interpersonal).

CMC.2.FI.1	Engage in simple conversations (e.g., role-play) <ul style="list-style-type: none"> • greetings and farewells • courtesy phrases • introductions • basic questions (e.g., who, what, when, where, why, how, how much, how many)
CMC.2.FI.2	Exchange information about familiar topics (e.g., role-play) <ul style="list-style-type: none"> • daily life (e.g., home, school, work) • family and friends • time and calendar • pastimes (e.g., hobbies, sports) • personal information • likes and dislikes • needs and wants • feelings and emotions • clothing • parts of the body • weather • food
CMC.2.FI.3	Use conversational strategies to increase understanding <ul style="list-style-type: none"> • request for clarification (e.g., "<u>Comment?</u>" , "<u>Quoi?</u>") • ask for repetition (e.g., "<u>Répétez s'il vous plaît.</u>")
CMC.2.FI.4	Use survival phrases and gestures to meet basic needs
CMC.2.FI.5	Interact in the present <i>tense</i> in <i>context</i>
CMC.2.FI.6	Apply numeric concepts in <i>context</i> (e.g., cardinal numbers, time, age)

Strand: Communication

Standard 3: Students shall present to an audience of listeners and/or readers in the French (presentational).

CMC.3.FI.1	Describe people, places, and possessions	
CMC.3.FI.2	Write lists, short notes, correspondence, and short paragraphs	
CMC.3.FI.3	Demonstrate knowledge of acquired language skills through brief rehearsed presentations (e.g., skits, songs, poems)	
CMC.3.FI.4	Produce visual and/or multimedia presentations about familiar topics (e.g., menu, poster, slide show)	
CMC.3.FI.5	Use syntax, spelling, and pronunciation effectively according to language development level	

Strand: Culture

Standard 4: Students shall demonstrate an understanding of the *practices* of the Francophone cultures (*practices*).

CLT.4.FI.1	Identify cultural behaviors of the Francophone world (e.g., verbal and nonverbal greetings, gestures, customs)
CLT.4.FI.2	Identify various aspects of shared cultural <i>practices</i> (e.g., <u>Poisson d'avril</u> and April Fool's Day)
CLT.4.FI.3	Identify differences in <i>practices</i> among Francophone cultures (e.g., differences between shopping for food in Quebec and Senegal, differences between school systems)

Strand: Culture

Standard 5: Students shall demonstrate an understanding of the *products* of the Francophone cultures (*products*).

CLT.5.FI.1	Identify tangible <i>products</i> of the Francophone cultures (e.g., symbols, architecture, art, foods, fashions)
CLT.5.FI.2	Identify intangible <i>products</i> of the Francophone cultures (e.g., laws, educational systems, philosophies, entertainment)
CLT.5.FI.3	Compare and contrast <i>products</i> among Francophone cultures (e.g., foods, clothing, transportation)
CLT.5.FI.4	Recognize the relationship between environments and <i>products</i> of the Francophone cultures (e.g., relationship between geography, climate, or natural resources and <i>products</i>)
CLT.5.FI.5	Examine the written, visual, and performing arts of the Francophone cultures (e.g., plays, art, music, movies)

Strand: Culture

Standard 6: Students shall demonstrate an understanding of the *perspectives* of the Francophone cultures (*perspectives*).

CLT.6.FI.1	Identify unique cultural <i>perspectives</i> reflected in the <i>products</i> of the Francophone cultures (e.g., concept of family reflected in housing, huts in a circle in Burkina Faso)
CLT.6.FI.2	Identify unique cultural <i>perspectives</i> reflected in the <i>practices</i> of the Francophone cultures (e.g., concept of family reflected in living arrangements, extended family living together in hut compound in Burkina Faso)
CLT.6.FI.3	Compare and contrast <i>perspectives</i> among Francophone cultures (e.g., concept of family, patriotism)
CLT.6.FI.4	Identify historical events and figures that shape one or more cultural <i>perspectives</i> (e.g., colonization, Napoleon)

Strand: Connections

Standard 7: Students shall apply French to reinforce and expand their knowledge of other subject areas (*cross-curricular*).

CNN.7.FI.1	Recognize basic French vocabulary related to familiar topics from other disciplines (e.g., plateau, dénouement, ballet)
CNN.7.FI.2	Discuss topics from other disciplines as related to Francophone cultures (e.g., food, instruments, weather)
CNN.7.FI.3	Apply content from other disciplines (e.g., geography, reading skills, geometric shapes)

Strand: Connections

Standard 8: Students shall recognize the common and unique views and contributions of the French language and the Francophone cultures (*global perspectives*).

CNN.8.FI.1	Identify basic characteristics that make Francophone cultures unique (e.g., clothing in French-speaking Indochina and Africa, French accents and dialects)
CNN.8.FI.2	Recognize characteristics unique to Francophone cultures present in <i>authentic</i> materials (e.g., songs, folk tales, short stories)
CNN.8.FI.3	Identify cultural and linguistic relationships between the Francophone world and their own (e.g., French exploration of Arkansas)
CNN.8.FI.4	Recognize the existence of other world views (e.g., political, social, artistic)
CNN.8.FI.5	Recognize the contribution of the <i>products</i> of the Francophone cultures to other cultures (e.g., pasteurization, saxophone, Braille, gumbo, Cajun music, Creole cuisine)

Strand: Comparisons

Standard 9: Students shall demonstrate understanding of the similarities and differences between the French language and their own (languages).

CMP.9.FI.1	Identify <i>cognates</i> , <i>false cognates</i> , <i>borrowings</i> , and shared <i>derivatives</i>	
CMP.9.FI.2	Recognize basic <i>idiomatic expressions</i>	
CMP.9.FI.3	Recognize the differences in simple language structure	
CMP.9.FI.4	Recognize formal and familiar forms of address	
CMP.9.FI.5	Compare the French writing system with their own (e.g., accent marks, numbers)	
CMP.9.FI.6	Compare French linguistic sounds with their own (e.g., sound-letter correspondence)	

Strand: Comparisons

Standard 10: Students shall demonstrate understanding of the similarities and differences between the Francophone cultures and their own (cultures).

CMP.10.FI.1	Identify daily living patterns of the Francophone cultures (e.g., meal, transportation, shopping, greeting)
CMP.10.FI.2	Compare and contrast major holidays and celebrations with those of the Francophone cultures
CMP.10.FI.3	Recognize different meanings of gestures and body language across cultures

Strand: Communities

Standard 11: Students shall demonstrate knowledge of ways to use French in the classroom, school, and beyond (involvement).

CMN.11.FI.1	Recognize the use of French in the community (e.g., place names, cuisine, <i>products</i>)
CMN.11.FI.2	Identify ways to use French in the local community (e.g., perform songs and skits, present arts and crafts)

Strand: Communities

Standard 12: Students shall demonstrate evidence of becoming lifelong learners by using French for personal enjoyment and enrichment (ownership).

CMN.12.FI.1	Identify ways to communicate with French speakers (e.g., pen pals, <i>key pals</i> , audio and video recordings)
CMN.12.FI.2	Research influential contemporary French-speaking individuals in the community and/or the world (e.g., actors, musicians, artists, politicians, athletes)
CMN.12.FI.3	Demonstrate knowledge of French and Francophone cultures through cultural enrichment activities (e.g., sports, games, holidays, travel, media, music)
CMN.12.FI.4	Identify occupations that require knowledge of French and/or other languages

Glossary for French Courses

Authentic	Original; without modification; having an undisputed, genuine origin; designed by native speakers of French for native speakers
Borrowings	Words or phrases adopted from one language to another with no significant changes in spelling or pronunciation
Circumlocution	Speaking in a round-about way to arrive at meaning when the exact word is not known
Cognates	Words from different languages that sound or look similar and have similar meanings, typically evolved from a common origin
Colloquial expression	See <i>colloquialism</i>
Colloquialism	Words or phrases more suitable for speech than writing; informal, conversational style
Context	Specific situation or theme that organizes communication and gives it purpose
Cross-curricular	Common themes and skills studied in all disciplines; applying topics from other curricular areas to French class
Derivative	Word formed from an existing word, base, or root
Environmental print	The print of everyday life such as symbols, signs, colors, or numbers found in or on businesses, public buildings, or anywhere outside
Discourse	A formal discussion of a subject in speech or writing
False cognate	A word that looks and sounds similar in more than one language but does not have the same meaning
Key pal	Similar to a pen pal except that communication takes place using electronic media
Idiomatic expression	An expression which functions as a single unit and whose meaning cannot be translated word for word
Intonation	The use of vocal inflections or <i>pitch</i> to contribute to meaning
Mood	As related to verb forms or inflections, indicates the speaker's attitude: indicative, imperative, subjunctive, or conditional
Perspectives	Attitudes or worldviews associated with a particular culture or cultures; the traditional ideas, attitudes, meanings, and values of members of that society
Pitch	The degree to which a sound has a high or low quality
Practices	Patterns of behavior accepted by a society; they represent knowledge of what to do, when, and where
Products	Concrete (tangible) or abstract (intangible) cultural elements of a society
Proverb	A short saying in widespread use expressing a well-known idea or truth
Proverbial	Relating to a <i>proverb</i>
Register	Manner of addressing another according to the title, relationship, or social situation
Tense	Characteristic indicating the time of the action or state of being that the verb expresses
Tone	The <i>pitch</i> of a word often used to express differences in meaning

French II

Foreign Language Curriculum Framework

Revised 2007

Course Title: French II
 Course/Unit Credit: 1
 Course Number: Secondary French
 Teacher Licensure: 9-12
 Grades:

French II

French II develops and expands the fundamental skills introduced in French I. Aural comprehension, pronunciation, and speaking exercises facilitate oral communication. Additional vocabulary and grammar are introduced to lead to more advanced reading and writing. Authentic reading materials and audio/video recordings enrich instruction. The course is defined by the content standards of the Arkansas Foreign Language Curriculum Framework for French II and includes applications, problem solving, higher-order thinking skills, and performance-based, open-ended assessments with rubrics. Two years of the same foreign language is required by the Standards for Accreditation to be taught in Arkansas public high schools. French II may be used to partially fulfill this requirement. French I is a prerequisite for this course. Arkansas Department of Education approval is not required.

Strand	Content Standard
Communication	1. Students shall process oral, written, and/or visual messages in French (interpretive).
	2. Students shall interact with others verbally and/or in writing in French (interpersonal).
	3. Students shall present to an audience of listeners and/or readers in French (presentational).
Culture	4. Students shall demonstrate an understanding of the <i>practices</i> of the Francophone cultures (<i>practices</i>).
	5. Students shall demonstrate an understanding of the <i>products</i> of the Francophone cultures (<i>products</i>).
	6. Students shall demonstrate an understanding of the <i>perspectives</i> of the Francophone cultures (<i>perspectives</i>).
Connections	7. Students shall apply French to reinforce and expand their knowledge of other subject areas (<i>cross-curricular</i>).
	8. Students shall recognize the common and unique views and contributions of the French language and the Francophone cultures (<i>global perspectives</i>).
Comparisons	9. Students shall demonstrate understanding of the similarities and differences between the French language and their own (languages).
	10. Students shall demonstrate understanding of the similarities and differences between the Francophone cultures and their own (cultures).
Communities	11. Students shall demonstrate knowledge of ways to use French in the classroom, school, and beyond (involvement).
	12. Students shall demonstrate evidence of becoming lifelong learners by using French for personal enjoyment and enrichment (ownership).

Strand: Communication

Standard 1: Students shall process oral, written, and/or visual messages in French (interpretive).

CMC.1.FII.1	Recognize <i>tone</i> , pitch, and emotion in oral communication
CMC.1.FII.2	Follow multi-step directions for familiar situations
CMC.1.FII.3	Identify <i>cognates</i> , <i>false cognates</i> , and <i>borrowings in context</i>
CMC.1.FII.4	Identify a variety of <i>idiomatic expressions</i>
CMC.1.FII.5	Interpret the principal message of signs, gestures, and <i>intonation</i>
CMC.1.FII.6	Use reading and listening strategies to enhance comprehension <ul style="list-style-type: none"> • <i>cognates</i> • visual clues • contextual clues • predicting • skimming and scanning
CMC.1.FII.7	Obtain main idea(s) and specific information from a variety of sources and related visuals
CMC.1.FII.8	Identify main idea(s) and specific information from a variety of auditory sources, with or without visual clues
CMC.1.FII.9	Summarize <i>authentic materials</i>
CMC.1.FII.10	Draw inferences based on oral, written, and/or visual messages

Strand: Communication

Standard 2: Students shall interact with others verbally and/or in writing in French (interpersonal).

CMC.2.FII.1	Initiate original conversation using learned vocabulary and grammar concepts (e.g., role-play)	
CMC.2.FII.2	Exchange information about familiar topics <ul style="list-style-type: none"> • daily routine • school • past experiences • asking for and giving directions • travel • personal interests • family life 	
CMC.2.FII.3	Use conversational strategies to increase understanding <ul style="list-style-type: none"> • request for clarification • asking questions 	
CMC.2.FII.4	Use survival phrases and gestures to acquire goods, services, and information	
CMC.2.FII.5	Interact in present, past, and future <i>tenses</i> <ul style="list-style-type: none"> • to narrate • to describe • to ask and answer questions 	
CMC.2.FII.6	Apply ordinal and cardinal numeric concepts in <i>context</i>	
CMC.2.FII.7	Express feelings, opinions, viewpoints, and personal preferences	

Strand: Communication

Standard 3: Students shall present to an audience of listeners and/or readers in French (presentational).

CMC.3.FII.1	Describe settings, characters, and events	
CMC.3.FII.2	Write lists, notes, correspondence, and short compositions	
CMC.3.FII.3	Demonstrate knowledge of acquired language skills through rehearsed presentations (e.g., simple plays)	
CMC.3.FII.4	Produce visual and/or multimedia presentations about familiar situations (e.g., advertisement, fashion show)	
CMC.3.FII.5	Use syntax, spelling, and pronunciation effectively according to language development level	

Strand: Culture

Standard 4: Students shall demonstrate an understanding of the *practices* of the Francophone cultures (*practices*).

CLT.4.FII.1	Model appropriate behaviors of the Francophone cultures (e.g., verbal and nonverbal greetings, gestures, customs)
CLT.4.FII.2	Discuss various aspects of shared cultural <i>practices</i> (e.g., national celebrations)
CLT.4.FII.3	Discuss differences in <i>practices</i> among Francophone cultures (e.g., customs, norms, holidays, traditions)

Strand: Culture

Standard 5: Students shall demonstrate an understanding of the *products* of the Francophone cultures (*products*).

CLT.5.FII.1	Present research on tangible <i>products</i> of the Francophone cultures (e.g., arts and crafts representing aspects of Francophone architecture, art, foods, fashions)
CLT.5.FII.2	Explain intangible <i>products</i> of the Francophone cultures (e.g., laws, educational systems, philosophies, entertainment)
CLT.5.FII.3	Compare and contrast <i>products</i> among Francophone cultures (e.g., short stories, poems, fables)
CLT.5.FII.4	Discuss the relationship between environments and <i>products</i> of the Francophone cultures (e.g., relationship between geography, climate, politics, or society and <i>products</i>)
CLT.5.FII.5	Interpret the written, visual, and performing arts of the Francophone cultures (e.g., plays, art, music, movies)

Strand: Culture

Standard 6: Students shall demonstrate an understanding of the *perspectives* of the Francophone cultures (*perspectives*).

CLT.6.FII.1	Discuss unique cultural <i>perspectives</i> reflected in the <i>products</i> of the Francophone cultures (e.g., concept of family reflected in housing, huts in a circle in Burkina Faso)
CLT.6.FII.2	Discuss unique cultural <i>perspectives</i> reflected in the <i>practices</i> of the Francophone cultures (e.g., concept of family reflected in living arrangements, extended family living together in hut compound in Burkina Faso)
CLT.6.FII.3	Compare and contrast <i>perspectives</i> among Francophone cultures (e.g., environmental concerns)
CLT.6.FII.4	Research historical events and figures that shaped the <i>perspectives</i> of the Francophone cultures (e.g., Senghor, <u>le Grand Dérangement</u>)

Strand: Connections

Standard 7: Students shall apply French to reinforce and expand their knowledge of other subject areas (*cross-curricular*).

CNN.7.FII.1	Recognize French vocabulary as used in other disciplines (e.g., <u>coup d'état</u> , <u>laissez-faire</u>)
CNN.7.FII.2	Discuss topics from other disciplines as related to Francophone cultures (e.g., Cousteau, Descartes, Cartesian coordinates)
CNN.7.FII.3	Apply content from other disciplines (e.g., metric conversions, scientific knowledge, literary terms)

Strand: Connections

Standard 8: Students shall recognize the common and unique views and contributions of the French language and the Francophone cultures (*global perspectives*).

CNN.8.FII.1	Describe characteristics that make Francophone cultures unique (e.g., clothing in French-speaking Indochina and Africa, French accents and dialects, communication styles)
CNN.8.FII.2	Describe cultural and linguistic relationships between the Francophone world and their own (e.g., Cajun culture)
CNN.8.FII.3	Investigate factors that contribute to other world views (e.g., history, politics, social customs, the arts)
CNN.8.FII.4	Investigate the Francophone contributions to other cultures (e.g., art, literature, theater, film, music, dance, fashion)

Strand: Comparisons

Standard 9: Students shall demonstrate understanding of the similarities and differences between the French language and their own (languages).

CMP.9.FII.1	Use <i>cognates</i> , <i>false cognates</i> , <i>borrowings</i> , and shared <i>derivatives</i> to expand vocabulary
CMP.9.FII.2	Identify word roots to determine meaning and to expand vocabulary
CMP.9.FII.3	Compare the use of basic <i>idiomatic expressions</i>
CMP.9.FII.4	Analyze the differences in language structure (e.g., word order)
CMP.9.FII.5	Recognize formal and familiar forms of address used in a variety of social situations
CMP.9.FII.6	Recognize critical sound distinctions affecting meaning (e.g., sheep: ship in English, rue: <u>roue</u> in French)

Strand: Comparisons

Standard 10: Students shall demonstrate understanding of the similarities and differences between the Francophone cultures and their own (cultures).

CMP.10.FII.1	Compare the social patterns of the Francophone cultures to their own (e.g., meeting new people, dating, school, employment, transportation)
CMP.10.FII.2	Examine selected cultural topics (e.g., important dates, events, people, geographical areas)
CMP.10.FII.3	Demonstrate gestures and body language that differ across cultures

Strand: Communities

Standard 11: Students shall demonstrate knowledge of ways to use French in the classroom, school, and beyond (involvement).

CMN.11.FII.1	Recognize the ways others use French in the United States
CMN.11.FII.2	Identify ways to use French in the United States

Strand: Communities

Standard 12: Students shall demonstrate evidence of becoming lifelong learners by using French for personal enjoyment and enrichment (ownership).

CMN.12.FII.1	Explore ways to communicate with French speakers (e.g., pen pals, <i>key pals</i> , audio or video recordings)
CMN.12.FII.2	Research contemporary French-speaking individuals who influence the community or the world
CMN.12.FII.3	Demonstrate knowledge of French and Francophone cultures through cultural enrichment activities (e.g., sports, games, holidays, travel, media, music)
CMN.12.FII.4	Examine the role of foreign language use in one's life (e.g., career, travel)

Glossary for French Courses

Authentic	Original; without modification; having an undisputed, genuine origin; designed by native speakers of French for native speakers
Borrowings	Words or phrases adopted from one language to another with no significant changes in spelling or pronunciation
Circumlocution	Speaking in a round-about way to arrive at meaning when the exact word is not known
Cognates	Words from different languages that sound or look similar and have similar meanings, typically evolved from a common origin
Colloquial expression	See <i>colloquialism</i>
Colloquialism	Words or phrases more suitable for speech than writing; informal, conversational style
Context	Specific situation or theme that organizes communication and gives it purpose
Cross-curricular	Common themes and skills studied in all disciplines; applying topics from other curricular areas to French class
Derivative	Word formed from an existing word, base, or root
Environmental print	The print of everyday life such as symbols, signs, colors, or numbers found in or on businesses, public buildings, or anywhere outside
Discourse	A formal discussion of a subject in speech or writing
False cognate	A word that looks and sounds similar in more than one language but does not have the same meaning
Key pal	Similar to a pen pal except that communication takes place using electronic media
Idiomatic expression	An expression which functions as a single unit and whose meaning cannot be translated word for word
Intonation	The use of vocal inflections or pitch to contribute to meaning
Mood	As related to verb forms or inflections, indicates the speaker's attitude: indicative, imperative, subjunctive, or conditional
Perspectives	Attitudes or worldviews associated with a particular culture or cultures; the traditional ideas, attitudes, meanings, and values of members of that society
Pitch	The degree to which a sound has a high or low quality
Practices	Patterns of behavior accepted by a society; they represent knowledge of what to do, when, and where
Products	Concrete (tangible) or abstract (intangible) cultural elements of a society
Proverb	A short saying in widespread use expressing a well-known idea or truth
Proverbial	Relating to a <i>proverb</i>
Register	Manner of addressing another according to the title, relationship, or social situation
Tense	Characteristic indicating the time of the action or state of being that the verb expresses
Tone	The pitch of a word often used to express differences in meaning

French III

Foreign Language Curriculum Framework

Revised 2007

Course Title: French III
 Course/Unit Credit: 1
 Course Number: Secondary French
 Teacher Licensure: 9-12
 Grades:

French III

French III is an elective course that emphasizes oral and written expression to promote more proficient French communication skills. French III includes the review and expansion of essential French grammar and vocabulary necessary for advanced communication. Culturally *authentic* materials and literary selections are read and discussed. Compositions reflect comprehension and an increasing understanding of the complexities of the language and vocabulary. Aural comprehension is emphasized. The course is defined by the content standards of the Arkansas Foreign Language Curriculum Framework for French III and includes applications, problem solving, higher-order thinking skills, and performance-based, open-ended assessments with rubrics. French II is a prerequisite for this course. Arkansas Department of Education approval is not required.

Strand	Content Standard
Communication	1. Students shall process oral, written, and/or visual messages in French (interpretive).
	2. Students shall interact with others verbally and/or in writing in French (interpersonal).
	3. Students shall present to an audience of listeners and/or readers in French (presentational).
Culture	4. Students shall demonstrate an understanding of the <i>practices</i> of the Francophone cultures (<i>practices</i>).
	5. Students shall demonstrate an understanding of the <i>products</i> of the Francophone cultures (<i>products</i>).
	6. Students shall demonstrate an understanding of the <i>perspectives</i> of the Francophone cultures (<i>perspectives</i>).
Connections	7. Students shall apply French to reinforce and expand their knowledge of other subject areas (<i>cross-curricular</i>).
	8. Students shall recognize the common and unique views and contributions of the French language and the Francophone cultures (<i>global perspectives</i>).
Comparisons	9. Students shall demonstrate understanding of the similarities and differences between the French language and their own (languages).
	10. Students shall demonstrate understanding of the similarities and differences between the Francophone cultures and their own (cultures).
Communities	11. Students shall demonstrate knowledge of ways to use French in the classroom, school, and beyond (involvement).
	12. Students shall demonstrate evidence of becoming lifelong learners by using French for personal enjoyment and enrichment (ownership).

Strand: Communication

Standard 1: Students shall process oral, written, and/or visual messages in French (interpretive).

CMC.1.F.III.1	Interpret the principal message of <i>tone</i> , <i>pitch</i> , and emotion in oral communication
CMC.1.F.III.2	Follow multi-step directions for familiar situations in which a problem must be solved
CMC.1.F.III.3	Identify <i>proverbs</i> , <i>colloquialisms</i> , and complex <i>idiomatic expressions</i>
CMC.1.F.III.4	Interpret the principal message and cultural nuances of signs, gestures, and <i>intonation</i>
CMC.1.F.III.5	Use reading and listening strategies to enhance comprehension <ul style="list-style-type: none"> • pre-reading activities (e.g., outlining, graphic organizers) • predicting • summarizing
CMC.1.F.III.6	Examine the main idea(s) and supporting details from a variety of <i>authentic</i> literary texts and visuals (e.g., level-appropriate literature, magazine articles, music videos, art)
CMC.1.F.III.7	Identify the main idea(s) and supporting details from a variety of <i>authentic</i> auditory sources (e.g., songs, interviews, dialogues)

Strand: Communication

Standard 2: Students shall interact with others verbally and/or in writing in French (interpersonal).

CMC.2.F.III.1	Sustain unrehearsed conversations using acquired vocabulary and grammar concepts
CMC.2.F.III.2	Engage in conversation about topics of interest <ul style="list-style-type: none"> • current issues • historical events • leisure activities • past activities • future plans • personal interests
CMC.2.F.III.3	Employ <i>circumlocution</i> to exchange information about unfamiliar topics
CMC.2.F.III.4	Use survival phrases in simulations of real-world experiences
CMC.2.F.III.5	Interact in multiple <i>moods</i> and <i>tenses</i> <ul style="list-style-type: none"> • to narrate • to describe • to ask and answer questions • to hypothesize • to express opinions • to express uncertainties and desires
CMC.2.F.III.6	Support opinions, viewpoints, and personal preferences in spontaneous conversation
CMC.2.F.III.7	Discuss reactions to Francophone literary and multimedia materials (e.g., articles, short stories, comics, movies)

Strand: Communication

Standard 3: Students shall present to an audience of listeners and/or readers in French (presentational).

CMC.3.F.III.1	Write paragraphs about topics of interest using transitions (e.g., journal entries, essays, letters)
CMC.3.F.III.2	Demonstrate knowledge of acquired language skills through impromptu or rehearsed oral presentations (e.g., explain how to make crêpes or couscous, demonstrate decorating hands and feet with henna)
CMC.3.F.III.3	Produce visual or multimedia presentations (e.g., dramatic recitations of poems, skits, commercials)
CMC.3.F.III.4	Use syntax, spelling, and pronunciation effectively according to language development level

Strand: Culture

Standard 4: Students shall demonstrate an understanding of the *practices* of the Francophone cultures (*practices*).

CLT.4.FIII.1	Interact in a culturally-appropriate manner in familiar settings (e.g., verbal and nonverbal greetings, gestures, customs)
CLT.4.FIII.2	Analyze, in French, various aspects of Francophone cultural <i>practices</i> (e.g., customs, norms, holidays, traditions, use of modern technology)
CLT.4.FIII.3	Explain, in French, differences in <i>practices</i> among Francophone cultures (e.g., family celebrations, weddings, mealtime traditions, traditional dress)

Strand: Culture

Standard 5: Students shall demonstrate an understanding of the *products* of the Francophone cultures (*products*).

CLT.5.F.III.1	Analyze, in French, the effect of tangible <i>products</i> of the Francophone cultures (e.g., architecture, art, food, fashion)
CLT.5.F.III.2	Evaluate the effect of intangible <i>products</i> of the Francophone cultures (e.g., laws, educational systems, philosophies, entertainment)
CLT.5.F.III.3	Compare and contrast, in French, <i>products</i> among Francophone cultures (e.g., clothing, cheese)
CLT.5.F.III.4	Evaluate the relationship between environments and <i>products</i> of the Francophone cultures (e.g., relationship between geography, climate, politics, or society and <i>products</i>)
CLT.5.F.III.5	Interpret the arts of the Francophone cultures (e.g., dramatize plays, produce art)

Strand: Culture

Standard 6: Students shall demonstrate an understanding of the *perspectives* of the Francophone cultures (*perspectives*).

CLT.6.FIII.1	Analyze unique cultural <i>perspectives</i> reflected in the <i>products</i> of the Francophone cultures (e.g., significance of reveling before Lent as seen in costumes)
CLT.6.FIII.2	Analyze unique cultural <i>perspectives</i> reflected in the <i>practices</i> of the Francophone cultures (e.g., significance of reveling before Lent as expressed in Mardi Gras)
CLT.6.FIII.3	Compare and contrast, in French, <i>perspectives</i> among Francophone cultures (e.g., reveling before Lent in New Orleans and Quebec, Brussels, Nice)
CLT.6.FIII.4	Analyze historical events and figures that shaped the <i>perspectives</i> of the Francophone cultures (e.g., French Revolution, Toussaint Louverture)

Strand: Connections

Standard 7: Students shall apply French to reinforce and expand their knowledge of other subject areas (*cross-curricular*).

CNN.7.F.III.1	Discuss, in French, topics from other disciplines (e.g., historical facts, mathematical terms and concepts, scientific information, literary terms)
CNN.7.F.III.2	Identify ways a Francophone topic relates to multiple disciplines (e.g., Toussaint Louverture to geography, to government, to history, to literature; impressionism to art, to history, to science)
CNN.7.F.III.3	Apply content from other disciplines (e.g., metric conversions, literary terms)

Strand: Connections

Standard 8: Students shall recognize the common and unique views and contributions of the French language and the Francophone cultures (*global perspectives*).

CNN.8.F.III.1	Compare and contrast, in French, the Francophone and American views on various topics (e.g., dating, driving, current events)
CNN.8.F.III.2	Describe how the French language has contributed to the English language (e.g., culinary terms)
CNN.8.F.III.3	Research information that reflects a Francophone-specific world view using a variety of <i>authentic</i> sources
CNN.8.F.III.4	Examine, in French, the interdependence that exists between the Francophone cultures and the world, using <i>authentic</i> sources (e.g., <i>products, practices, perspectives</i>)

Strand: Comparisons

Standard 9: Students shall demonstrate understanding of the similarities and differences between the French language and their own (languages).

CMP.9.FIII.1	Use <i>cognates</i> , <i>false cognates</i> , <i>borrowings</i> , and shared <i>derivatives</i> to increase comprehension of unfamiliar material
CMP.9.FIII.2	Compare <i>idiomatic</i> and <i>proverbial expressions</i>
CMP.9.FIII.3	Analyze the differences in language structure (e.g., paragraph construction and organization)

Strand: Comparisons

Standard 10: Students shall demonstrate understanding of the similarities and differences between Francophone cultures and their own (cultures).

CMP.10.FIII.1	Compare Francophone social systems with their own (e.g., health care, transportation, employment)
CMP.10.FIII.2	Compare and contrast the origins and significance of important Francophone symbols with those of their own culture(s) (e.g., Uncle Sam and Marianne)

Strand: Communities

Standard 11: Students shall demonstrate knowledge of ways to use French in the classroom, school, and beyond (involvement).

CMN.11.FIII.1	Demonstrate the use of the French language and the relevance of Francophone cultures (e.g., create advertisements, pamphlets, newsletters)
CMN.11.FIII.2	Demonstrate knowledge of French and Francophone cultures (e.g., participate in sports or games, travel)

Strand: Communities

Standard 12: Students shall demonstrate evidence of becoming lifelong learners by using French for personal enjoyment and enrichment (ownership).

CMN.12.FIII.1	Explore ways to sustain communication with French speakers (e.g., letters, e-mail, Web conferencing)
CMN.12.FIII.2	Identify Francophone trends relevant to the student (e.g., environmental issues, fashions, leisure time activities)
CMN.12.FIII.3	Organize cultural enrichment activities
CMN.12.FIII.4	Explore opportunities which require French language skills (e.g., jobs, pen pals, travels, exchange programs)

Glossary for French Courses

Authentic	Original; without modification; having an undisputed, genuine origin; designed by native speakers of French for native speakers
Borrowings	Words or phrases adopted from one language to another with no significant changes in spelling or pronunciation
Circumlocution	Speaking in a round-about way to arrive at meaning when the exact word is not known
Cognates	Words from different languages that sound or look similar and have similar meanings, typically evolved from a common origin
Colloquial expression	See <i>colloquialism</i>
Colloquialism	Words or phrases more suitable for speech than writing; informal, conversational style
Context	Specific situation or theme that organizes communication and gives it purpose
Cross-curricular	Common themes and skills studied in all disciplines; applying topics from other curricular areas to French class
Derivative	Word formed from an existing word, base, or root
Environmental print	The print of everyday life such as symbols, signs, colors, or numbers found in or on businesses, public buildings, or anywhere outside
Discourse	A formal discussion of a subject in speech or writing
False cognate	A word that looks and sounds similar in more than one language but does not have the same meaning
Key pal	Similar to a pen pal except that communication takes place using electronic media
Idiomatic expression	An expression which functions as a single unit and whose meaning cannot be translated word for word
Intonation	The use of vocal inflections or <i>pitch</i> to contribute to meaning
Mood	As related to verb forms or inflections, indicates the speaker's attitude: indicative, imperative, subjunctive, or conditional
Perspectives	Attitudes or worldviews associated with a particular culture or cultures; the traditional ideas, attitudes, meanings, and values of members of that society
Pitch	The degree to which a sound has a high or low quality
Practices	Patterns of behavior accepted by a society; they represent knowledge of what to do, when, and where
Products	Concrete (tangible) or abstract (intangible) cultural elements of a society
Proverb	A short saying in widespread use expressing a well-known idea or truth
Proverbial	Relating to a <i>proverb</i>
Register	Manner of addressing another according to the title, relationship, or social situation
Tense	Characteristic indicating the time of the action or state of being that the verb expresses
Tone	The <i>pitch</i> of a word often used to express differences in meaning

French IV

Foreign Language Curriculum Framework

Revised 2007

Course Title: French IV
 Course/Unit Credit: 1
 Course Number: Secondary French
 Teacher Licensure: 9-12
 Grades:

French IV

French IV is an elective course that furthers the communication skills acquired in French III, with the aim of language proficiency. French IV includes extensive oral expression. *Authentic* audio and video recordings as well as native French speakers are accessed to improve comprehension and conversation. Reading selections from *authentic* materials and selected French literature are read for comprehension. Discussion, debate, projects, compositions, and other directed writings demonstrate understanding of the culture and the complexities of the language and vocabulary. The majority of the course is conducted in French. The course is defined by the content standards of the Arkansas Foreign Language Curriculum Framework for French IV and includes applications, problem solving, higher-order thinking skills, and performance-based, open-ended assessments with rubrics. French III is a prerequisite for this course. Arkansas Department of Education approval is not required.

Strand	Content Standard
Communication	1. Students shall process oral, written, and/or visual messages in French (interpretive).
	2. Students shall interact with others verbally and/or in writing in French (interpersonal).
	3. Students shall present to an audience of listeners and/or readers in French (presentational).
Culture	4. Students shall demonstrate an understanding of the <i>practices</i> of the Francophone cultures (<i>practices</i>).
	5. Students shall demonstrate an understanding of the <i>products</i> of the Francophone cultures (<i>products</i>).
	6. Students shall demonstrate an understanding of the <i>perspectives</i> of the Francophone cultures (<i>perspectives</i>).
Connections	7. Students shall apply French to reinforce and expand their knowledge of other subject areas (<i>cross-curricular</i>).
	8. Students shall recognize the common and unique views and contributions of the French language and the Francophone cultures (<i>global perspectives</i>).
Comparisons	9. Students shall demonstrate understanding of the similarities and differences between the French language and their own (languages).
	10. Students shall demonstrate understanding of the similarities and differences between the Francophone cultures and their own (cultures).
Communities	11. Students shall demonstrate knowledge of ways to use French in the classroom, school, and beyond (involvement).
	12. Students shall demonstrate evidence of becoming lifelong learners by using French for personal enjoyment and enrichment (ownership).

Strand: Communication

Standard 1: Students shall process oral, written, and/or visual messages in French (interpretive).

CMC.1.FIV.1	Examine <i>proverbs</i> , <i>colloquialisms</i> , and complex <i>idiomatic expressions</i>
CMC.1.FIV.2	Interpret the principal message and cultural nuances of signs, gestures, and <i>intonation</i>
CMC.1.FIV.3	Use learned reading and listening strategies to enhance comprehension
CMC.1.FIV.4	Analyze main idea(s) and supporting details from a variety of complex <i>authentic</i> literary texts and visuals
CMC.1.FIV.5	Analyze main idea(s) and supporting details from a variety of complex <i>authentic</i> auditory sources, with or without visual clues
CMC.1.FIV.6	Analyze plot, settings, characters, and events from <i>authentic</i> Francophone materials

Strand: Communication

Standard 2: Students shall interact with others verbally and/or in writing in French (interpersonal).

CMC.2.FIV.1	Sustain extended conversation about general or familiar topics
CMC.2.FIV.2	Engage in conversation about abstract, complex, or unfamiliar topics (e.g., job interview, negotiation, reporting an incident, emergency)
CMC.2.FIV.3	Employ <i>circumlocution</i> to exchange information about complex or unfamiliar topics
CMC.2.FIV.4	Interact in multiple <i>moods</i> and <i>tenses</i> in a variety of <i>authentic</i> situations <ul style="list-style-type: none"> • to narrate • to describe • to ask and answer questions • to hypothesize • to express opinions • to express uncertainties and desires
CMC.2.FIV.5	Use persuasion to advocate a position
CMC.2.FIV.6	Discuss rhetorical elements of Francophone literary and multimedia materials (e.g., articles, short stories, comics, movies)

Strand: Communication

Standard 3: Students shall present to an audience of listeners and/or readers in French (presentational).

CMC.3.FIV.1	Write compositions about topics of interest, using transitions (e.g., essays, short stories)
CMC.3.FIV.2	Demonstrate acquired language skills through impromptu oral presentations
CMC.3.FIV.3	Produce visual or multimedia presentations (e.g., critiques, biographies, newscasts, talk shows, newsletters, podcasts, slide shows)
CMC.3.FIV.4	Use syntax, spelling, and pronunciation effectively according to language development level

Strand: Culture

Standard 4: Students shall demonstrate an understanding of the *practices* of the Francophone cultures (*practices*).

CLT.4.FIV.1	Interact in a culturally appropriate manner in various <i>contexts</i> (e.g., verbal and nonverbal greetings, gestures, customs)
CLT.4.FIV.2	Analyze, in French, various aspects of cultural <i>practices</i> in the world (e.g., customs, norms, holidays, traditions)
CLT.4.FIV.3	Analyze, in French, differences in <i>practices</i> among Francophone cultures (e.g., family celebrations, weddings, mealtime traditions, traditional dress)

Strand: Culture

Standard 5: Students shall demonstrate an understanding of the *products* of the Francophone cultures (*products*).

CLT.5.FIV.1	Evaluate, in French, the effect of tangible <i>products</i> of the Francophone cultures (e.g., architecture, art, food, fashion)
CLT.5.FIV.2	Evaluate, in French, the effect of intangible <i>products</i> of the Francophone cultures (e.g., law, educational system, philosophy, entertainment)
CLT.5.FIV.3	Compare and contrast, in French, <i>products</i> among Francophone cultures (e.g., music, cinema)
CLT.5.FIV.4	Assess the relationship between environments and <i>products</i> of the Francophone cultures (e.g., relationship between geography, climate, politics, or society and <i>products</i>)
CLT.5.FIV.5	Synthesize the arts of the Francophone cultures (e.g., create original works based on art, music, movies)

Strand: Culture

Standard 6: Students shall demonstrate an understanding of the *perspectives* of the Francophone cultures (*perspectives*).

CLT.6.FIV.1	Synthesize unique <i>perspectives</i> of the Francophone cultures (e.g., create original works)
CLT.6.FIV.2	Compare and contrast, in French, <i>perspectives</i> among Francophone cultures (e.g., political philosophy)
CLT.6.FIV.3	Evaluate historical events and figures and current events and figures that shaped the <i>perspectives</i> of the Francophone cultures (e.g., colonial independence, Charles de Gaulle, Nicolas Sarkozy)

Strand: Connections

Standard 7: Students shall apply French to reinforce and expand their knowledge of other subject areas (*cross-curricular*).

CNN.7.FIV.1	Analyze topics from other disciplines (e.g., political and historical concepts, environmental concerns, world health issues)
CNN.7.FIV.2	Analyze ways a Francophone topic relates to multiple disciplines. (e.g., <u>Le Petit Prince</u> to travel, to astronomy, to history, to art)
CNN.7.FIV.3	Apply content from other disciplines (e.g., Lavoisier, Champlain, Henri de Tonti)

Strand: Connections

Standard 8: Students shall recognize the common and unique views and contributions of the French language and the Francophone cultures (*global perspectives*).

CNN.8.FIV.1	Compare and contrast, in French, Francophone and American views on various topics (e.g., electoral process)
CNN.8.FIV.2	Explain, in French, how the French language has contributed to the English language (e.g., scientific terms, diplomatic terms)
CNN.8.FIV.3	Support research on a Francophone-related topic of personal interest, using <i>authentic</i> sources and media (e.g., debate, panel discussion)
CNN.8.FIV.4	Analyze, in French, the interdependence that exists between the Francophone cultures and the world, using <i>authentic</i> sources (e.g., <i>products, practices, perspectives</i>)
CNN.8.FIV.5	Evaluate, in French, Francophone-specific views (e.g., immigration, <u>Québécois</u> secession)

Strand: Comparisons

Standard 9: Students shall demonstrate understanding of the similarities and differences between the French language and their own (languages).

CMP.9.FIV.1	Use <i>cognates</i> , <i>false cognates</i> , <i>borrowings</i> , and shared <i>derivatives</i> appropriately	
CMP.9.FIV.2	Compare the use of <i>idiomatic</i> , <i>proverbial</i> , and <i>colloquial expressions</i>	
CMP.9.FIV.3	Analyze the differences in language structure (e.g., extended <i>discourse</i>)	

Strand: Comparisons

Standard 10: Students shall demonstrate understanding of the similarities and differences between Francophone cultures and their own (cultures).

CMP.10.FIV.1	Compare, in French, Francophone social systems with their own (e.g., education, political climate, the arts, economy)
CMP.10.FIV.2	Compare and contrast, in French, elements that shape cultural identity in the Francophone cultures with their own (e.g., colonization, geography, climate)

Strand: Communities

Standard 11: Students shall demonstrate knowledge of ways to use French in the classroom, school, and beyond (involvement).

CMN.11.FIV.1	Promote the use of the French language and the relevance of Francophone cultures (e.g., create pamphlets, write newsletters, produce videos)
CMN.11.FIV.2	Demonstrate knowledge of French and Francophone cultures (e.g., organize cultural events, participate in festivals)

Strand: Communities

Standard 12: Students shall demonstrate evidence of becoming lifelong learners by using French for personal enjoyment and enrichment (ownership).

CMN.12.FIV.1	Explore ways to sustain communication with French speakers (e.g., letters, e-mail, Web conferencing)
CMN.12.FIV.2	Explain Francophone trends relevant to the student (e.g., environmental issues, fashions, leisure time activities)
CMN.12.FIV.3	Organize cultural enrichment activities
CMN.12.FIV.4	Explore opportunities which require French language skills (e.g., jobs, pen pals, exchange programs, travel)

Glossary for French Courses

Authentic	Original; without modification; having an undisputed, genuine origin; designed by native speakers of French for native speakers
Borrowings	Words or phrases adopted from one language to another with no significant changes in spelling or pronunciation
Circumlocution	Speaking in a round-about way to arrive at meaning when the exact word is not known
Cognates	Words from different languages that sound or look similar and have similar meanings, typically evolved from a common origin
Colloquial expression	See <i>colloquialism</i>
Colloquialism	Words or phrases more suitable for speech than writing; informal, conversational style
Context	Specific situation or theme that organizes communication and gives it purpose
Cross-curricular	Common themes and skills studied in all disciplines; applying topics from other curricular areas to French class
Derivative	Word formed from an existing word, base, or root
Environmental print	The print of everyday life such as symbols, signs, colors, or numbers found in or on businesses, public buildings, or anywhere outside
Discourse	A formal discussion of a subject in speech or writing
False cognate	A word that looks and sounds similar in more than one language but does not have the same meaning
Key pal	Similar to a pen pal except that communication takes place using electronic media
Idiomatic expression	An expression which functions as a single unit and whose meaning cannot be translated word for word
Intonation	The use of vocal inflections or <i>pitch</i> to contribute to meaning
Mood	As related to verb forms or inflections, indicates the speaker's attitude: indicative, imperative, subjunctive, or conditional
Perspectives	Attitudes or worldviews associated with a particular culture or cultures; the traditional ideas, attitudes, meanings, and values of members of that society
Pitch	The degree to which a sound has a high or low quality
Practices	Patterns of behavior accepted by a society; they represent knowledge of what to do, when, and where
Products	Concrete (tangible) or abstract (intangible) cultural elements of a society
Proverb	A short saying in widespread use expressing a well-known idea or truth
Proverbial	Relating to a <i>proverb</i>
Register	Manner of addressing another according to the title, relationship, or social situation
Tense	Characteristic indicating the time of the action or state of being that the verb expresses
Tone	The <i>pitch</i> of a word often used to express differences in meaning

K-12

Library Media
Framework

2007 Edition

Library Media Framework

Strand	Content Standard
Inquiry	
1. Identify and Access	Students shall identify, locate, and retrieve appropriate resources for a variety of purposes.
2. Evaluate	Students shall evaluate resources for appropriateness of information.
Application	
3. Organize	Students shall apply critical thinking skills and organize information to obtain knowledge.
4. Utilize	Students shall apply information and use resources to fulfill a purpose.
5. Collaborate	Students shall work cooperatively to pursue a goal.
6. Communicate	Students shall exchange information and ideas effectively and responsibly.
Connection	
7. Read	Students shall pursue opportunities for individual growth and lifelong learning through reading.
8. Associate	Students shall make connections to the academic environment and the real world.
9. Reflect	Students shall examine their learning experiences for improvement.

*The Library Media Framework document is to be used in collaboration with other framework documents to accomplish the stated student learning expectations. Library Media Specialists and classroom teachers should work together in order to meet the stated goals in this document.

Strand: Inquiry

Standard 1: Identify and Access

Students shall identify, locate, and retrieve appropriate resources for a variety of purposes.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Kindergarten	Grade 1	Grade 2	Grade 3
Identify and Access	I.1.K.1 Locate the library media center, with guidance, and identify library media center personnel	I.1.1.1 Locate the library media center and identify library media center personnel	I.1.2.1 Locate the library media center for a purpose and identify library media center personnel	I.1.3.1 Locate the library media center for a purpose and identify library media center personnel
	I.1.K.2 Recognize that a library is organized in sections to locate materials	I.1.1.2 Recognize how a library is organized and arranged to locate materials <ul style="list-style-type: none"> In major sections (e.g., easy, fiction, nonfiction, reference) Alphabetically by using the first letter of author's last name 	I.1.2.2 Recognize how a library is organized and arranged to locate materials <ul style="list-style-type: none"> In major sections (e.g., easy, fiction, nonfiction, reference, periodicals) Alphabetically by using the first two letters of author's last name By Dewey Decimal Classification System—numerically by subject 	I.1.4.2 Recognize how a library is organized and arranged to locate materials <ul style="list-style-type: none"> In major sections (e.g., easy, fiction, nonfiction, reference, periodicals, biography, special collections) Alphabetically by author's last name By Dewey Decimal Classification System—numerically by subject

Strand: Inquiry

Standard 1: Identify and Access

Students shall identify, locate, and retrieve appropriate resources for a variety of purposes.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Kindergarten	Grade 1	Grade 2	Grade 3
Identify and Access	I.1.K.3 Demonstrate knowledge of policies and procedures (e.g., check-out/check-in policy)	I.1.1.3 Demonstrate knowledge of policies and procedures (e.g., check-out/check-in policy)	I.1.2.3 Demonstrate knowledge of policies and procedures (e.g., check-out/check-in policy)	I.1.3.3 Demonstrate knowledge of policies and procedures (e.g., check-out/check-in policy)
	I.1.K.4 Recognize and use parts of a book to locate information	I.1.1.4 Recognize and use parts of a book to locate information	I.1.2.4 Recognize and use parts of a book to locate information	I.1.3.4 Recognize and use parts of a book to locate information
	<ul style="list-style-type: none"> • Front cover • Back cover • Spine 	<ul style="list-style-type: none"> • Title page • Table of Contents • Dedication page 	<ul style="list-style-type: none"> • Index • Glossary • Author information page 	<ul style="list-style-type: none"> • Appendix • Preface • Bibliography • Synopsis
	I.1.K.5 Recognize the roles of the author and illustrator, and identify the title of the book	I.1.1.5 Locate the author's and illustrator's names on the title page and/or front cover	I.1.2.5 Recognize and use <i>text features</i> to locate information (e.g., heading, subheading, bold print, italics)	I.1.3.5 Recognize and use <i>text features</i> to locate information (e.g., heading, subheading, bold print, italics)
			I.1.4.5 Recognize and use <i>text features</i> to locate information (e.g., headings, subheadings, bold print, italics, chapter heading)	

Strand: Inquiry

Standard 1: Identify and Access

Students shall identify, locate, and retrieve appropriate resources for a variety of purposes.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Kindergarten	Grade 1	Grade 2	Grade 3
Identify and Access	I.1.K.6 Recognize that there are many types of books (e.g., story books, rhyming books, counting books)	I.1.1.6 Recognize characteristics of types of books (e.g., stories, plays, predictable books)	I.1.2.6 Recognize characteristics of genres (e.g., fairy tales, folk tales)	I.1.3.6 Recognize characteristics of genres (e.g., tall tales, fables)
	I.1.K.7 Identify an information need and access materials by asking questions to gain information	I.1.1.7 Identify an information need and access materials by asking questions to gain information	I.1.2.7 Identify an information need and access materials by generating questions to develop and refine a topic	I.1.3.7 Identify an information need and access materials by generating questions to gather and collect information as a starting point for research
	I.1.K.8 Recognize the purpose of an <i>online public access catalog (OPAC)</i> to locate materials for personal interests, with guidance	I.1.1.8 Recognize the purpose of an <i>online public access catalog (OPAC)</i> to locate materials, with guidance	I.1.2.8 Recognize and use <i>online public access catalog (OPAC)</i> search techniques to locate appropriate sources, with guidance (e.g., keyword, author, title, subject searches)	I.1.3.8 Recognize and use <i>online public access catalog (OPAC)</i> search techniques to locate appropriate sources, with guidance (e.g., keyword, author, title, subject searches)
				I.1.4.8 Recognize and use <i>online public access catalog (OPAC)</i> search techniques to locate appropriate sources, with guidance (e.g., keyword, author, title, subject searches)

Strand: Inquiry

Standard 1: Identify and Access

Students shall identify, locate, and retrieve appropriate resources for a variety of purposes.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Kindergarten	Grade 1	Grade 2	Grade 3
Identify and Access	<p>I.1.K.9</p> <p>Recognize information in a variety of formats</p> <ul style="list-style-type: none"> print (e.g., primary atlases, primary encyclopedias, and picture dictionaries) non-print (e.g., maps, globes, videos) 	<p>I.1.1.9</p> <p>Recognize information in a variety of formats</p> <ul style="list-style-type: none"> print (e.g., primary atlases, primary encyclopedias, and picture dictionaries) non-print (e.g., maps, globes, videos) electronic resources (e.g., databases, available electronic search tools) 	<p>I.1.2.9</p> <p>Recognize and use information in a variety of formats as a starting point for research</p> <ul style="list-style-type: none"> print (e.g., atlases, encyclopedias, dictionaries, periodicals) non-print (e.g., maps, globes, videos) electronic resources (e.g., databases, available electronic search tools) 	<p>I.1.3.9</p> <p>Recognize and use information in a variety of formats as a starting point for research</p> <ul style="list-style-type: none"> print (e.g., atlases, encyclopedias, dictionaries, periodicals, thesauri, almanacs) non-print (e.g., maps, globes, videos) electronic resources (e.g., databases, <i>Web environments</i>)
	<p>I.1.K.10</p> <p>Recognize sources of information outside the school library media center (e.g., people, public libraries)</p>	<p>I.1.1.10</p> <p>Recognize sources of information outside the school library media center (e.g., people, public libraries)</p>	<p>I.1.2.10</p> <p>Recognize sources of information outside the school library media center (e.g., people, public libraries)</p>	<p>I.1.3.10</p> <p>Recognize sources of information outside the school library media center (e.g., people, public libraries)</p>
				<p>I.1.4.9</p> <p>Recognize and use information in a variety of formats as a starting point for research</p> <ul style="list-style-type: none"> print (e.g., atlases, encyclopedias, dictionaries, periodicals, thesauri, almanacs) non-print (e.g., maps, globes, videos) electronic resources (e.g., databases, <i>Web environments</i>)
				<p>I.1.4.10</p> <p>Recognize sources of information outside the school library media center (e.g., people, public libraries)</p>

Strand I: Inquiry

Standard 2: Evaluate

Students shall evaluate resources for appropriateness of information.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Kindergarten	Grade 1	Grade 2	Grade 3
Evaluate	<p>I.2.K.1 Determine which media are appropriate to task and/or reading level, with guidance</p> <p>I.2.K.2 Differentiate between different forms of text (e.g., story or informational)</p>	<p>I.2.1.1 Determine which media are appropriate to task and reading level, with guidance</p> <p>I.2.1.2 Differentiate between fiction and nonfiction</p>	<p>I.2.2.1 Evaluate which media are appropriate to task and reading level, with guidance</p> <p>I.2.2.2 Differentiate between fiction and nonfiction</p>	<p>I.2.3.1 Evaluate which media are appropriate to task and reading level using criteria (e.g., <i>validity</i>, <i>currency</i>, <i>accuracy</i>), with guidance</p> <p>I.2.3.2 Differentiate between fiction and nonfiction</p> <p>I.2.4.1 Evaluate which media are appropriate to task and reading level using criteria (e.g., <i>validity</i>, <i>currency</i>, <i>accuracy</i>), with guidance</p> <p>I.2.4.2 Differentiate between fiction and nonfiction</p>

Strand: Application

Standard 3: Organize

Students shall apply critical thinking skills and organize information to obtain knowledge.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Kindergarten	Grade 1	Grade 2	Grade 3
Organize	A.3.K.1 Use <i>graphic organizers</i> to record and synthesize information, with guidance	A.3.1.1 Use <i>graphic organizers</i> to record and synthesize information, with guidance	A.3.2.1 Use <i>organizational strategies</i> to record and synthesize information	A.3.3.1 Use <i>organizational strategies</i> to record and synthesize information
	A.3.K.2 Respect and follow <i>copyright laws</i> (e.g., <i>intellectual property rights</i>)	A.3.1.2 Respect and follow <i>copyright laws</i> (e.g., <i>intellectual property rights</i>)	A.3.2.2 Respect and follow <i>copyright laws</i> (e.g., <i>intellectual property rights</i>)	A.3.4.2 Respect and follow <i>copyright laws</i> (e.g., <i>intellectual property rights</i>)

Strand: Application

Standard 4: Utilize

Students shall apply information and use resources to fulfill a purpose.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Kindergarten	Grade 1	Grade 2	Grade 3
Utilize	A.4.K.1 Use information from a variety of resources to accomplish a specific purpose	A.4.1.1 Use information from a variety of resources to accomplish a specific purpose	A.4.2.1 Use information from a variety of resources to accomplish a specific purpose	A.4.3.1 Use information from a variety of resources to accomplish a specific purpose
	A.4.K.2 Evaluate the completed task, revising as needed	A.4.1.2 Evaluate the completed task, revising as needed	A.4.2.2 Evaluate the completed task, revising as needed	A.4.3.2 Evaluate the completed task, revising as needed
	A.4.K.3 Name source(s) of information	A.4.1.3 Name source(s) of information	A.4.2.3 Cite source(s) of information	A.4.3.3 Cite source(s) of information
				A.4.4.1 Use information from a variety of resources to accomplish a specific purpose
				A.4.4.2 Evaluate the completed task, revising as needed
				A.4.4.3 Cite source(s) of information

Strand: Application
Standard 5: Collaborate

Students shall work cooperatively to pursue a goal.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Kindergarten	Grade 1	Grade 2	Grade 3
Collaborate	A.5.K.1 Work with others to gather and share resources, information, and ideas	A.5.1.1 Work with others to gather and share resources, information, and ideas	A.5.2.1 Work with others to gather and share resources, information, and ideas	A.5.3.1 Work with others to gather and share resources, information, and ideas
	A.5.K.2 Collaborate responsibly to solve problems	A.5.1.2 Collaborate responsibly to solve problems	A.5.2.2 Collaborate responsibly to solve problems	A.5.4.1 Work with others to gather and share resources, information, and ideas A.5.4.2 Collaborate responsibly to solve problems

Strand: Application
Standard 6: Communicate

Students shall exchange information and ideas effectively and responsibly.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Kindergarten	Grade 1	Grade 2	Grade 3
Communicate	A.6.K.1 Listen for a purpose and respond in a variety of ways	A.6.1.1 Listen for a purpose and respond in a variety of ways	A.6.2.1 Listen for a purpose and respond in a variety of ways	A.6.3.1 Listen for a purpose and respond in a variety of ways
	A.6.K.2 Respond to information from various media (e.g., print, non-print)	A.6.1.2 Respond to information from various media (e.g., print, non-print)	A.6.2.2 Respond to information from various media (e.g., print, non-print)	A.6.3.2 Respond to information from various media (e.g., print, non-print)
	A.6.K.3 Express information in a variety of formats	A.6.1.3 Express information in a variety of formats	A.6.2.3 Express information in a variety of formats	A.6.3.3 Express information in a variety of formats
	A.6.K.4 Discuss individual responsibility in the sharing of information (e.g., online safety)	A.6.1.4 Discuss individual responsibility in the sharing of information (e.g., online safety)	A.6.2.4 Discuss individual responsibility in the sharing of information (e.g., online safety)	A.6.3.4 Discuss individual responsibility in the sharing of information (e.g., online safety)
				A.6.4.1 Listen for a purpose and respond in a variety of ways
				A.6.4.2 Respond to information from various media (e.g., print, non-print)
				A.6.4.3 Express information in a variety of formats
				A.6.4.4 Discuss individual responsibility in the sharing of information (e.g., online safety)

Strand: Connection
Standard 7: Read

Students shall pursue opportunities for individual growth and lifelong learning through reading.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Kindergarten	Grade 1	Grade 2	Grade 3
Read	C.7.K.1 Read from or listen to a variety of texts (e.g., poetry, nursery rhymes)	C.7.1.1 Read from or listen to a variety of texts (e.g., poetry, plays, predictable books)	C.7.2.1 Read from or listen to a variety of <i>genres</i> (e.g., fairy tales, folk tales)	C.7.3.1 Read from or listen to a variety of <i>genres</i> (e.g., tall tales, fables)
	C.7.K.2 Read from or listen to a variety of <i>informational</i> texts (e.g., <i>environmental print</i> , labels, periodicals, nonfiction books)	C.7.1.2 Read from or listen to a variety of <i>informational</i> texts (e.g., <i>functional/practical print</i> , learning charts, periodicals, nonfiction books)	C.7.2.2 Read from or listen to a variety of <i>informational</i> texts (e.g., <i>functional/practical print</i> , periodicals, nonfiction books)	C.7.3.2 Read from or listen to a variety of <i>informational</i> texts (e.g., <i>functional/practical print</i> , maps, nonfiction books)
	C.7.K.3 Read for pleasure	C.7.1.3 Read for pleasure	C.7.2.3 Read for pleasure	C.7.3.3 Read for pleasure
	C.7.K.4 Apply reading strategies to comprehend information (e.g., predicting, retelling, drawing conclusions, cause and effect, sequencing, main idea)	C.7.1.4 Apply reading strategies to comprehend information (e.g., predicting, retelling, drawing conclusions, cause and effect, sequencing, main idea)	C.7.2.4 Apply reading strategies to comprehend information (e.g., predicting, retelling, drawing conclusions, cause and effect, sequencing, main idea)	C.7.3.4 Understand language and <i>literary devices</i> and how authors use them (e.g., mood, <i>figurative language</i>) C.7.3.5 Apply reading strategies to comprehend information (e.g., predicting, retelling, drawing conclusions, cause and effect, sequencing, main idea)
			C.7.4.1 Read from or listen to a variety of <i>genres</i> (e.g., mysteries, realistic fiction)	C.7.4.2 Read from or listen to a variety of <i>informational</i> texts (e.g., newspapers, magazines, nonfiction books)
				C.7.4.3 Read for pleasure
				C.7.4.4 Understand language and <i>literary devices</i> and how authors use them (e.g., tone, <i>figurative language</i>)
				C.7.4.5 Apply reading strategies to comprehend information (e.g., predicting, retelling, drawing conclusions, cause and effect, sequencing, main idea)

Strand: Connection

Standard 7: Read

Students shall pursue opportunities for individual growth and lifelong learning through reading.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Kindergarten	Grade 1	Grade 2	Grade 3
Read	C.7.K.5 Discuss story elements (e.g., character, setting, plot, problem/solution)	C.7.1.5 Discuss story elements (e.g., character, setting, plot, problem/solution)	C.7.2.5 Discuss story elements (e.g., character, setting, plot, problem/solution)	C.7.3.6 Discuss story elements (e.g., character, setting, plot, problem/solution)
	C.7.K.6 Discuss author's purpose	C.7.1.6 Discuss author's purpose	C.7.2.6 Discuss author's purpose	C.7.3.7 Discuss author's purpose
				C.7.4.6 Discuss story elements (e.g., character, setting, plot, problem/solution)
				C.7.4.7 Discuss author's purpose

Strand: Connection

Standard 8: Associate

Students shall make connections to the academic environment and the real world.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Kindergarten	Grade 1	Grade 2	Grade 3
Associate	C.8.K.1 Read from or listen to a variety of texts to make connections (e.g., text-to-self, text-to-text, and text-to-world)	C.8.1.1 Read from or listen to a variety of texts to make connections (e.g., text-to-self, text-to-text, and text-to-world)	C.8.2.1 Read from or listen to a variety of texts to make connections (e.g., text-to-self, text-to-text, and text-to-world)	C.8.3.1 Read from or listen to a variety of texts to make connections (e.g., text-to-self, text-to-text, and text-to-world)
	C.8.K.2 Read from or listen to texts to learn about other cultures	C.8.1.2 Read from or listen to texts to learn about other cultures	C.8.2.2 Read from or listen to texts to learn about other cultures	C.8.3.2 Read from or listen to texts to learn about other cultures
	C.8.K.3 Participate in book discussions (e.g., book talks, book clubs, or book studies)	C.8.1.3 Participate in book discussions (e.g., book talks, book clubs, or book studies)	C.8.2.3 Participate in book discussions (e.g., book talks, book clubs, or book studies)	C.8.3.3 Participate in book discussions (e.g., book talks, book clubs, or book studies)
	C.8.K.4 Discuss works by the same author/illustrator	C.8.1.4 Discuss works by the same author/illustrator	C.8.2.4 Discuss works by the same author/illustrator	C.8.3.4 Discuss works by the same author/illustrator
				C.8.4.1 Read from or listen to a variety of texts to make connections (e.g., text-to-self, text-to-text, and text-to-world)
				C.8.4.2 Read from or listen to texts to learn about other cultures
				C.8.4.3 Participate in book discussions (e.g., book talks, book clubs, or book studies)
				C.8.4.4 Discuss works by the same author/illustrator

Strand: Connection

Standard 8: Associate

Students shall make connections to the academic environment and the real world.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Kindergarten	Grade 1	Grade 2	Grade 3
Associate	C.8.K.5 Respond to literature in a variety of ways (e.g., role playing, drawing pictures)	C.8.1.5 Respond to literature in a variety of ways (e.g., role playing, illustrate)	C.8.2.5 Respond to literature in a variety of ways (e.g., diagrams, puppets, plays)	C.8.3.5 Respond to literature in a variety of ways (e.g., readers' theater, story webs, choral reading)
	C.8.K.6 Understand that literary works meet certain criteria for award winners (e.g., Arkansas Diamond, Caldecott)	C.8.1.6 Understand that literary works meet certain criteria for award winners (e.g., Arkansas Diamond, Caldecott)	C.8.2.6 Understand that literary works meet certain criteria for award winners (e.g., Arkansas Diamond, Caldecott, Coretta Scott King)	C.8.3.6 Understand that literary works meet certain criteria for award winners (e.g., Arkansas Diamond, Caldecott, Coretta Scott King, Pura Belpré)
	C.8.K.7 Compare and contrast print and non-print media of a selected work	C.8.1.7 Compare and contrast print and non-print	C.8.2.7 Compare and contrast print and non-print media of a selected work media of a selected work	C.8.3.7 Compare and contrast print and non-print media of a selected work
				C.8.4.7 Compare and contrast print and non-print media of a selected work

Strand: Connection
Standard 9: Reflect

Students shall examine their learning experiences for improvement.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Kindergarten	Grade 1	Grade 2	Grade 3
Reflect	C.9.K.1 Use self-assessment tools (e.g., smiley faces, thumbs up/down)	C.9.1.1 Use self-assessment tools (e.g., smiley faces, thumbs up/down, checklists)	C.9.2.1 Use self-assessment tools (e.g., <i>rubrics</i> , checklists, peer review)	C.9.3.1 Use self-assessment tools (e.g., <i>rubrics</i> , checklists, peer review)
	C.9.K.2 Identify strengths and weaknesses in the learning process and set goals for improvement	C.9.1.2 Identify strengths and weaknesses in the learning process and set goals for improvement	C.9.2.2 Identify strengths and weaknesses in the learning process and set goals for improvement	C.9.3.2 Identify strengths and weaknesses in the learning process and set goals for improvement
	C.9.K.3 Reflect on how ideas have changed with more information and/or feedback	C.9.1.3 Reflect on how ideas have changed with more information and/or feedback	C.9.2.3 Reflect on how ideas have changed with more information and/or feedback	C.9.3.3 Reflect on how ideas have changed with more information and/or feedback
				C.9.4.1 Use self-assessment tools (e.g., <i>rubrics</i> , checklists, peer review)
				C.9.4.2 Identify strengths and weaknesses in the learning process and set goals for improvement
				C.9.4.3 Reflect on how ideas have changed with more information and/or feedback

Strand 1: Inquiry

Standard 1: Identify and Access

Students shall identify, locate, and retrieve appropriate resources for a variety of purposes.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Grade 5	Grade 6	Grade 7	Grade 8
Identify and Access	<p>I.1.5.1 Locate the library media center and identify the personnel for a purpose</p>	<p>I.1.6.1 Locate the library media center independently and for a purpose</p>	<p>I.1.7.1 Locate the library media center independently and for a purpose</p>	<p>I.1.8.1 Locate the library media center independently and for a purpose</p>
	<p>I.1.5.2 Recognize how a library is organized and arranged to locate materials</p> <ul style="list-style-type: none"> In major sections (e.g., fiction, nonfiction, reference, periodicals, special collections) By Dewey Decimal Classification System—numerically by subject 	<p>I.1.6.2 Recognize how a library is organized and arranged to locate materials</p> <ul style="list-style-type: none"> In major sections (e.g., fiction, nonfiction, reference, periodicals, special collections) By Dewey Decimal Classification System—numerically by subject 	<p>I.1.7.2 Recognize how a library is organized and arranged to locate materials</p> <ul style="list-style-type: none"> In major sections (e.g., fiction, nonfiction, reference, periodicals, special collections) By Dewey Decimal Classification System—numerically by subject 	<p>I.1.8.2 Recognize how a library is organized and arranged to locate materials</p> <ul style="list-style-type: none"> In major sections (e.g., fiction, nonfiction, reference, periodicals, special collections) By Dewey Decimal Classification System—numerically by subject
	<p>I.1.5.3 Demonstrate understanding of <i>acceptable use policy (AUP)</i>, <i>circulation policy</i>, and <i>copyright laws</i></p>	<p>I.1.6.3 Demonstrate understanding of <i>acceptable use policy (AUP)</i>, <i>circulation policy</i>, and <i>copyright laws</i></p>	<p>I.1.7.3 Demonstrate understanding of <i>acceptable use policy (AUP)</i>, <i>circulation policy</i>, and <i>copyright laws</i></p>	<p>I.1.8.3 Demonstrate understanding of <i>acceptable use policy (AUP)</i>, <i>circulation policy</i>, and <i>copyright laws</i></p>
	<p>I.1.5.4 Recognize sources of information in different parts of a book (e.g., title page, table of contents, index, glossary, <i>Verso page</i>, appendix dedication page, preface/forward, author information, bibliography, blurb, or afterword)</p>	<p>I.1.6.4 Recognize sources of information in different parts of a book (e.g., title page, table of contents, index, glossary, <i>Verso page</i>, appendix dedication page, preface/forward, author information, bibliography, blurb, or afterword)</p>	<p>I.1.7.4 Recognize sources of information in different parts of a book (e.g., title page, table of contents, index, glossary, <i>Verso page</i>, appendix dedication page, preface/forward, author information, bibliography, blurb, or afterword)</p>	<p>I.1.8.4 Recognize sources of information in different parts of a book (e.g., title page, table of contents, index, glossary, <i>Verso page</i>, appendix dedication page, preface/forward, author information, bibliography, blurb, or afterword)</p>

Strand 1: Inquiry

Standard 1: Identify and Access

Students shall identify, locate, and retrieve appropriate resources for a variety of purposes.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Grade 5	Grade 6	Grade 7	Grade 8
Identify and Access	<p>I.1.5.5 Use <i>text features</i> to locate information that answers questions (e.g., topic sentences, captions, bold print, boxed text, chapter headings, subheadings)</p> <p>I.1.5.6 Locate a particular <i>genre</i> (e.g., historical fiction, biography, realistic fiction)</p> <p>I.1.5.7 Articulate an information need and access materials through methods such as identifying keywords or appropriate questioning techniques</p>	<p>I.1.6.5 Use <i>text features</i> to locate information that answers questions (e.g., topic sentences, captions, bold print, boxed text, chapter headings, subheadings)</p> <p>I.1.6.6 Locate a particular <i>genre</i> (e.g., historical fiction, autobiography, realistic fiction)</p> <p>I.1.6.7 Articulate an information need and access materials through methods such as identifying keywords or appropriate questioning techniques</p>	<p>I.1.7.5 Use <i>text features</i> to locate information that answers questions (e.g., topic sentences, captions, bold print, boxed text, chapter headings, subheadings)</p> <p>I.1.7.6 Locate a particular <i>genre</i> (e.g., short stories, science fiction, legends, myths)</p> <p>I.1.7.7 Articulate an information need and access materials through methods such as identifying keywords or appropriate questioning techniques</p>	<p>I.1.8.5 Use <i>text features</i> to locate information that answers questions (e.g., topic sentences, captions, bold print, boxed text, chapter headings, subheadings)</p> <p>I.1.8.6 Locate a particular <i>genre</i> (e.g., essays, plays)</p> <p>I.1.8.7 Articulate an information need and access materials through methods such as identifying keywords or appropriate questioning techniques</p>

Strand 1: Inquiry

Standard 1: Identify and Access

Students shall identify, locate, and retrieve appropriate resources for a variety of purposes.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Grade 5	Grade 6	Grade 7	Grade 8
Identify and Access	<p>I.1.5.8 Use <i>online public access catalog (OPAC) search techniques</i> to locate appropriate resources, with guidance</p> <ul style="list-style-type: none"> • keyword • subject • author • title 	<p>I.1.6.8 Use <i>online public access catalog (OPAC) search techniques</i> to locate appropriate resources, with guidance</p> <ul style="list-style-type: none"> • keyword • subject • author • title 	<p>I.1.7.8 Use <i>online public access catalog (OPAC) search techniques</i> to locate appropriate resources, with guidance</p> <ul style="list-style-type: none"> • keyword • subject • author • title 	<p>I.1.8.8 Use <i>online public access catalog (OPAC) search techniques</i> to locate appropriate resources, with guidance</p> <ul style="list-style-type: none"> • keyword • subject • author • title • advanced <i>search techniques</i> (e.g., cross-reference, subtopic, <i>Boolean operators</i>)
	<p>I.1.5.9 Access various types of information for an overview of a topic, for background information, and as a starting point for research</p> <ul style="list-style-type: none"> • print (e.g., almanacs, atlases, encyclopedias, dictionaries, periodicals) • non-print (e.g., maps, paintings, globes) • electronic resources (e.g., databases, Internet, multimedia, current and emerging technologies) 	<p>I.1.6.9 Access various types of information for an overview of a topic, for background information, and as a starting point for research</p> <ul style="list-style-type: none"> • print (e.g., almanacs, atlases, encyclopedias, dictionaries, periodicals) • non-print (e.g., maps, paintings, globes) • electronic resources (e.g., databases, Internet, multimedia, current and emerging technologies) 	<p>I.1.7.9 Access various types of information for an overview of a topic, for background information, and as a starting point for research</p> <ul style="list-style-type: none"> • print (e.g., almanacs, atlases, encyclopedias, dictionaries, periodicals) • non-print (e.g., maps, paintings, globes) • electronic resources (e.g., databases, Internet, multimedia, current and emerging technologies) 	<p>I.1.8.9 Access various types of information for an overview of a topic, for background information, and as a starting point for research</p> <ul style="list-style-type: none"> • print (e.g., almanacs, atlases, encyclopedias, dictionaries, periodicals) • non-print (e.g., maps, paintings, globes) • electronic resources (e.g., databases, Internet, multimedia, current and emerging technologies)

Strand: Inquiry

Standard 1: Identify and Access

Students shall identify, locate, and retrieve appropriate resources for a variety of purposes.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Grade 5	Grade 6	Grade 7	Grade 8
Identify and Access	I.1.5.10 Identify types of Internet sites based on the <i>domain</i>	I.1.6.10 Identify types of Internet sites based on the <i>domain</i>	I.1.7.10 Identify types of Internet sites based on the <i>domain</i>	I.1.8.10 Identify types of Internet sites based on the <i>domain</i>
	I.1.5.11 Recognize and/or use sources of information outside the school library media center (e.g., people, public libraries, museums, virtual tours)	I.1.6.11 Recognize and/or use sources of information outside the school library media center (e.g., people, public libraries, museums, virtual tours)	I.1.7.11 Recognize and/or use sources of information outside the school library media center (e.g., people, public libraries, museums, virtual tours)	I.1.8.11 Recognize and/or use sources of information outside the school library media center (e.g., people, public libraries, museums, virtual tours)
		I.1.6.12 Recognize <i>primary</i> and <i>secondary</i> sources	I.1.7.12 Recognize and access <i>primary</i> and <i>secondary</i> sources	I.1.8.12 Recognize and access <i>primary</i> and <i>secondary</i> sources

Strand: Inquiry

Standard 2: Evaluate

Students shall evaluate resources for appropriateness of information.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Grade 5	Grade 6	Grade 7	Grade 8
Evaluate	<p>I.2.5.1 Use criteria such as <i>validity</i>, <i>currency</i>, <i>accuracy</i>, <i>authority</i>, and <i>scope</i> to determine appropriate resources</p> <p>I.2.5.2 Differentiate between fiction and nonfiction</p>	<p>I.2.6.1 Use criteria such as <i>validity</i>, <i>currency</i>, <i>accuracy</i>, <i>authority</i>, and <i>scope</i> to determine appropriate resources</p> <p>I.2.6.2 Differentiate between fiction and nonfiction</p>	<p>I.2.7.1 Use criteria such as <i>validity</i>, <i>currency</i>, <i>accuracy</i>, <i>authority</i>, and <i>scope</i> to determine appropriate resources</p> <p>I.2.7.2 Evaluate <i>primary</i> and <i>secondary sources</i></p>	<p>I.2.8.1 Use criteria such as <i>validity</i>, <i>currency</i>, <i>accuracy</i>, <i>authority</i>, and <i>scope</i> to determine appropriate resources</p> <p>I.2.8.2 Evaluate <i>primary</i> and <i>secondary sources</i></p>

Strand: Application
Standard 3: Organize

Students shall apply critical thinking skills and organize information to obtain knowledge.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Grade 5	Grade 6	Grade 7	Grade 8
Organize	<p>A.3.5.1 Practice <i>organizational strategies</i> to record and synthesize information</p> <p>A.3.5.2 Respect and follow <i>copyright laws</i> (e.g., <i>intellectual property rights</i>, plagiarism) when compiling information in any format</p>	<p>A.3.6.1 Practice <i>organizational strategies</i> to record and synthesize information</p> <p>A.3.6.2 Respect and follow <i>copyright laws</i> (e.g., <i>intellectual property rights</i>, plagiarism) when compiling information in any format</p>	<p>A.3.7.1 Practice <i>organizational strategies</i> to record and synthesize information</p> <p>A.3.7.2 Respect and follow <i>copyright laws</i> (e.g., <i>intellectual property rights</i>, plagiarism) when compiling information in any format</p>	<p>A.3.8.1 Practice <i>organizational strategies</i> to record and synthesize information</p> <p>A.3.8.2 Respect and follow <i>copyright laws</i> (e.g., <i>intellectual property rights</i>, plagiarism) when compiling information in any format</p>

Strand: Application
Standard 4: Utilize

Students shall apply information and use resources to fulfill a purpose.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Grade 5	Grade 6	Grade 7	Grade 8
Utilize	A.4.5.1 Use resources and/or technology tools for a predetermined task	A.4.6.1 Use resources and/or technology tools for a predetermined task	A.4.7.1 Use resources and/or technology tools for a predetermined task	A.4.8.1 Use resources and/or technology tools for a predetermined task
	A.4.5.2 Develop revision strategies to evaluate individual work	A.4.6.2 Develop revision strategies to evaluate individual work	A.4.7.2 Develop revision strategies to evaluate individual work	A.4.8.2 Develop revision strategies to evaluate individual work
	A.4.5.3 Demonstrate proper <i>in-text citations</i> and bibliographies, with guidance	A.4.6.3 Demonstrate proper <i>in-text citations</i> and bibliographies, with guidance	A.4.7.3 Demonstrate proper <i>in-text citations</i> and bibliographies, with guidance	A.4.8.3 Demonstrate proper <i>in-text citations</i> and bibliographies, with guidance

Strand: Application
Standard 5: Collaborate

Students shall work cooperatively to pursue a goal.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Grade 5	Grade 6	Grade 7	Grade 8
Collaborate	<p>A.5.5.1 Work with others to gather and share resources, information, and ideas</p> <p>A.5.5.2 Collaborate responsibly to solve problems</p>	<p>A.5.6.1 Work with others to gather and share resources, information, and ideas</p> <p>A.5.6.2 Collaborate responsibly to solve problems</p>	<p>A.5.7.1 Work with others to gather and share resources, information, and ideas</p> <p>A.5.7.2 Collaborate responsibly to solve problems</p>	<p>A.5.8.1 Work with others to gather and share resources, information, and ideas</p> <p>A.5.8.2 Collaborate responsibly to solve problems</p>

Strand: Application
Standard 6: Communicate

Students shall exchange information and ideas effectively and responsibly.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Grade 5	Grade 6	Grade 7	Grade 8
Communicate	A.6.5.1 Understand that the exchange of creative expression can be represented in a variety of formats (e.g., print, audio, digital, artifact, <i>real/ia</i>)	A.6.6.1 Understand that the exchange of creative expression can be represented in a variety of formats (e.g., print, audio, digital, artifact, <i>real/ia</i>)	A.6.7.1 Understand that the exchange of creative expression can be represented in a variety of formats (e.g., print, audio, digital, artifact, <i>real/ia</i>)	A.6.8.1 Understand that the exchange of creative expression can be represented in a variety of formats (e.g., print, audio, digital, artifact, <i>real/ia</i>)
	A.6.5.2 Share information or express ideas in ways that others can view, use, or assess	A.6.6.2 Share information or express ideas in ways that others can view, use, or assess	A.6.7.2 Share information or express ideas in ways that others can view, use, or assess	A.6.8.2 Share information or express ideas in ways that others can view, use, or assess
	A.6.5.3 Practice individual responsibility in the sharing of information	A.6.6.3 Practice individual responsibility in the sharing of information	A.6.7.3 Practice individual responsibility in the sharing of information	A.6.8.3 Practice individual responsibility in the sharing of information

Strand: Connection

Standard 7: Read

Students shall pursue opportunities for individual growth and lifelong learning through reading.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Grade 5	Grade 6	Grade 7	Grade 8
Read	C.7.5.1 Read a variety of materials from different <i>genres</i> , classics, literary award winners, and multicultural works	C.7.6.1 Read a variety of materials from different <i>genres</i> , classics, literary award winners, and multicultural works	C.7.7.1 Read a variety of materials from different <i>genres</i> , classics, literary award winners, and multicultural works	C.7.8.1 Read a variety of materials from different <i>genres</i> , classics, literary award winners, and multicultural works
	C.7.5.2 Read from a variety of <i>content area texts</i> (e.g., texts related to biology, science, or social studies)	C.7.6.2 Read from a variety of <i>content area texts</i> (e.g., texts related to biology, science, or social studies)	C.7.7.2 Read from a variety of <i>content area texts</i> (e.g., texts related to biology, science, or social studies)	C.7.8.2 Read from a variety of <i>content area texts</i> (e.g., texts related to biology, science, or social studies)
	C.7.5.3 Read from a variety of <i>practical texts</i> (e.g., newspapers, magazines, brochures, pamphlets)	C.7.6.3 Read from a variety of <i>practical texts</i> (e.g., newspapers, magazines, brochures, pamphlets)	C.7.7.3 Read from a variety of <i>practical texts</i> (e.g., newspapers, magazines, brochures, pamphlets)	C.7.8.3 Read from a variety of <i>practical texts</i> (e.g., newspapers, magazines, brochures, pamphlets)
	C.7.5.4 Read for pleasure	C.7.6.4 Read for pleasure	C.7.7.4 Read for pleasure	C.7.8.4 Read for pleasure

Strand: Connection

Standard 8: Associate

Students shall make connections to the academic environment and the world.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Grade 5	Grade 6	Grade 7	Grade 8
Associate	C.8.5.1 Activate prior knowledge to make connections to text, self, and the world	C.8.6.1 Activate prior knowledge to make connections to text, self, and the world	C.8.7.1 Activate prior knowledge to make connections to text, self, and the world	C.8.8.1 Activate prior knowledge to make connections to text, self, and the world
	C.8.5.2 Comprehend the impact of knowledge gained on self, community, and world	C.8.6.2 Comprehend the impact of knowledge gained on self, community, and world	C.8.7.2 Comprehend the impact of knowledge gained on self, community, and world	C.8.8.2 Comprehend the impact of knowledge gained on self, community, and world
			C.8.7.3 Apply <i>information literacy skills</i> to meet individual needs and enrich lifelong learning	C.8.8.3 Apply <i>information literacy skills</i> to meet individual needs and enrich lifelong learning

Strand: Connection

Standard 9: Reflect

Students shall examine their learning experiences for improvement.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Grade 5	Grade 6	Grade 7	Grade 8
Reflect	<p>C.9.5.1 Use self-assessment tools</p> <p>C.9.5.2 Identify strengths and weaknesses in the learning process and set goals for improvement</p>	<p>C.9.6.1 Use self-assessment tools</p> <p>C.9.6.2 Identify strengths and weaknesses in the learning process and set goals for improvement</p>	<p>C.9.7.1 Develop and use criteria for self-assessment</p> <p>C.9.7.2 Identify strengths and weaknesses in the learning process and set goals for improvement</p>	<p>C.9.8.1 Develop and use criteria for self-assessment</p> <p>C.9.8.2 Identify strengths and weaknesses in the learning process and set goals for improvement</p>

Strand: Inquiry

Standard 1: Identify and Access

Students shall identify, locate, and retrieve appropriate resources for a variety of purposes.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Grade 9	Grade 10	Grade 11	Grade 12
Identify and Access	<p>I.1.9.1</p> <p>Demonstrate knowledge of library organization and arrangement to locate resources using</p> <ul style="list-style-type: none"> Dewey Decimal Classification System special collections (e.g., Arkansas, local history, career, parent) 	<p>I.1.10.1</p> <p>Demonstrate knowledge of library organization and arrangement to locate resources using</p> <ul style="list-style-type: none"> Dewey Decimal Classification System special collections (e.g., Arkansas, local history, career, parent) 	<p>I.1.11.1</p> <p>Demonstrate knowledge of library organization and arrangement to locate resources using</p> <ul style="list-style-type: none"> Dewey Decimal Classification System special collections (e.g., Arkansas, local history, career, parent, college catalog, test preparation) 	<p>I.1.12.1</p> <p>Demonstrate knowledge of library organization and arrangement to locate resources using</p> <ul style="list-style-type: none"> Dewey Decimal Classification System special collections (e.g., Arkansas, local history, career, parent, college catalog, test preparation)
	<p>I.1.9.2</p> <p>Demonstrate understanding of <i>acceptable use policy (AUP)</i>, <i>circulation policy</i>, <i>netiquette</i>, <i>privacy issues</i>, <i>intellectual property rights</i>, and <i>copyright laws</i></p>	<p>I.1.10.2</p> <p>Demonstrate understanding of <i>acceptable use policy (AUP)</i>, <i>circulation policy</i>, <i>netiquette</i>, <i>privacy issues</i>, <i>intellectual property rights</i>, and <i>copyright laws</i></p>	<p>I.1.11.2</p> <p>Recognize the Library of Congress Classification System</p>	<p>I.1.12.2</p> <p>Recognize the Library of Congress Classification System</p>
			<p>I.1.11.3</p> <p>Demonstrate understanding of <i>acceptable use policy (AUP)</i>, <i>circulation policy</i>, <i>netiquette</i>, <i>privacy issues</i>, <i>intellectual property rights</i>, and <i>copyright laws</i></p>	<p>I.1.12.3</p> <p>Demonstrate understanding of <i>acceptable use policy (AUP)</i>, <i>circulation policy</i>, <i>netiquette</i>, <i>privacy issues</i>, <i>intellectual property rights</i>, and <i>copyright laws</i></p>

Strand: Inquiry

Standard 1: Identify and Access

Students shall identify, locate, and retrieve appropriate resources for a variety of purposes.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Grade 9	Grade 10	Grade 11	Grade 12
Identify and Access	<p>I.1.9.3 Identify an academic or individual need and access materials, with guidance, through</p> <ul style="list-style-type: none"> identifying key words in tasks developing questions consolidating questioning techniques to clarify tasks 	<p>I.1.10.3 Identify an academic or individual need and access materials, with guidance, through</p> <ul style="list-style-type: none"> identifying key words in tasks developing questions extending questions to clarify tasks 	<p>I.1.11.4 Identify an academic or individual need and access materials through</p> <ul style="list-style-type: none"> identifying key words in tasks developing questions refining questions to clarify tasks 	<p>I.1.12.4 Identify an academic or individual need and access materials through</p> <ul style="list-style-type: none"> identifying key words in tasks developing questions refining questions to clarify tasks
	<p>I.1.9.4 Use <i>online public access catalog (OPAC) search techniques</i> to locate appropriate resources, with guidance</p> <ul style="list-style-type: none"> keyword subject author title advanced <i>search techniques</i> with available technology (e.g., cross-reference, subtopic, <i>Boolean operators</i>) special features (e.g., export search results) 	<p>I.1.10.4 Use <i>online public access catalog (OPAC) search techniques</i> to locate appropriate resources, with guidance</p> <ul style="list-style-type: none"> keyword subject author title advanced <i>search techniques</i> if available (e.g., cross-reference, subtopic, <i>Boolean operators</i>) special features (e.g., export search results) 	<p>I.1.11.5 Use <i>online public access catalog (OPAC) search techniques</i> to locate appropriate resources, with guidance</p> <ul style="list-style-type: none"> keyword subject author title advanced <i>search techniques</i> if available (e.g., cross-reference, subtopic, <i>Boolean operators</i>) special features (e.g., export search results) 	<p>I.1.12.5 Use <i>online public access catalog (OPAC) search techniques</i> to locate appropriate resources, with guidance</p> <ul style="list-style-type: none"> keyword subject author title advanced <i>search techniques</i> if available (e.g., cross-reference, subtopic, <i>Boolean operators</i>) special features (e.g., export search results)

Strand: Inquiry

Standard 1: Identify and Access

Students shall identify, locate, and retrieve appropriate resources for a variety of purposes.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Grade 9	Grade 10	Grade 11	Grade 12
Identify and Access	<p>I.1.9.5 Seek and use different sources in a variety of formats to fulfill information or research needs</p> <ul style="list-style-type: none"> • print (e.g., reference books) • non-print (e.g., video, audio) • electronic resources (databases, Internet, <i>search engines</i>, <i>electronic directories</i>, emerging technologies) 	<p>I.1.10.5 Seek and use different sources in a variety of formats to fulfill information or research needs</p> <ul style="list-style-type: none"> • print (e.g., reference books) • non-print (e.g., video, audio) • electronic resources (databases, Internet, <i>search engines</i>, <i>electronic directories</i>, emerging technologies) 	<p>I.1.11.6 Seek and use different sources in a variety of formats to fulfill information or research needs</p> <ul style="list-style-type: none"> • print (e.g., reference books) • non-print (e.g., video, audio) • electronic resources (databases, Internet, <i>search engines</i>, <i>electronic directories</i>, emerging technologies) 	<p>I.1.12.6 Seek and use different sources in a variety of formats to fulfill information or research needs</p> <ul style="list-style-type: none"> • print (e.g., reference books) • non-print (e.g., video, audio) • electronic resources (databases, Internet, <i>search engines</i>, <i>electronic directories</i>, emerging technologies)
	<p>I.1.9.6 Identify and use electronic technologies, with guidance, to match curricular needs (e.g., databases, <i>search engines</i>, <i>electronic directories</i>)</p>	<p>I.1.10.6 Identify and use electronic technologies, with guidance, to match curricular needs (e.g., databases, <i>search engines</i>, <i>electronic directories</i>)</p>	<p>I.1.11.7 Identify and use electronic technologies, with guidance, to match curricular needs (e.g., databases, <i>search engines</i>, <i>electronic directories</i>)</p>	<p>I.1.12.7 Identify and use electronic technologies, with guidance, to match curricular needs (e.g., databases, <i>search engines</i>, <i>electronic directories</i>)</p>
	<p>I.1.9.7 Apply advanced <i>search techniques</i> (e.g., <i>Boolean operators</i>, keywords, subjects, domains or other <i>Web environments</i>) to locate resources</p>	<p>I.1.10.7 Apply advanced <i>search techniques</i> (e.g., <i>Boolean operators</i>, keywords, subjects, domains or other <i>Web environments</i>) to locate resources</p>	<p>I.1.11.8 Apply advanced <i>search techniques</i> (e.g., <i>Boolean operators</i>, keywords, subjects, domains or other <i>Web environments</i>) to locate resources</p>	<p>I.1.12.8 Apply advanced <i>search techniques</i> (e.g., <i>Boolean operators</i>, keywords, subjects, domains or other <i>Web environments</i>) to locate resources</p>

Strand: Inquiry

Standard 1: Identify and Access

Students shall identify, locate, and retrieve appropriate resources for a variety of purposes.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Grade 9	Grade 10	Grade 11	Grade 12
Identify and Access	I.1.9.8 Recognize and/or use sources of information outside the school library media center (e.g., people, public libraries, museums, virtual tours)	I.1.10.8 Recognize and/or use sources of information outside the school library media center (e.g., people, public libraries, museums, virtual tours)	I.1.11.9 Recognize and/or use sources of information outside the school library media center (e.g., people, public libraries, museums, virtual tours)	I.1.12.9 Recognize and/or use sources of information outside the school library media center (e.g., people, public libraries, museums, virtual tours)
	I.1.9.9 Distinguish between <i>primary</i> and <i>secondary</i> sources	I.1.10.9 Distinguish between <i>primary</i> and <i>secondary</i> sources	I.1.11.10 Distinguish between <i>primary</i> and <i>secondary</i> sources	I.1.12.10 Distinguish between <i>primary</i> and <i>secondary</i> sources

Strand: Inquiry

Standard 2: Evaluate

Students shall evaluate resources for appropriateness of information.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Grade 9	Grade 10	Grade 11	Grade 12
Evaluate	<p>I.2.9.1 Read to evaluate the appropriateness of information using criteria (e.g., relevance, readability, <i>validity</i>, credibility, accuracy, <i>currency</i>, <i>authority</i>, scope, bias, propaganda, censorship)</p> <p>I.2.9.2 Evaluate primary and secondary sources</p>	<p>I.2.10.1 Read to evaluate the appropriateness of information using criteria (e.g., relevance, readability, <i>validity</i>, credibility, accuracy, <i>currency</i>, <i>authority</i>, scope, bias, propaganda, censorship)</p> <p>I.2.10.2 Evaluate primary and secondary sources</p>	<p>I.2.11.1 Read to evaluate the appropriateness of information using criteria (e.g., relevance, readability, <i>validity</i>, credibility, accuracy, <i>currency</i>, <i>authority</i>, scope, bias, propaganda, censorship)</p> <p>I.2.11.2 Evaluate primary and secondary sources</p>	<p>I.2.12.1 Read to evaluate the appropriateness of information using criteria (e.g., relevance, readability, <i>validity</i>, credibility, accuracy, <i>currency</i>, <i>authority</i>, scope, bias, propaganda, censorship)</p> <p>I.2.12.2 Evaluate primary and secondary sources</p>

Strand: Application
Standard 3: Organize

Students shall apply critical thinking skills and organize information to obtain knowledge.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Grade 9	Grade 10	Grade 11	Grade 12
Organize	A.3.9.1 Demonstrate <i>organizational strategies</i> , with guidance, to record and synthesize information	A.3.10.1 Demonstrate <i>organizational strategies</i> with guidance, to record and synthesize information	A.3.11.1 Demonstrate <i>organizational strategies</i> , with guidance, to record and synthesize information	A.3.12.1 Demonstrate <i>organizational strategies</i> , with guidance, to record and synthesize information
	A.3.9.2 Respect and follow <i>copyright laws</i> (e.g., <i>intellectual property rights</i> , <i>fair use</i> guidelines) when compiling information in any format	A.3.10.2 Respect and follow <i>copyright laws</i> (e.g., <i>intellectual property rights</i> , <i>fair use</i> guidelines) when compiling information in any format	A.3.11.2 Respect and follow <i>copyright laws</i> (e.g., <i>intellectual property rights</i> , <i>fair use</i> guidelines) when compiling information in any format	A.3.12.2 Respect and follow <i>copyright laws</i> (e.g., <i>intellectual property rights</i> , <i>fair use</i> guidelines) when compiling information in any format

Strand: Application
Standard 4: Utilize

Students shall apply information and use resources to fulfill a purpose.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Grade 9	Grade 10	Grade 11	Grade 12
Utilize	<p>A.4.9.1 Use resources and/or technology tools for a predetermined task</p> <p>A.4.9.2 Evaluate the task using established criteria, revising as needed</p> <p>A.4.9.3 Demonstrate proper <i>in-text citations</i> and bibliographies, with guidance</p>	<p>A.4.10.1 Use resources and/or technology tools for a predetermined task</p> <p>A.4.10.2 Evaluate the task using established criteria, revising as needed</p> <p>A.4.10.3 Demonstrate proper <i>in-text citations</i> and bibliographies, with guidance</p>	<p>A.4.11.1 Use resources and/or technology tools for a predetermined task</p> <p>A.4.11.2 Evaluate the task using established criteria, revising as needed</p> <p>A.4.11.3 Demonstrate proper <i>in-text citations</i> and bibliographies</p>	<p>A.4.12.1 Use resources and/or technology tools for a predetermined task</p> <p>A.4.12.2 Evaluate the task using established criteria, revising as needed</p> <p>A.4.12.3 Demonstrate proper <i>in-text citations</i> and bibliographies</p>

Strand: Application
Standard 5: Collaborate

Students shall work cooperatively to pursue a goal.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT PREVIOUS AND CURRENT GRADES.				
	Grade 9	Grade 10	Grade 11	Grade 12
Collaborate	A.5.9.1 Work with peers, experts, and others to gather and share resources, information, and ideas	A.5.10.1 Work with peers, experts, and others to gather and share resources, information, and ideas	A.5.11.1 Work with peers, experts, and others to gather and share resources, information, and ideas	A.5.12.1 Work with peers, experts, and others to gather and share resources, information, and ideas
	A.5.9.2 Assume responsibility for collaborative work	A.5.10.2 Assume responsibility for collaborative work	A.5.11.2 Assume responsibility for collaborative work	A.5.12.2 Assume responsibility for collaborative work
	A.5.9.3 Demonstrate ability to work effectively with diverse teams	A.5.10.3 Demonstrate ability to work effectively with diverse teams	A.5.11.3 Demonstrate ability to work effectively with diverse teams	A.5.12.3 Demonstrate ability to work effectively with diverse teams

Strand: Application
Standard 6: Communicate

Students shall exchange information and ideas effectively and responsibly.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Grade 9	Grade 10	Grade 11	Grade 12
Communicate	A.6.9.1 Understand that creative expression can be represented in a variety of formats	A.6.10.1 Understand that creative expression can be represented in a variety of formats	A.6.11.1 Understand that creative expression can be represented in a variety of formats	A.6.12.1 Understand that creative expression can be represented in a variety of formats
	A.6.9.2 Share information in ways that others can view, use, or assess	A.6.10.2 Share information in ways that others can view, use, or assess	A.6.11.2 Share information in ways that others can view, use, or assess	A.6.12.2 Share information in ways that others can view, use, or assess
	A.6.9.3 Practice Internet safety and individual responsibility (e.g., engaging in <i>social networking</i> , abstaining from <i>cyberbullying</i> , and sharing personal appropriate information)	A.6.10.3 Practice Internet safety and individual responsibility (e.g., engaging in <i>social networking</i> , abstaining from <i>cyberbullying</i> , and sharing personal appropriate information)	A.6.11.3 Practice Internet safety and individual responsibility (e.g., engaging in <i>social networking</i> , abstaining from <i>cyberbullying</i> , and sharing personal appropriate information)	A.6.12.3 Practice Internet safety and individual responsibility (e.g., engaging in <i>social networking</i> , abstaining from <i>cyberbullying</i> , and sharing personal appropriate information)

Strand: Connection

Standard 7: Read

Students shall pursue opportunities for individual growth and lifelong learning through reading.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Grade 9	Grade 10	Grade 11	Grade 12
Read	C.7.9.1 Read from a variety of materials including <i>genres</i> , literary award winners, multicultural works, and classic literature	C.7.10.1 Read from a variety of materials including <i>genres</i> , literary award winners, multicultural works, and classic literature	C.7.11.1 Read from a variety of materials including <i>genres</i> , literary award winners, multicultural works, and classic literature	C.7.12.1 Read from a variety of materials including <i>genres</i> , literary award winners, multicultural works, and classic literature
	C.7.9.2 Read from a variety of technical and informational texts (e.g., manuals, career resources, legal and financial documents, and college catalogs)	C.7.10.2 Read from a variety of technical and informational texts (e.g., manuals, career resources, legal and financial documents, and college catalogs)	C.7.11.2 Read from a variety of technical and informational texts (e.g., manuals, career resources, legal and financial documents, and college catalogs)	C.7.12.2 Read from a variety of technical and informational texts (e.g., manuals, career resources, legal and financial documents, and college catalogs)
	C.7.9.3 Read for pleasure	C.7.10.3 Read for pleasure	C.7.11.3 Read for pleasure	C.7.12.3 Read for pleasure

Strand: Connection
Standard 8: Associate

Students shall make connections to the academic environment and the real world.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Grade 9	Grade 10	Grade 11	Grade 12
Associate	C.8.9.1 Read to make connections to self, previous reading, and the world	C.8.10.1 Read to make connections to self, previous reading, and the world	C.8.11.1 Read to make connections to self, previous reading, and the world	C.8.12.1 Read to make connections to self, previous reading, and the world
	C.8.9.2 Connect learning to self, community, and global issues	C.8.10.2 Connect learning to self, community, and global issues	C.8.11.2 Connect learning to self, community, and global issues	C.8.12.2 Connect learning to self, community, and global issues
	C.8.9.3 Apply <i>information literacy skills</i> to meet individual needs and enrich lifelong learning	C.8.10.3 Apply <i>information literacy skills</i> to meet individual needs and enrich lifelong learning	C.8.11.3 Apply <i>information literacy skills</i> to meet individual needs and enrich lifelong learning	C.8.12.3 Apply <i>information literacy skills</i> to meet individual needs and enrich lifelong learning

Strand: Connection
Standard 9: Reflect

Students shall examine their learning experiences for improvement.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Grade 9	Grade 10	Grade 11	Grade 12
Reflect	C.9.9.1 Develop and use criteria for self-assessment of tasks	C.9.10.1 Develop and use criteria for self-assessment of tasks	C.9.11.1 Develop and use criteria for self-assessment of tasks	C.9.12.1 Develop and use criteria for self-assessment of tasks
	C.9.9.2 Identify individual strengths and weaknesses in the learning process and set goals for improvement	C.9.10.2 Identify individual strengths and weaknesses in the learning process and set goals for improvement	C.9.11.2 Identify individual strengths and weaknesses in the learning process and set goals for improvement	C.9.12.2 Identify individual strengths and weaknesses in the learning process and set goals for improvement

Glossary

Acceptable use policy (AUP)	A written document approved by a school district and/or school board, outlining terms and conditions for student and staff use of school district technology, including the Internet and e-mail
Authority	In judging a work, this refers to the qualifications of the producer, author, or editor
Boolean operators	A system of logic that, when applied to searches, broadens or narrows the range of a search and links search terms with the operators AND, OR, and NOT
Circulation policy	Rules that govern the use of library materials by the patrons
Content area text	Nonfiction selections taken from across the curriculum
Copyright laws	The exclusive legal rights granted by a government to the owner of intellectual property that protects the copyrighted material from unauthorized duplication, sale, or performance; a legal right to publish a work for a specific number of years
Currency	Up-to-date or timely texts
Cyberbullying	Sending or posting harmful or cruel text or images using the Internet or other digital communication devices
Domain	The portion of an Internet address that identifies the type of organization (e.g., .com, .gov, .edu, .lib, .org, .net, .mil)
Electronic directory	A list of hyperlinks (links) to information organized into a categorical, alphabetical hierarchy.
Environmental print	Familiar print on everyday objects and signage, such as product boxes, wrappers, and company logos
Fair use	A provision of the Copyright Law, Title 17, Section 107 of the U.S. Code, which allows others to make reasonable uses of copyrighted materials for educational purposes
Figurative language	Uses figures of speech as a way of saying something; language that cannot be taken literally (e.g., metaphor, simile, personification, alliteration)
Functional/practical print	Informational and technical text used in everyday living (e.g., recipes, manuals, menus, applications, brochures, warranties)
Genre	A type of literary work identified by its design or purpose (e.g., historical fiction, poetry, fantasy, or realistic fiction)
Graphic organizer	Organizes information on charts, timelines, chains of events, story webs, Venn diagrams, storyboards, etc.
Information literacy skills	The ability to recognize the need for specific information and to formulate an effective plan for its retrieval
Intellectual property rights	A concept in copyright law that protects the works of authors, publishers, and copyright owners from activities such as plagiarism
In-text citations	The complete information about an item written in the text of a document according to the format listed in a recognized style manual (e.g., MLA, APA, Turabian, Chicago)
Literary device	A literary technique, such as mood, <i>figurative language</i> , or tone, that is used to achieve a specific effect
Netiquette	Standards of polite behavior while using the Internet

Online public access catalog (OPAC)	A computerized system to catalog and organize materials in a library. OPACs have replaced card-based catalogs in many libraries; an OPAC is available to library users (public access)
Organizational strategies	Methods for arranging information, such as <i>graphic organizers</i> , notecards, notetaking, summarizing, paraphrasing, etc.
Practical text	See functional/practical print
Primary source	First-hand information including memoirs, interviews, letters, and public documents
Realia	Real, three-dimensional objects, such as models, specimens, and artifacts as contrasted with replicas
Rubric	A scoring guide used to evaluate the quality of student performance
Scope	The breadth and depth of information
Search engines	Applications that search random Web sites using keyword(s) and then generate a list of documents that contains the keyword(s)
Search strategy	An organized plan that an individual uses to search for information
Search technique	A method used in a search strategy to locate information
Secondary sources	Works that have been collected, interpreted, or published by someone other than the original source
Social networking	Sites where users can easily present information about themselves, create lists of friends, and share comments about interests
Validity	A consistently reliable source
Verso page	The back of a leaf of a book, the back of a book, or the back of the title page; back or left-side of a page of a book that usually contains copyright and publisher information
Text features	Format of a text that guides the reader (e.g., bold, italics, headings, subheadings, graphics, sequence, diagrams, illustrations)
Web environment	A conceptual space that allows a group of people to interact; it is designed to support communication and collaboration (e.g., e-mail, blogs, and wikis)

Contributors

The following people contributed to the development of this document:

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Arkansas Department of Education
Rule Governing the
Monitoring of Arkansas Comprehensive School Improvement Plans (ACSIP)
Proposed June 2007

1.0 Regulatory Authority

- 1.01 This Rule shall be known as the Arkansas Department of Education Rule Governing the Monitoring of Arkansas Comprehensive School Improvement Plans.
- 1.02 The State Board of Education promulgates this Rule pursuant to Ark. Code Ann. §§ 6-15-424, 6-15-426, 6-20-2301 through 6-20-2305, and 10-3-2101 et seq. and Act 807 of 2007.

2.0 Purpose

- 2.01 To expand the monitoring process to include a comprehensive compliance review of the development and implementation of educational strategies, assessment, academic accountability and resources as outlined in each public school and public school district's Arkansas Comprehensive School Improvement Plan (ACSIP).
- 2.02 To monitor the use of "Instructional Facilitators" in school improvement plans.
- 2.03 To ensure compliance with federal and state law and State Board of Education policies.
- 2.04 To provide technical assistance for program improvement.

3.0 Definitions

For the purpose of this Rule:

- 3.01 "Alternative Learning Environment (ALE)" – a student intervention program in compliance with Ark. Code Ann. §§ 6-18-508 and 6-18-509 that seeks to eliminate traditional barriers to student learning.
- 3.02 "Arkansas Comprehensive Assessment Program" – means the testing component of Arkansas Comprehensive, Testing, Assessment and Accountability Program, which shall consist of developmentally appropriate assessments as required by the State Board of Education, or other assessments which are based on researched best practices as determined by qualified experts which would be in compliance with federal and state law, End-of-Course tests for designated grades and content areas, and the high school literacy test.

- 3.03 “Arkansas Comprehensive Testing, Assessment and Accountability Program” – means a comprehensive system that focuses on high academic standards, professional development, student assessments, and accountability for all schools.
- 3.04 “Arkansas Comprehensive School Improvement Plan (ACSIP)” – a plan developed by a local school team based on an analysis of student performance data and other relevant data that provides a plan of action to address deficiencies in student performance and any academic achievement gap as evidenced in the Arkansas Comprehensive Assessment Program as defined in Section 3.02. This plan shall be reviewed annually and monitored at least every two years. Additionally, this plan shall become the application for all instructional federal programs as administered by the Arkansas Department of Education.
- 3.05 “Benchmarks/Grade-Level Benchmarks” – Academic Content Standards and/or grade-level statements of what a student should know and be able to do. The Grade-Level Benchmarks provide guidance to classroom teachers in planning instruction aligned with the Academic Content Standards.
- 3.05.1 “Benchmark Statements” – Statements that indicate the anticipated score or status advancement of a particular student population, on a particular measurement instrument, by a specified time. These measurement statements may incorporate the appropriate AYP target(s).
- 3.06 “Board” – The Arkansas State Board of Education.
- 3.07 “Compliance” – Documenting that the district adheres to applicable statutes and regulations.
- 3.08 “Department” – The Arkansas Department of Education.
- 3.09 “District Improvement Plan” – a compilation of the individual school improvement plans which align the district’s resources to meet the needs of the individual schools’ plans. The main focus of the district improvement plan shall be to ensure that all students have an opportunity to demonstrate proficiency on all portions of state-mandated ~~criterion-referenced~~ assessments.
- 3.10 “English Language Learners (ELL)” – are students identified by the State Board of Education (Board) as not proficient in the English language based upon approved English proficiency assessment instruments administered annually in the fall of the current school year, which assessments measure oral, reading, and writing proficiency.
- 3.11 “Grade Level” – performance of a student (or group of students) at the proficient level on benchmark assessments at the specified grade that is age-appropriate for that student(s).

- 3.12 “Instructional Facilitator” – assist in curriculum alignment with state curriculum documents; alignment of classroom assessment with statewide exams; instructional strategies; development and implementation of training; choosing standards-based instructional materials; understanding of current research; integrating technology into instruction; assist in the implementation of the components of the Arkansas Comprehensive School Improvement Planning (ACSIP) process. an individual holding a valid Arkansas teacher’s license meeting the criteria for a highly qualified teacher who facilitates continuous improvement in classroom instruction by providing instructional support to teachers in the elements of research-based instruction and by demonstrating the alignment of instruction with curriculum standards and assessment tools; develops instructional strategies; develops and implements training; chooses standards-based instructional materials; provides teachers with an understanding of current research; integrates technology into instruction; assists in the implementation of the components of the Arkansas Comprehensive School Improvement Plan (ACSIP).
- 3.13 “Interventions” – research-based programs, initiatives, or strategies designed to address the student academic, behavioral and social needs identified in the data analysis.
- 3.14 “Monitoring” – the process of collecting information from schools and school districts to:
- 3.14.1 determine compliance with the implementation of school improvement plans, promote collaborative planning and budgeting, and provide technical assistance for program improvement; and
 - 3.14.2 “Monitoring of Results” – The examination of examine in-class practice and student learning results as identified by school improvement plans to determine the impact of school programs and activities.
- ~~3.15 “NSLA” – National School Lunch Act.~~
- 3.165 “National School Lunch Students” – are those students from low socio-economic backgrounds as indicated by eligibility for free or reduced-priced meals under the National School Lunch Act as determined on October 1 of the previous school year.
- 3.176 “Professional Development” – is a coordinated set of planned learning activities for school teachers and administrators that are based on research, are standards-based and continuous.
- 3.176.1 Professional development shall result in individual, school-wide, and district-wide improvement designed to ensure that all students demonstrate proficiency in the state academic standards.

3.187 “Program” – Any or all of the districts sponsored or district-supported educational opportunities for students, either within or beyond the school day.

3.198 “Public School District/Public School” – those school districts and schools (including open-enrollment charter schools) created pursuant to Title 6 of the Arkansas Code and subject to the Arkansas Comprehensive Testing, Assessment and Accountability Program except specifically excluding those schools or educational programs created by or receiving authority to exist pursuant to Ark. Code Ann. §§ 6-15-501, 9-28-205, and 12-29-301 through 12-29-310, or other provisions of Arkansas law.

3.2019 “School Improvement” – the initial classification applied to a school that fails to meet adequate yearly progress for two successive years.

3.240 “School Year” – is the year beginning July 1 of one calendar year and ending June 30 of the next calendar year.

4.0 Implementation

4.01 Beginning with the 2007-2008 school year and each year thereafter, the Arkansas Department of Education will conduct periodic comprehensive on-site monitoring reviews of school and school district’s school improvement plans to verify that activities are being implemented in accordance with the approved application.

5.0 Arkansas Comprehensive School Improvement Plan

5.01 Each public school or school district shall develop and file, by a deadline date established by the Department, with the Department an Arkansas Comprehensive School Improvement Plan (ACSIP) focused on student achievement.

5.02 The purpose of ACSIP is to provide equal opportunity for all students, including identifiable subgroups, to meet the expected performance levels established by the Board on all State assessments. The plan:

5.02.1 Identifies a challenging set of goals and sets forth actions that will be taken to achieve the goals. It specifies the responsibilities of the school district and its schools. The plan includes periodic benchmarks, measurements processes, and evaluation protocols.

5.02.2 Is based on an analysis of data produced by the Arkansas Comprehensive Testing Program and other reliable measures of student learning to determine classroom, school, and school district academic performance.

5.02.3 Includes the public school or school districts use of categorical funding for:

(A) Alternative Learning Environments (ALE);

(B) Professional Development;
(C) English-Language Learners (ELL); and
(D) National School Lunch Students, as defined by Ark. Code
Ann. § 6-20-2303 (12) (A).

5.02.4 Specifies allocation of funding and resources including tutors,
teachers' aides, counselors, social workers, and nurses.

5.02.5 Outlines a process for evaluating the effectiveness of the
strategies and activities indicated in the plan.

5.02.6 Includes a cross section of teachers, experts, parents and other
stakeholders as plan developers.

5.03 An improvement plan is subject to annual review.

5.04 Any public school or school district classified as in school improvement
under Ark. Code Ann. § 6-15-425 shall develop and file with the
Department a revised comprehensive school improvement plan each
year, meeting the requirements of this section and containing any
additional requirements determined necessary by the department to
ensure that all students in the public school or school district have an
opportunity to demonstrate proficiency on all portions of the state-
mandated assessments.

5.05 The district has the primary responsibility for ensuring that the school in
school improvement receives technical assistance as it develops or
revises its school plan and throughout the plan's implementation.

5.06 Technical assistance for a school identified for improvement must focus
on strengthening and improving the school's instructional program.
Specifically, the district must ensure that the school in need of
improvement receives technical assistance based on scientifically based
research in the following areas:

(A) Assessment and Data Analysis: including purposes and
use of data

(B) Identification and Implementation of Strategies, and

(C) Budget Analysis

5.07 At the end of each school year, the school district shall evaluate the
implementation and impact of programs (interventions or actions)
included in the comprehensive school improvement plan to ensure that
the programs are providing intervention and prevention services designed
to increase student achievement.

5.08 Evaluation results must be included in the comprehensive school
improvement plan for the following year.

6.0 Comprehensive Monitoring

6.01 The Department shall periodically monitor each public school's and school district's compliance regarding its comprehensive school improvement plan. A team of reviewers shall conduct a comprehensive site visit to:

6.01.1 Determine whether the evaluation conducted by the public school or school district under Section 5.07 of this Rule was conducted properly;

6.01.2 Assess the areas in which the public school or school district needs to revise its plan;

6.01.3 Review the school/district's performance during the preceding two years, including the documented academic performance of its students;

6.01.4 ~~Provide a general assessment of educational practices and the~~ Review the use of public school funding under the Public School Funding Act of 2003, Ark. Code Ann. §§ 6-20-2301 *et seq.* for the following:

6.01.4.1 Instructional facilitators, as that term is defined by the State Board of Education in Section 3.12 of this Rule;

6.01.4.2 Alternative Learning Environments (ALE), Professional Development, English-language learners (ELL), and National School Lunch Students identifying specific:

- Educational strategies;
- Resources used, including tutors, teachers' aides, counselors, social workers, and nurses;
- and

6.01.4.3 The implementation of programs for students whose academic achievement is below proficient.

6.02 As part of the monitoring process under this Section 6, the Department shall evaluate the research cited by the public school or school district in its comprehensive school improvement plan in support of the proposed interventions and actions to assess its independence and empirical support for the effectiveness of the program.

6.03 The Department shall use the information obtained through monitoring comprehensive school improvement plans under this section to:

6.03.1 Determine the compliance of the public school or school district with the provisions of this section; and

6.03.2 Evaluate whether the assessment conducted by the public school or school district under this section was conducted properly, and assess the areas in which the public school or school district needs to revise its plan.

6.024 Make recommendations regarding the review findings for the purpose of improving educational practices beyond the level of minimum compliance to foster practices of continuous improvement.

7.0 Procedures for Comprehensive Monitoring

7.01 On-Site Monitoring – Monitoring teams, consisting of ADE staff, shall conduct periodic on-site reviews. The number of team members will vary, depending on the size of the school district and the number of program areas to be reviewed. The on-site review will be conducted in a revolving cycle. However, monitoring for specific issues and/or programs may be conducted at any time at the discretion of the Commissioner of the Arkansas Department of Education.

7.02 Preparation for On-Site Visit – ~~An annual schedule for monitoring will be developed and distributed prior to the beginning of the new academic year.~~ An annual notice of the monitoring process and checklist of items to be monitored will be provided prior to on-site visits. The monitoring team leader will inform the school district superintendent of the on-site monitoring visit at least one month prior to the visit. The team leader, in collaboration with the superintendent, will establish a proposed schedule of activities.

7.03 The monitoring process may include any of the following, as well as any additional procedures and policies as approved by the State Board.

7.03.1 Administrative Review – This portion of the visit will look at procedures that are typically the responsibility of district level staff. District administrators are asked to provide the monitoring team with an overview of how the coordination of funding is impacting student achievement and teacher effectiveness.

7.03.2 Program Evaluation – This portion of the visit will include a review of how district staff collects data from district schools and how the data is used for evaluation purposes and to update or revise the school improvement plan.

7.03.3 School Level Review – This section of the review is conducted at the schools. Reviewers collect data on the implementation of the district's programs.

7.03.4 Interviews – Interviews with selected persons will be conducted, either individually or as a group, for the purpose of verifying and gathering information. Interviews will be conducted at the district and/or school and program site.

7.04 A draft report of preliminary findings will be mailed to the school district superintendent via certified mail within twenty (20) business days of the exit conference. Upon agreement of the findings by district and Arkansas Department of Education personnel, the final report will be sent to the district superintendent not later than sixty (60) business days from the conclusion of the exit conference via certified mail.

7.04.1 This report provides a rating for each compliance criterion; those ratings are:

7.04.1.1 "Implemented" - meaning at least substantially implemented; program requirements have been fulfilled.

7.04.1.2 "Implementation in Progress" - is used for criteria containing new requirements (results of Scholastic Audit Recommendations) and means that the district is either training staff or beginning to implement the new requirement in such a way that the on-site team anticipates that the new requirements will be implemented by the end of the school year or within the required time frame.

7.04.1.3 "Partially Implemented" – program requirements have been implemented in part but not in total.

7.04.1.4 "Not Implemented" - meaning at least substantially not implemented; no action has occurred toward the implementation of program requirements.

7.04.1.5 "Not Applicable" - does not apply.

7.04.2 The report will include findings for each criterion that it rates "Partially Implemented" or "Not Implemented," explaining the basis for the rating. Areas in need of further technical assistance may also be included.

7.04.3 Technical assistance plans may be developed to assist districts in meeting compliance.

7.05 Monitoring Report Response –The Superintendent or designee will have to review the report for factual accuracy prior to dissemination of the final report. Formal written response by the school district with regards to any required corrective action will be due to the Department thirty (30) days after the Final Report is mailed.

7.05.1 The response must outline the planned implementation of corrective actions issued for findings, including timelines for completion of the corrective action.

7.05.2 These corrective actions are subject to the Department's review and approval.

**Status Report
Bald Knob School District**

December 10, 2007

Background Information

June 11, 2007, the Arkansas State Board of Education placed the Bald Knob School District on Fiscal Distress for the 2007-08 school year. On August 22, 2007, the Department of Education assumed administrative control of the Bald Knob School District.

Fiscal Distress Indicators and Additional Concerns:

- * A projected negative balance of \$478,902 for fiscal year end June 30, 2008.
- * During fiscal years 2004,2005, 2006 to present the District obtained current loans to support district operations.
- * FY04 the District had significant audit findings, including utilizing short term loans, sixty-three (63) instances of inadequately documented travel reimbursements, and total expenditures exceeded total revenues due to construction cost of the new high school complex.
- * FY05 the District had significant audit findings, including utilizing short term loans, operating bank was unreconciled, and failure to file the required report with the Department of Education indicating the recipients and amounts paid or the source of the non-recurring revenue from which the bonuses were to all certified personnel.
- * April 30, 2007 the District had outstanding short term loans totaling \$799,999.

District Profile:	2003-04	2004-05	2005-06	2006-07
Fourth Quarter ADMs	1318	1323	1304	1307
Assessment	47,479,940	49,091,856	50,493,005	52,033,713
Total Mills	38.50	38.50	38.50	38.50
Total Debt Bond/Non Bond	9,160,000	8,871,050	9,228,035	9,040,744
Per Pupil Expenditures	6,136	7,335	8,049	8,515
Personnel-Non-Fed Certified FTE	98.65	101.64	107.20	110.28
Avg Salary--Non-Fed Cert Clsrm FTE	34,759	40,138	39,346	40,843
Net Legal Bal (Excl Cat & QZAB)*	1,320,110	888,362	420,604	40,571

District Actions 2007-08:

	Savings
Eliminated (1) Band Director and (2.14) Part-time Certified FTE's	96,978
Eliminated (1) Elementary Teacher and (1) Secondary Math Teacher through Attrition	104,686
Eliminated Academic Coach	40,355
Eliminated Counselor Position through Attrition	60,775
Eliminated (3.5) Classified Positions (School/Community Coordinator, (.5) Secretary, & (2) Elementary Aides)	84,284
Eliminated Resource Officer, Custodian, and Food Service Worker through Attrition	77,955
Reduced Employee Insurance Contribution	57,984
Eliminated Sick Leave Bonus	35,800
Restructured debt in September Election	121,112
Approved Sales Tax in November Election (two cents first year; one cent second year)	

Proposed District Actions 2008-09:

	Savings
Eliminate (2) Classified Office Aide Positions through Attrition	24,916
Eliminate (2) Certified Positions through RIF	125,660

BALD KNOB SCHOOL DISTRICT
Projections - 2007-2008 - Based on 2006-2007 Data

December 10, 2007

ACTUALS		PROJECTIONS												TOTALS	
	July - October	Nov	Dec	Jan	Feb	Mar	April	May	June						
BEG BAL	40,579.36	247,037.22	725,100.75	830,414.58	1,024,171.25	855,732.81	895,056.36	923,244.01	942,831.66						
REVENUE															
Local and Other	652,528.54	553,400.00	165,535.04	184,481.02	58,336.41	51,735.90	54,500.00	49,900.00	78,400.00						1,848,816.91
Cafeteria Revenue	62,528.29	53,700.00	59,100.00	41,200.00	59,100.00	59,100.00	41,200.00	41,200.00	26,200.00						443,328.29
State Foundation Funding Aid	2,250,972.00	562,743.00	562,743.00	562,743.00	562,743.00	562,743.00	562,743.00	562,743.00	0.00						6,190,173.00
Enhanced Educational Funding	18,231.00	6,077.00	6,077.00	6,077.00	6,077.00	6,077.00	6,077.00	6,077.00	6,077.00						66,847.00
Daycare	33,356.00	7,600.00	10,000.00	14,000.00	14,000.00	10,000.00	14,000.00	10,000.00	0.00						112,956.00
S.O.S. Funds	200,000.00		900,000.00												1,100,000.00
Other	136,272.00			35,588.00											171,860.00
Loan Proceeds															0.00
Total Revenue	3,353,887.83	1,183,520.00	1,703,455.04	844,089.02	700,256.41	689,655.90	678,520.00	669,920.00	110,677.00						9,933,981.20
EXPENDITURES															
Salaries & Benefits	1,906,479.44	594,861.58	567,337.21	544,332.35	544,332.35	544,332.35	544,332.35	544,332.35	881,349.96						6,671,689.94
Other Expenditures	428,738.85	110,594.89	106,000.00	106,000.00	106,000.00	106,000.00	106,000.00	106,000.00	106,000.00						1,281,333.74
Bldg & Grounds	24,505.22														24,505.22
Interest Paid	195,920.16		24,804.00		149,362.50										370,086.66
Principal Paid	591,786.30		900,000.00		69,000.00										1,560,786.30
Total Expenditures	3,147,429.97	705,456.47	1,598,141.21	650,332.35	868,694.85	650,332.35	650,332.35	650,332.35	987,349.96						9,908,401.86
ENDING BALANCE	247,037.22	725,100.75	830,414.58	1,024,171.25	855,732.81	895,056.36	923,244.01	942,831.66	66,158.70						

Note:

The 2007-08 projections do not include the following.

- *Categorical Funds
- *Federal Funds
- *Balance of S.O.S. Funds at \$535,000
- *Estimated Sales Tax Revenue

BALD KNOB SCHOOL DISTRICT
Projections 2008-2009

December 10, 2007

	Projected 2008-09 Year
BEGINNING BALANCE	66,158.70
REVENUE	
Local and Other	1,848,816.91
Cafeteria Revenue	443,328.29
State Foundation Funding Aid	6,329,112.50
Enhanced Educational Funding	66,847.00
Daycare	112,956.00
S.O.S.	0.00
Other	171,860.00
Loan Proceeds	0.00
Total Revenue	8,972,920.70
EXPENDITURES	
Salaries & Benefits	6,565,476.94
Other Expenditures	1,281,333.74
Bldg & Grounds	24,505.22
Interest Paid	355,142.57
Principal Paid	356,513.50
Total Expenditures	8,582,971.97
ENDING BALANCE	456,107.43

Notes:

2008-09 Projections is based on the 2007-08 Projections with the following adjustments:

Increased revenue for State Foundation Aid Funding

Increased revenue for Enhanced Educational Funding

Decreased expenditures for Salaries and Benefits due to attrition and RIF

Increased expenditures for Salaries and Benefits due to yearly cost of increments and steps

The 2008-09 projection does not include the following:

***Categorical Funds**

***Federal Funds**

***Balance of S.O.S. Funds at \$535,000**

***Estimated Sales Tax Revenue**

ARKANSAS DEPARTMENT OF
Education

Dr. T. Kenneth James, Commissioner

4 State Capitol Mall • Little Rock, AR 72201-1071
(501) 682-4475
<http://ArkansasEd.org>

November 8, 2007

RECEIVED
NOV 08 2007

Dr. Valerie Tatum
10510 Highway I-30, Suite 1
Little Rock, AR 72209

CHARTER SCHOOL OFFICE

RE: Open-Enrollment Public Charter School Application – Covenant Keepers Academy

Dear Dr. Tatum:

As requested by the State Board of Education (State Board), at its November 5-6, 2007, meeting, please provide the following information to the Charter School Office and the Legal Office of the Department of Education, NO LATER THAN 4:30 p.m. on Thursday, November 20, 2007 in order that it may be transmitted to the State Board:

- I) A revised budget submitted on the Department's budget form reflecting the cost of the purchase of the proposed property for the school site. The cost of the property is to be reflected in both the revenues and expenditures sections of the revised budget.
- II) Clarification as to the current status of the ownership of the property.
- III) A copy of the deed to the property.
- IV) A copy of a complete, detailed lease agreement with the provider of the portable building to be used as the school facility.

Furthermore, please consider this letter notice that the consideration of your above-referenced charter application will resume at the State Board's meeting of December 10, 2007. The meeting will begin at 1:00 p.m. and will be held in the Garden View Room of the William J. Clinton Presidential Library and Museum, 1200 President Clinton Avenue in Little Rock. In addition, please be informed that I am requesting a meeting on Monday, November 26, 2007 with you about the information to be provided. The meeting will be held in the conference room of the Legal Office. Please contact Lisa Walters in the Legal Office at 501-682-4227 to set up a specific meeting time.

STATE BOARD OF EDUCATION: Chair: Diane Tatum, Pine Bluff • Vice Chair: Randy Lawson, Bentonville
Members: Sherry Burrow, Jonesboro • Jim Cooper, Melbourne
Dr. Calvin King, Marianna • Dr. Tim Knight, Arkadelphia • Dr. Ben Mays, Clinton
MaryJane Rebick, Little Rock • Dr. Naccaman Williams, Springdale

An Equal Opportunity Employer

Letter to Dr. Tatum

Page 2

November 8, 2007

Please ensure that you attend the meeting and that you have all necessary personnel and documentation with you to address any questions from the State Board concerning your application.

Please do not hesitate to contact me at 501-683-5313 should you have any questions regarding this matter.

Respectfully,



Mary Ann D. Brown, Ed.D.
Program Director, Charter Schools

MAB:law

cc: State Board of Education
T. Kenneth James, Ed.D., Commissioner of Education
Dr. Diana Julian, Deputy Commissioner
Scott Smith, General Counsel
Dr. Linda Watson, Interim Superintendent, Little Rock School District
Ken Kirspel, Superintendent, North Little Rock School District
James Sharpe, Superintendent, Pulaski County Special School District

RECEIVED
NOV 20 2007

Budget Worksheet

Directions: Fill in the budget expenses under the "Amount" heading. The "Total" column will calculate automatically.

CHARTER SCHOOL OFFICE

<u>Line#</u>	<u>Revenues</u>	<u>Amount</u>	<u>Total</u>
1	Estimated State Charter School Aid:		
2	No. of Student (180) x 5,770.00		
3	Total State Charter School Aid	<u>\$1,038,600.00</u>	<u>\$1,038,600.00</u>
4			
5	Other Sources of Revenues:		
6	Contributions		
7	Grants	<u>\$200,000.00</u>	
8	Gifts		
9	Other (NSLP)	<u>\$84,600.00</u>	
10	Total Other Sources of Revenues		<u>\$284,600.00</u>
11			
12	TOTAL REVENUES		<u>\$1,323,200.00</u>
13			
14	<u>Expenditures</u>	<u>Amount</u>	<u>Total</u>
15			
16	Administration:		
17	Salaries: (No. of Positions 1.5)	<u>\$121,666.50</u>	
18	Fringe Benefits	<u>\$34,066.62</u>	
19	Purchased Services		
20	Supplies and Materials	<u>\$2,500.00</u>	
21	Equipment		
22	Other (Payroll)	<u>\$9,124.99</u>	<u>\$167,358.11</u>
23			
24	Regular Classroom Instruction:		
25	Salaries: (No. of Positions 8.5)	<u>\$360,177.50</u>	
26	Fringe Benefits	<u>\$100,849.70</u>	
27	Purchased Services	<u>\$25,772.00</u>	
28	Supplies and Materials	<u>\$80,000.00</u>	
29	Equipment		
30	Other (Payroll)	<u>\$27,013.31</u>	<u>\$593,812.51</u>
31			
32	Special Education:		
33	Salaries: (No. of Positions 1)	<u>\$38,000.00</u>	
34	Fringe Benefits	<u>\$10,640.00</u>	
35	Purchased Services		
36	Supplies and Materials	<u>\$2,500.00</u>	
37	Equipment		
38	Other (Payroll)	<u>\$2,850.00</u>	<u>\$53,990.00</u>

39			
40	Gifted and Talented Program:		
41	Salaries: (No. of Positions____)		
42	Fringe Benefits		
43	Purchased Services		
44	Supplies and Materials		
45	Equipment		
46	Other (Describe)		\$0.00
47			
48	Alternative Education Program:		
49	Salaries: (No. of Positions____)		
50	Fringe Benefits		
51	Purchased Services		
52	Supplies and Materials		
53	Equipment		
54	Other (Describe)		\$0.00
55			
56	Guidance Services:		
57	Salaries: (No. of Positions 1)	\$40,000.00	
58	Fringe Benefits	\$11,200.00	
59	Purchased Services		
60	Supplies and Materials	\$2,500.00	
61	Equipment		
62	Other (Payroll)	\$3,000.00	\$56,700.00
63			
64	Health Services:		
65	Salaries: (No. of Positions .5)		
66	Fringe Benefits		
67	Purchased Services	\$35,720.00	
68	Supplies and Materials	\$2,500.00	
69	Equipment	\$2,500.00	
70	Other (Describe)		\$40,720.00
71			
72	Media Services:		
73	Salaries: (No. of Positions____)		
74	Fringe Benefits		
75	Purchased Services		
76	Supplies and Materials		
77	Equipment		
78	Other (Describe)		\$0.00
79			
80	Fiscal Services:		
81	Salaries: (No. of Positions____)		
82	Fringe Benefits		
83	Purchased Services	\$8,000.00	
84	Supplies and Materials		
85	Equipment		
86	Other (Describe)		

87			
88	Maintenance and Operation:		
89	Salaries: (No. of Positions____)		
90	Fringe Benefits		
91	Purchased Services		
92	(include utilities)	\$51,000.00	
93	Supplies and Materials		
94	Equipment		
95	Other (Leased Facilities)	\$106,000.00	\$157,000.00
96			
97	Pupil Transportation:		
98	Salaries: (No. of Positions____)		
99	Fringe Benefits		
100	Purchased Services		
101	Supplies and Materials		
102	Equipment		
103	Other (Describe)		\$0.00
104			
105	Food Services:		
106	Salaries: (No. of Positions .5)	\$14,000.00	
107	Fringe Benefits		
108	Purchased Services	\$84,600.00	
109	Supplies and Materials	\$2,500.00	
110	Equipment		
111	Other (Payroll)	\$1,050.00	\$102,150.00
112			
113	Data Processing:		
114	Salaries: (No. of Positions 1)	\$25,000.00	
115	Fringe Benefits	\$7,000.00	
116	Purchased Services		
117	Supplies and Materials		
118	Equipment		
119	Other (Payroll)	\$1,875.00	\$33,875.00
120			
121	Substitute Personnel:		
122	Salaries: (No. of Positions____)	\$11,660.00	
123	Fringe Benefits		\$11,660.00
124			
125	Debt Expenditures:		\$0.00
126	Other Expenditures:		
127	(Technology)	\$67,233.00	\$67,233.00
128			
129	TOTAL EXPENDITURES		\$1,284,498.62

**OPEN-ENROLLMENT CHARTER SCHOOL
FACILITIES UTILIZATION AGREEMENT**

Owner: George A. Hays, *et al*

Prospective Purchaser: City of Fire Community Development Center, Inc.

Describe the present use
of the facility and use for
prior three (3) years:

Lot is vacant

Premises: 7000 Geyer Springs Road
1.2 acres (approx. 170' X 306')

Terms of Contract: Specific terms to be negotiated but generally it will be a purchase for the sum of \$79,000, with \$10,000 down which is non-refundable, but which can be credited towards the purchase price and \$1,500 per month rent (on a month to month rental agreement) which will not be credited against the purchase price. It is mandatory that the closing for the purchase must occur prior to November 5, 2008.

Contingency: The terms of this agreement are contingent upon City of Fire Community Development Center, Inc. or an entity created by them receiving a charter to operate an open-enrollment charter school from the State Board of Education, and on the successful negotiation between the parties of the balance of the terms of the contract including the personal guarantees for the balance of the purchase price by people acceptable to George A. Hays, *et al* by August of 2008. No site work or tree removal may be performed without seller's permission.

Prospect:

City of Fire Community Development Center, Inc.

By Tyrone D. Tatum

Date

Owner:

By George A. Hays, *et al*

Date

Personal Guarantor of rental portions of
this agreement and non-removal of trees

VALERIE L. TATUM

LEO & REEDER

275

09 OCT -9 PM 3:56

10 (clerk)

WARRANTY DEED

89-53558

KNOW ALL MEN BY THESE PRESENTS:

THAT I, Brooksie Mae Hays, a widow, GRANTOR, for and in consideration of the sum of Ten (\$10.00) Dollars and other good and valuable consideration, in hand paid by George Allen Hays, Patty Fay Lindow, Glenda May Spann, and Donald L. Hays, GRANTEES, the receipt of which is hereby acknowledged, do hereby grant, bargain, sell and convey unto the said Grantees, each with an undivided one-quarter (1/4) interest as tenants in common, and unto their heirs and assigns forever, all my right, title, interest and claim in and to the following described lands situated in the County of Pulaski and State of Arkansas, to wit:

The North 170 feet of TRACT 2 of HOME ACRES, in Pulaski County, Arkansas, EXCEPT the West 330 feet thereof, located upon and lying wholly within the E1/2 SE1/4 SE1/4 of Section 25, Township 1N, Range 13W.

To have and to hold the same unto the said Grantees, as tenants in common, and unto their heirs and assigns forever, with all appurtenances thereunto belonging.

And I hereby covenant with said Grantees that I will forever warrant and defend the title to said lands against all lawful claims whatever and encumbrances done or suffered by me but against none other.

WITNESS my hand and seal on this 24 day of July, 1989.



Brooksie Mae Hays
Brooksie Mae Hays

ACKNOWLEDGMENT

STATE OF ARKANSAS
COUNTY OF PULASKI

On this 24 day of July, 1989, before me, the undersigned, a Notary Public, within and for the county aforesaid, duly commissioned and acting, came Brooksie Mae Hays, to me well known as the grantor in the foregoing deed, and stated that she had executed the same for the consideration, uses and purposes therein mentioned and set forth.
Given under my hand and official seal.

My Comm: Expires:

(SEAL)

Notary Public

Regina R. J.
Donna Kading
1000 Havers Federal Bldg
Mitchell Law Firm

resort.doc 5

09/22/03

AFFIDAVIT

X GEORGE HAYS certify by my signature below that I hereby
authorize ROLLIN CARISTIANOS to act as my agent regarding the
RE-ZONING of the below described property.

Property described as:

7000 GEYER SPARKS RD., L.R., AR
1.2 ACRES (APPROX. 170' X 306' DEEP.)

X George G. Hays
Signature of Title Holder

X 10-12-07
Date

Subscribed and sworn to me a Notary Public on this 12 day of

October 2007

ADAM J. HENDERSON
NOTARY PUBLIC-STATE OF ARKANSAS
PULASKI COUNTY
My Commission Expires 11-06-2014
My Commission Expires:

11-6-2014

Adam J. Henderson
Notary Public

10 Rockefeller Plaza
Suite 1416
New York, NY 10020
Phone 212 332-4560
Fax 212 332-4570
www.mspspaceholdings.com



November 14, 2007

Dr. Valerie Tatum
Covenant Keepers College Preparatory Charter School
7006 Geyer Springs Road
Little Rock Arkansas

Dear Dr. Tatum,

We are please to quote to you the attached information for your proposed charter school.

Please view the attached information and let me know if there is anything else I can help you with at this time.

M Space can design, sell or lease new or used buildings short or long term. We can also design permanent modular building if your need is permanent.

Building One
CR 54

Rental per month for 24 months 2,440.00
Delivery to your site 9411.00
Foundations 11,764.00
Set up on foundations 10,352.00

Building Two & Three
CR51-53
Rental per month for 24 months 4,060.00
Delivery to your site 18,822.00
Foundations 23,528.00
Set up on foundations 19,058.00

These buildings would be used in excellent condition.

Sincerely,


David B Wahl
M Space Holdings

RECEIVED
NOV 20 2007

OPEN-ENROLLMENT CHARTER SCHOOL
FACILITIES UTILIZATION AGREEMENT

CHARTER SCHOOL OFFICE

Lessor (Owner): M SPACE HOLDINGS

Lessee (Tenant): _____

Describe the present use
of the facility and use for
prior three (3) years:

3 Modular Buildings used as Classroom Space
and additional office space

Premises:

_____ address

10,500
square footage

Terms of Lease: 24 Months

Rental Amount: 6,500.00

Contingency: The terms of this agreement are contingent upon

C.F. Community Development, Inc. (sponsoring entity)
receiving a charter to operate an open-enrollment
charter school from the State Board of Education
by August of 2007.

Lessee:

City of Erie Community Development, Inc.
By: [Signature]

By _____

Date 11/20/07

Lessor:

M SPACE HOLDINGS

By [Signature] TERRITORY Manager

Date 11.14.2007

MEMO

DATE: November 29, 2007

TO: State Board Members

FROM: Dr. Mary Ann D. Brown, Programs Coordinator, Charter Schools

SUBJECT: Additional Information on Covenant Keepers Open-Enrollment Application

Attached you will find additional information regarding the application for Covenant Keepers Open-Enrollment Charter School as requested at the November 6, 2007, State Board Meeting. These items have been requested for review in preparation of the December 10, 2007, State Board meeting.

- Addendum - Covenant Keepers Charter School Budget
- Clarification regarding technology expenditures
- Information regarding powers of attorney concerning the four (4) parties listed on the warrantee deed
- Addendum - Utilization Agreement
- Contract for submission regarding the property
- Property listing as per the city of Little Rock
- Additional information regarding property survey and proportions
- M/Space modular building Information and floor plans

Budget Worksheet

Directions: Fill in the budget expenses under the "Amount" heading. The "Total" column will calculate automatically.

<u>Line#</u>	<u>Revenues</u>	<u>Amount</u>	<u>Total</u>
1	Estimated State Charter School Aid:		
2	No. of Student (180) x 5,770.00		
3	Total State Charter School Aid	<u>\$1,038,600.00</u>	<u>\$1,038,600.00</u>
4			
5	Other Sources of Revenues:		
6	Contributions		
7	Grants (Sam Walton)	<u>\$200,000.00</u>	
8	Grants (ADE)	<u>\$150,000.00</u>	
9	Gifts		
10	Other (NSLP)	<u>\$84,600.00</u>	
11	Total Other Sources of Revenues		<u>\$434,600.00</u>
12			
13	TOTAL REVENUES		\$1,473,200.00
14			
15	<u>Expenditures</u>	<u>Amount</u>	<u>Total</u>
16			
17	Administration:		
18	Salaries: (No. of Positions 1.5)	<u>\$121,666.50</u>	
19	Fringe Benefits	<u>\$34,066.62</u>	
20	Purchased Services		
21	Supplies and Materials	<u>\$2,500.00</u>	
22	Equipment		
23	Other (Describe)		<u>\$158,233.12</u>
24			
25	Regular Classroom Instruction:		
26	Salaries: (No. of Positions 8.5)	<u>\$323,177.50</u>	
27	Fringe Benefits	<u>\$90,489.70</u>	
28	Purchased Services	<u>\$25,772.00</u>	
29	Supplies and Materials	<u>\$80,000.00</u>	
30	Equipment		
31	Other (Describe)		<u>\$519,439.20</u>
32			
33	Special Education:		
34	Salaries: (No. of Positions 1)	<u>\$38,000.00</u>	
35	Fringe Benefits	<u>\$10,640.00</u>	
36	Purchased Services		
37	Supplies and Materials	<u>\$2,500.00</u>	
38	Equipment		
39	Other (Describe)		<u>\$51,140.00</u>

RECEIVED
NOV 29 2007

CHARTER SCHOOL OFFICE

40			
41	Gifted and Talented Program:		
42	Salaries: (No. of Positions____)		
43	Fringe Benefits		
44	Purchased Services		
45	Supplies and Materials		
46	Equipment		
47	Other (Describe)		\$0.00
48			
49	Alternative Education Program:		
50	Salaries: (No. of Positions____)		
51	Fringe Benefits		
52	Purchased Services		
53	Supplies and Materials		
54	Equipment		
55	Other (Describe)		\$0.00
56			
57	Guidance Services:		
58	Salaries: (No. of Positions 1)	\$40,000.00	
59	Fringe Benefits	\$11,200.00	
60	Purchased Services		
61	Supplies and Materials	\$2,500.00	
62	Equipment		
63	Other (Describe)		\$53,700.00
64			
65	Health Services:		
66	Salaries: (No. of Positions .5)		
67	Fringe Benefits		
68	Purchased Services	\$35,720.00	
69	Supplies and Materials	\$2,500.00	
70	Equipment	\$2,500.00	
71	Other (Describe)		\$40,720.00
72			
73	Media Services:		
74	Salaries: (No. of Positions____)		
75	Fringe Benefits		
76	Purchased Services		
77	Supplies and Materials		
78	Equipment		
79	Other (Describe)		\$0.00
80			
81	Fiscal Services:		
82	Salaries: (No. of Positions____)		
83	Fringe Benefits		
84	Purchased Services	\$8,000.00	
85	Supplies and Materials		
86	Equipment		
87	Other (Describe)		

88			
89	Maintenance and Operation:		
90	Salaries: (No. of Positions____)		
91	Fringe Benefits		
92	Purchased Services		
93	(include utilities)	\$24,000.00	
94	(janitorial)	\$15,000.00	
95	(lawn care)	\$12,000.00	
96	Supplies and Materials		
97	Equipment		
98	Buildings One		
99	(Install building)	\$31,527.00	
100	(Install electrical & plumbing)	\$65,000.00	
101	(Annual lease)	\$30,000.00	
102	Buildings Two		
103	(Install building)	\$30,704.00	
104	(Install electrical & plumbing)	\$65,000.00	
105	(Annual lease)	\$24,000.00	
106	Buildings Three		
107	(Install building)	\$30,704.00	
108	(Install electrical & plumbing)	\$65,000.00	
109	(Annual lease)	\$24,000.00	\$416,935.00
110			
111	Pupil Transportation:		
112	Salaries: (No. of Positions____)		
113	Fringe Benefits		
114	Purchased Services		
115	Supplies and Materials		
116	Equipment		
117	Other (Describe)		\$0.00
118			
119	Food Services:		
120	Salaries: (No. of Positions .5)	\$14,000.00	
121	Fringe Benefits		
122	Purchased Services	\$84,600.00	
123	Supplies and Materials	\$2,500.00	
124	Equipment		
125	Other (Describe)		\$101,100.00
126			
127	Data Processing:		
128	Salaries: (No. of Positions 1)	\$25,000.00	
129	Fringe Benefits	\$7,000.00	
130	Purchased Services		
131	Supplies and Materials		
132	Equipment		
133	Other (Describe)		\$32,000.00
134			
135	Substitute Personnel:		
136	Salaries: (No. of Positions____)	\$11,660.00	

137	Fringe Benefits		\$11,660.00
138			
139	Debt Expenditures:		\$0.00
140	Other Expenditures:		
141	(Technology)	\$67,233.00	\$67,233.00
142			
143	TOTAL EXPENDITURES		\$1,452,160.32

Charter School Consortium: Technology/Web-based Products

School	Yr 1 Grds	Yr 1 Enrol	PLATO ^{1,2}				SEAS ³		INWEA ⁴	APEX / DBT- LRNOS	Technology ⁵ [2.0 F.T.E.]	Group Comprehensive Technology Plan ⁶	Group eRate Application ⁷	Spec. Edu. Supervisor ⁸ [40 F.T.E.]	Finance / COGNOS ⁹ [1.8 F.T.E.]	Power School ¹⁰	TOTAL TECH / Web-based Products Individual Price	TOTAL TECH / Web-based Products Organization Price
			K-12 Solution 1 Yr Indiv. Discounted Price [Per Yr]	K-12 Solution 3 Yr Overhead Discounted Price [Per Yr]	K-12 Solution 5 Yr Overhead Discounted Price [Per Yr]	Adhere Now Individual 1 Time Discounted Price	Adhere Now 1 Time Discounted Price	Indiv. Price	Organization Price									
Pertine Science/Math	K-4	100	\$ 21,300	\$ 17,200	\$ 15,200	\$ 20,892	\$ 18,392	\$ 3,500	\$ 4,250		\$ 3,910	\$ 1,044	\$ 823	\$ 2,826	\$ 4,800	0	\$ 82,456	\$ 63,997
Dreamland Fire and Performing Arts	K-5	200	\$ 42,600	\$ 34,400	\$ 30,400	\$ 20,892	\$ 18,392	\$ 4,500	\$ 5,500		\$ 7,620	\$ 2,088	\$ 1,048	\$ 6,886	\$ 8,000	0	\$ 98,002	\$ 77,702
P.A.L.S. - Pine Bluff	K-6	144	\$ 30,872	\$ 24,788	\$ 21,888	\$ 20,892	\$ 18,392	\$ 4,152	\$ 4,800		\$ 6,486	\$ 1,804	\$ 764	\$ 4,075	\$ 5,760	0	\$ 78,060	\$ 60,917
Covenant Keepers	K-8	180	\$ 38,340	\$ 30,690	\$ 27,360	\$ 21,892	\$ 19,392	\$ 4,440	\$ 5,250		\$ 8,826	\$ 1,800	\$ 942	\$ 6,891	\$ 7,200	0	\$ 91,893	\$ 70,725
G.R.A.C.E. K-8	K-8	200	\$ 42,600	\$ 34,400	\$ 30,400	\$ 21,892	\$ 19,392	\$ 4,500	\$ 5,500		\$ 7,620	\$ 2,088	\$ 1,048	\$ 6,886	\$ 8,000	0	\$ 98,002	\$ 77,702
HOPE Academy	4-8	100	\$ 21,300	\$ 17,200	\$ 15,200	\$ 21,892	\$ 19,392	\$ 3,500	\$ 4,250		\$ 3,910	\$ 1,044	\$ 823	\$ 2,826	\$ 4,800	0	\$ 83,256	\$ 63,997
Learning for Life	4-8	150	\$ 31,950	\$ 25,800	\$ 22,800	\$ 21,892	\$ 19,392	\$ 4,200	\$ 4,875		\$ 6,716	\$ 1,896	\$ 786	\$ 4,242	\$ 6,000	0	\$ 81,025	\$ 60,300
Montgomery Academy	5-8	90	\$ 12,780	\$ 10,200	\$ 9,120	\$ 21,892	\$ 19,392	\$ 3,480	\$ 3,750		\$ 2,288	\$ 627	\$ 314	\$ 1,897	\$ 2,400	0	\$ 49,026	\$ 38,206
Carver Project International	7-9	120	\$ 25,560	\$ 20,640	\$ 18,240	\$ 21,892	\$ 19,392	\$ 3,960	\$ 4,500		\$ 4,872	\$ 1,264	\$ 628	\$ 3,394	\$ 4,800	0	\$ 70,360	\$ 51,300
School of Excellence	6-12	120	\$ 25,560	\$ 20,640	\$ 18,240	\$ -	\$ -	\$ 3,960	\$ 4,500		\$ 4,872	\$ 1,264	\$ 628	\$ 3,394	\$ 4,800	0	\$ 49,026	\$ 38,206
University School	9-12	100	\$ 21,300	\$ 17,200	\$ 15,200	\$ -	\$ -	\$ 3,500	\$ 4,250		\$ 3,910	\$ 1,044	\$ 823	\$ 2,826	\$ 4,800	0	\$ 81,025	\$ 60,300
WVA Academy of Fine Arts	9-12	250	\$ 53,250	\$ 43,000	\$ 38,000	\$ -	\$ -	\$ 5,000	\$ 6,125		\$ 9,826	\$ 2,610	\$ 1,308	\$ 7,070	\$ 10,000	0	\$ 94,880	\$ 74,013
		1,724	\$ 387,212	\$ 308,928	\$ 262,048	\$ 192,828	\$ 171,828	\$ 49,792	\$ 57,577		\$ 65,684	\$ 18,003	\$ 9,020	\$ 48,787	\$ 68,960	0	\$ 877,633	\$ 678,960

Handwritten signature/initials

SOUTHERN & ALLEN

**Attorneys at Law
12410 Cantrell, Suite 100
Little Rock, Arkansas 72223**

www.southernallen.com

(501) 227-2000
Fax (501) 707-1214

Byron S. Southern
Henry A. "Gus" Allen
Ronnie L. Jordan
Kathryn Bridges

Mailing Address
Post Office Box 17248
Little Rock, AR 72222

writer's e-mail:
gallen1247@aol.com

November 27, 2007

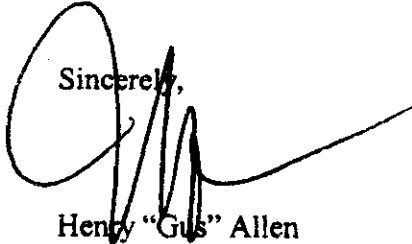
Valerie Tatum

RE: Arkansas Department of Education Charter Approval

Dear Ms. Tatum:

As you are aware, my client is signing the offer and acceptance for his sisters and brothers and their husbands and wives. We are circulating a deed conveying the property to all owners conveying the property to City of Fire Community Development Center, Inc. Additionally, George Hays is obtaining powers of attorney from all of his relatives and their spouses for the purpose of signing all remaining documents required by the closing agent at the title company. These items will be in the possession of George Hays prior to the December 10, 2007 meeting. If you have any questions concerning this matter, please call Rod Cameron at Lender's Title. His phone number is 227-4700. Thank you very much.

Sincerely,



Henry "Gus" Allen

HGA/rr

Owner: George A. Hays

Prospective Purchaser: City of Fire Community Development Center, Inc.

Describe the present use
of the facility and use for
prior three (3) years:

Lot is vacant

Premises: 7000 Geyer Springs Road (Documented according to City of Little Rock)

1.2 acres (approx. 170' X 306')

Terms of Contract: City of Fire Community Development Center, Inc. offers to purchase the property known as 7000 Geyer Springs Road, Little Rock, AR 72209 subject to an acceptable loan with a lender of the buyer's choice. Loan approval for buyers shall be approved no later than February 15, 2008 or this offer is null and void and all earnest money shall be returned to buyer and neither party shall have any further responsibility to the other.

CFCDC, Inc. has agreed not to open Fall 2008 until all parties have agreed to and completed the purchase terms. CFCDC, Inc. has agreed upon purchase of land property will be donated to the school as long as it is in operation.

Contingency: The terms of this agreement are contingent upon City of Fire Community Development, Inc. receiving a school charter from the State Board of Education, and the successful purchase of the property and the specific outlines in the offer and acceptance contract.

Prospect:

Owners:

City of Fire Community Development Center, Inc.

Melanie Buckley Pres.

By Valerie L. Tatum

By *Valerie L. Tatum*

Title *Executive Director*

Date *11-22-07*

~~Personal Guarantor of rental portions of
this agreement and non-removal of trees~~

~~VALERIE L. TATUM~~



14710 Cantrell Road • Suite A-7 • Little Rock, AR 72223 • (501) 367-0020 • Fax (501) 367-0021
E-mail: rcaristianos@ccim.net website: www.rollinsold.com

REAL ESTATE CONTRACT
(OFFER AND ACCEPTANCE)

(COMMERCIAL)

Date: 11/26/2007

1. City of Fire Community Development Center, Inc. (Buyer) offers to purchase the property known as 7000 Geyer Springs Road, Little Rock, AR

More completely described as: The N 170 feet of Tract 2 of Home Acres in Pulaski County, Arkansas, Except the West 330 feet thereof, located upon and lying wholly within the E 1/4, SE 1/4, SE 1/4 of Section 25, Township 1N, Range 13W. Also known as 7000 Geyer Springs Rd., Little Rock, AR

2. PURCHASE PRICE: The Buyer will pay \$79,000.00 for the property,

\$79,000.00 in cash and the balance of \$0.00 as follows:

Subject to an acceptable loan with a lender of buyers choice. Loan approval for buyer shall be approved no later than February 15, 2008 or this offer is null and void and all earnest money shall be returned to buyer and neither party shall have any further responsibilities to the other.

3. SPECIAL CONDITIONS: Buyer's Offer is conditioned upon satisfaction of the Special Conditions as described below, and/or attached hereto on Exhibit N/A. (1) Subject to this property being approved for C-3, commercial zoning prior to closing. This property has been submitted for rezoning with the City of Little Rock and is currently going through the zoning process and is scheduled for final vote around January 10th, 2008 (2) Subject to buyer's approval from the State Board of Education for buyer and / or assigns to operate an charter school. Approval to be on or before February 4, 2008.

4. EARNEST MONEY: Buyer herewith tenders a check for \$2,000.00 to be deposited within three business days as earnest money which shall apply on purchase price or closing costs. Earnest money shall be held in escrow by Lenders Title Company. If title requirements are not fulfilled, or if those Special Conditions providing for an earnest money refund are not satisfied, the earnest money shall promptly be refunded to Buyer. If Buyer fails to fulfill his obligations, the earnest money shall become liquidated damages, which fact shall not preclude Seller or Agent from asserting other legal or equitable rights which they may have because of such breach.

5. CONVEYANCE: Conveyance shall be made to Buyer, or as directed by Buyer, by general warranty deed, except it shall be subject to recorded restrictions and easements, if any, which do not materially affect the property.

6. TITLE INSURANCE: Within fifteen days after acceptance, Seller shall furnish to Buyer a commitment for an American Land Title Association (ALTA) owner's title insurance policy in the amount of the purchase price issued by a company of Seller's choice authorized to insure title to real property in the State of Arkansas and which company is reasonably acceptable to Buyer.

Where the title commitment shows special exceptions to title other than those standard exceptions contained in the ALTA commitment form, and where such special exceptions relate to restrictions, conditions, defects or other matters which would interfere with Buyer's use or adversely affect the title of the property, then within ten days of delivery of the title commitment, Buyer shall deliver written notice thereof to Seller which notice shall state specifically those exceptions to which Buyer objects. All objections not specifically enumerated in such notice shall be deemed to be waived by Buyer.

Upon Buyer's delivery of notice of objections to Seller, Seller shall have fifteen days within which to cure such objections or have the exception waived or removed by the title company issuing the commitment. If, within such fifteen-day period, Seller fails to cure and/or have waived such objections and exceptions, or if within that period, Seller delivers written notice to Buyer that it will not attempt to cure or take action then, within ten days of delivery of such notice by Seller or by the end of the period within which Seller may cure (whichever is applicable) Buyer shall have the option to:

(1) Terminate this agreement by delivering written notice thereof to Seller, in which event all sums paid or deposited by Buyer shall be returned to Buyer; or

(2) Purchase the property subject to such objections and exceptions with no diminution in the purchase price; or

(3) Agree to extend the closing date for 14 days to give Seller additional time to cure such objections.

If Buyer fails to deliver notice of termination within the ten-day period specified above, the objections shall be deemed to be waived and the transaction shall close without diminution in the purchase price.

Seller shall furnish the committed owner's title insurance policy as soon as practicable after closing. All expenses related to the owner's policy of title insurance shall be borne by Seller.

7. PRORATIONS: Taxes and special assessments due on or before closing shall be paid by Seller. Any deposits on rental property are to be transferred to Buyer at closing. Insurance, current general taxes and special assessments, rental payments, utilities, and any interest on assumed loans shall be prorated at closing unless otherwise specified herein.

8. CLOSING: Closing shall occur at such time as mutually agreed by the parties, provided that the date shall be no later than 3/3/2008 unless such requirement is waived in writing by both parties and a new date substituted therefor. Closing shall occur at Lenders Title Company. Unless otherwise agreed by Buyer and Seller, transaction costs will be paid by the parties as follows: Seller; Title examination or search fees, Premium for owners title insurance policy, IRS notification form, Preparation of conveyance documents, One-half of escrow fees, One-half of documentary stamps, Other charges customarily paid by Seller. BUYER: Premium for mortgagee's title insurance policy, Recording fees, Preparation of loan documents, One-half of escrow fees, One-half of documentary stamps, Other charges customarily paid by Buyer.

9. POSSESSION: Possession shall be delivered to Buyer

A. ~~X~~ Upon Buyer's closing date.

B. After Buyer's closing date, but no later than 9 days after Buyer's closing. In this event, Seller agrees to pay at Buyer's closing \$0.00 per day from Buyer's closing to date possession is delivered and to leave this sum with closing agent to be disbursed to the parties entitled thereto on the date possession is delivered.

10. ATTACHED FIXTURES AND EQUIPMENT: Unless specifically excluded herein, all attached fixtures and equipment, if any, are included in the purchase price. All other equipment which is not attached to the improvements in a permanent manner and which can be easily removed without damage to the improvements shall, unless otherwise specified in writing, be removable by Seller but must be removed by the date possession is delivered to the Buyer and Seller must repair any damage done in connection with such removal.

11. INSPECTIONS AND REPAIRS: Buyer certifies Buyer has inspected the property and is not relying upon warranties, representations or statements of any agent or Seller with regard to age or condition of improvements, other than those specified herein.

12. GOVERNING LAW: This Agreement shall be governed by the laws of the State of Arkansas.

13. MERGER CLAUSE: This agreement including all exhibits, when executed by both Buyer and Seller, shall contain the entire understanding and agreement between the Buyer and Seller and Agent with respect to the matters referred to herein and shall supersede all prior or contemporaneous agreements, representations and understanding, with respect to such matters, and no oral representation or statement shall be considered a part hereof.

14. RISK OF LOSS: The risk of loss or damage to the property by fire or other casualty occurring up to the time of the Buyer's closing is assumed by the Seller.

15. WARRANTIES OF SELLER: Seller hereby warrants:

(1) That the property is free from any use or occupancy restrictions, except those imposed by applicable ordinances and regulations of the City of Little Rock, Arkansas and except restrictions of record.

(2) Seller has received no notice alleging or claiming any violations of zoning, health, environmental, or other laws, rules or regulations affecting the property and Seller has no knowledge of any such violations and will promptly notify Buyer if, prior to closing, Seller receives any such notice.

(3) To the best of Seller's knowledge: a. The property has never previously been used as a landfill or as a dump for garbage, refuse, or hazardous materials. b. There are no areas on the property where hazardous materials have been disposed of, released or found and Seller knows of no storage or disposal of any hazardous materials on the property. Neither are there any storage tanks, either above or below ground and there are no underground pipes or lines on the property except for facilities of public utility companies. c. There has been no leaking or intentional disposal of material of any type onto the property and no hazardous materials of any nature have been generated on the property.

(4) For purposes of this agreement, "Hazardous Material" means and includes (i) any asbestos or insulation or other material composed of or containing asbestos or (ii) any hazardous, toxic or dangerous waste, substance or material defined or designated as such in any Federal, State or local statute, law, ordinance, code, rule, regulation, order or decree regulating, relating to, or imposing liability or standards of conduct concerning, any hazardous, toxic or dangerous waste, substance or material, including radioactive materials, or concerning air, land or water pollution, as now and at any time hereafter in effect.

10/27

16. AGENCY: (Select only one.)

- ☒ A. LISTING AGENT FIRM AND SELLING AGENT FIRM REPRESENT SELLER: Buyer acknowledges that the Listing Agent Firm and the Selling Agent Firm and all licensed personnel associated with those entities are the agents of the Seller and that it is the Seller who employed them, whom they represent, and to whom they are responsible. Buyer acknowledges that before eliciting or receiving confidential information from the Buyer, the Selling Agent Firm, which may be the same as the Listing Agent Firm, verbally disclosed that the Selling Agent Firm represents the Seller.
- ☐ B. LISTING AGENT FIRM REPRESENTS SELLER AND SELLING AGENT FIRM REPRESENTS BUYER: Buyer and Seller acknowledge that the Listing Agent Firm is employed by the Seller and the Selling Agent Firm is employed by the Buyer. All licensed personnel associated with the Listing Agent Firm are employed by, represent, and are responsible to the Seller. All licensed personnel associated with the Selling Agent Firm are employed by, represent, and are responsible to the Buyer. Buyer acknowledges the Selling Agent Firm verbally disclosed that the Listing Agent Firm represents the Seller. Seller acknowledges the Listing Agent Firm verbally disclosed that the Selling Agent Firm represents the Buyer.
- ☐ C. LISTING AGENT FIRM AND SELLING AGENT FIRM ARE THE SAME AND REPRESENT BOTH BUYER AND SELLER: Seller and Buyer hereby acknowledge and agree that the Listing and the Selling Agent Firm are the same and all licensed personnel associated with the Listing and the Selling Agent Firm are representing both Buyer and Seller in the purchase and sale of the above referenced Property and that Listing/Selling Agent Firm has been and is now the agent of both Seller and Buyer with respect to this transaction. Seller and Buyer have both consented to and hereby confirm their consent to agency representation of both parties. Further, Seller and Buyer:
- (i) agree that the Listing/Selling Agent Firm shall not be required to and shall not disclose to either Buyer or Seller any personal, financial or other confidential information concerning the other party without the express written consent of that party. This restriction excludes information related to defects in the Property which should, at Listing/Selling Agent Firms' discretion, be disclosed. Confidential information shall include but not be limited to any price Seller is willing to accept that is less than the offering price or any price the Buyer is willing to pay that is higher than that offered in writing.
 - (ii) by selecting this option 16C, Buyer and Seller acknowledge that when Listing/Selling Agent Firm represents both parties, a conflict of interest exists, and the Seller and Buyer further agree to forfeit their individual right to receive the undivided loyalty of the Listing/Selling Agent Firm.
 - (iii) waive any claim now or hereafter arising out of any conflicts of interest from Listing/Selling Agent Firm representing both parties. Buyer and Seller acknowledge the Listing/Selling Agent Firm verbally disclosed that the Listing/Selling Agent Firm represents both parties in this transaction, and Buyer and Seller have given their written consent to this representation before entering into this Real Estate Contract.
- ☐ D. SELLING AGENT FIRM REPRESENTS BUYER (NO LISTING AGENT FIRM): Seller acknowledges that the Selling Agent Firm and licensed personnel associated with the Selling Agent Firm are the agents of the Buyer and that it is the Buyer who employed them, whom they represent, and to whom they are responsible. Seller acknowledges that at first contact, the Selling Agent Firm verbally disclosed that the Selling Agent Firm represents the Buyer. Any reference to "Listing Agent Firm" in this Real Estate Contract will be considered to mean the Selling Agent Firm, both Buyer and Seller acknowledging that all agents involved in this Real Estate Contract only represents the Buyer.

17. EXPIRATION OF OFFER: This offer shall expire unless written acceptance is received by Buyer before 1PM on 11/29/2007.

THIS IS A LEGALLY BINDING CONTRACT WHEN SIGNED BY THE PARTIES BELOW, READ IT CAREFULLY. IF YOU DO NOT UNDERSTAND THE EFFECT OF ANY PART, CONSULT YOUR ATTORNEY BEFORE SIGNING. REAL ESTATE AGENTS CANNOT GIVE YOU LEGAL ADVICE. THE PARTIES SIGNED BELOW WAIVE THEIR RIGHT TO HAVE AN ATTORNEY DRAFT THIS FORM.

Caristianos Commercial Real Estate, Inc.

Rollin Caristianos

x. Lynn Scott Executive Dir.
City of Fire Community Development, Inc.

Selling Agent Firm

Supervising Broker

Buyer

Rollin Caristianos
Selling Agent

x. Roland Buckley
Buyer

The above offer is accepted on 11/28 2007
Agent and CARISTIANOS COMMERCIAL REAL ESTATE, INC. I/We agree to pay the below named
Salesman, a fee of \$ REPER LISTING AGENT FIRM Licensed Real Estate Broker or
this offer. If for any reason the earnest money provided herein is forfeited by Buyer under the provisions hereof, same shall be divided
equally between Seller and Listing Agent Firm after payment of incurred expenses.

Caristianos Commercial Real Estate, Inc.

Rollin Caristianos

Greg A. Hays

Listing Agent Firm

Supervising Broker

Seller

Rollin Caristianos
Listing Agent

Greg A. Hays
Seller



- About CCR / Agents
- Properties for Sale
- Properties for Lease
- Corporate Services
- Request Form
- Email Us
- Helpful Commercial Links
- Home

Property Listing

Land

Geyer Springs Area

Develop here!

7000 Block of Geyer Springs
Little Rock AR 72209
County: Pulaski

Map it: [Yoursite.com Maps](#)

Price: \$79,000



Zoning: R-2 (zone to C-3 or I -2)

Lot Size: 170' x 306'

Acreage: 1.2

Taxes: \$300/Yr.

Utilities: All

Description Of Property:

Can be bought with adjacent 4.71 acres.

- [Property Drawing](#)

[Click here to print property information sheet](#)

Commercial Real Estate

Rollin Caristianos, CCIM, SIOR, RECS

© 2000 Caristianos Commercial Real Estate, Inc.

(501)-367-0020 Fax: (501) 367-0021

Disclaimer: All information contained herein has been obtained from sources we believe to be accurate and reliable. However, no warranty or guarantee is made as to the accuracy and reliability of the information.

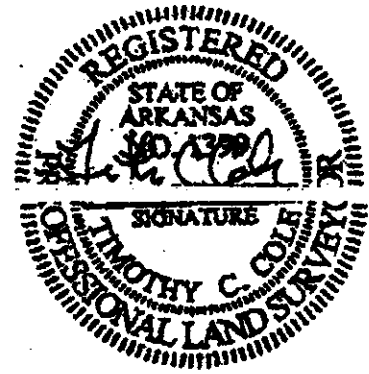
Timothy C. Cole (RLS#1399)



LEGAL DESCRIPTION

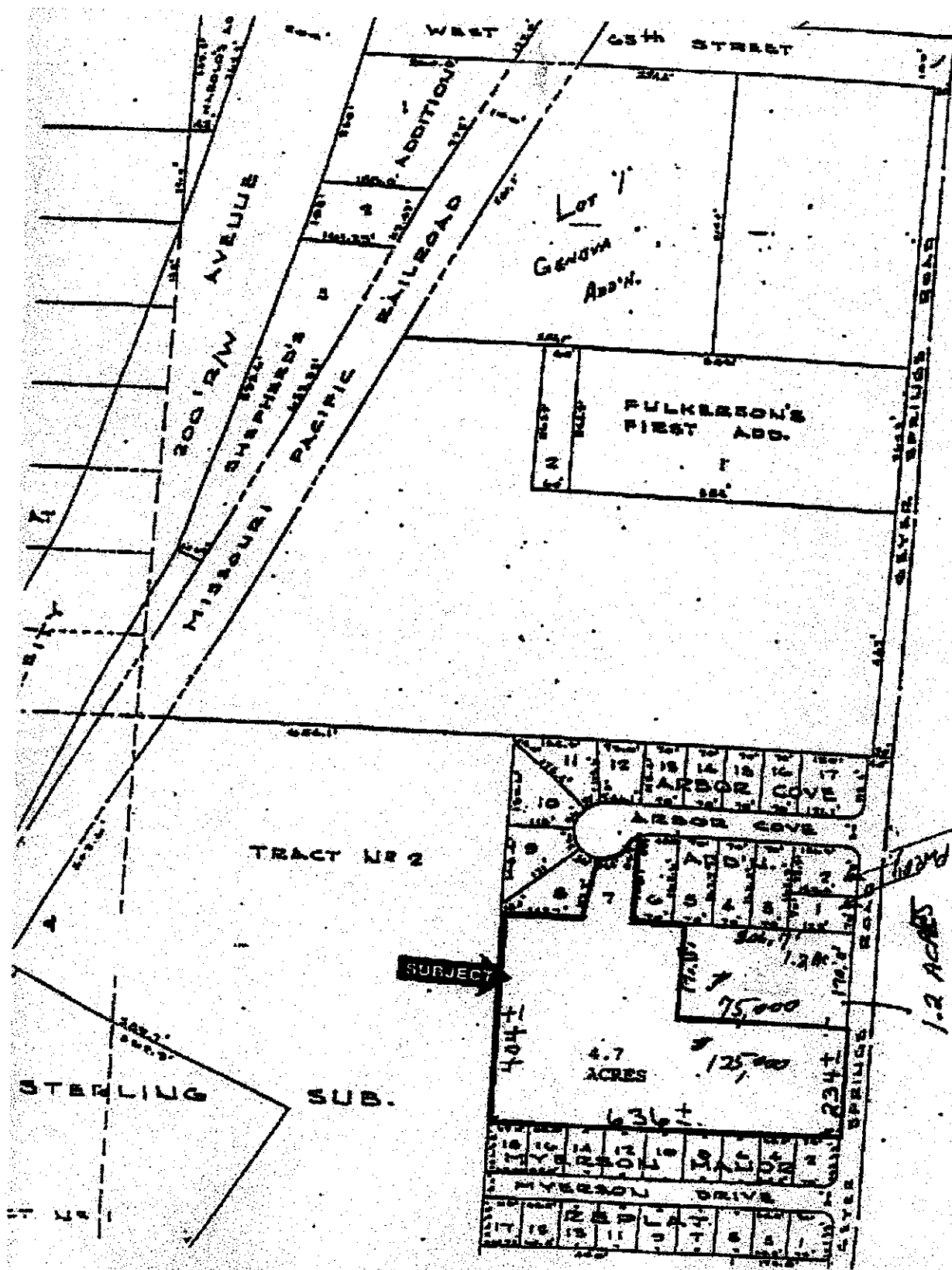
North 170 feet of the East 306.7 feet of Tract 2, HOME ACRES to
the City of Little Rock, Pulaski County, Arkansas.

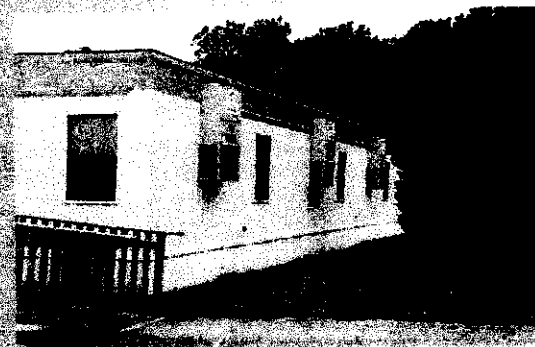
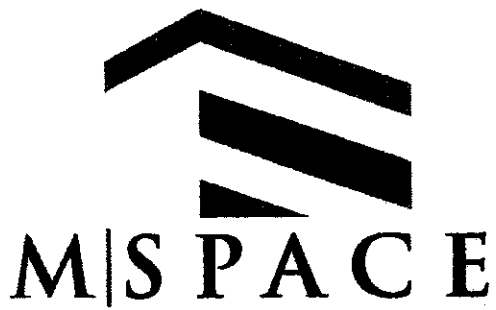
Date of Survey: October 12, 2007
Scale: 1" = 40'
Property Address:
For Use & Benefit of: George B. Hayes, ETAL
Rollin Caristianos Real Estate



This is to certify that the above described land has been surveyed. The corners are marked as shown and
are in accordance with existing monuments in the vicinity.
This certification is for and limited to the parties shown hereon.

7000 GEYER SPRINGS RD. TOTAL P.002





Modular Classroom Building #CR00024

Building Details:

- Building Size: 168' x 70' (14-12' x 70' Units)
- Square Footage: 11,760
- Classification: Classroom Building
- Roof Load: 30 PSF
- Wind Load: 130 MPH
- Floor Load: 50 PSF
- Electrical: Single-Phase

Exterior Details:

- Siding Material: Metal
- Roofing Material: EPDM Rubber
- Frame: Outrigger
- Windows: 20
- Doors: 18
- Exterior Lighting: 2

Interior Details:

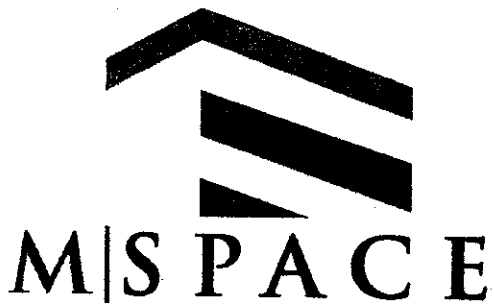
- Wall Finish: Vinyl Wrapped Gypsum
- Floor Finish: Carpet
- Lighting: 161
- Restrooms: 2 Boys and Girls Stalls
- Handicap Accessible: Yes

Contact:

Toll free: 1.877.677.2231; Phone: 212.332.4560

Fax: 1.212.332.4570

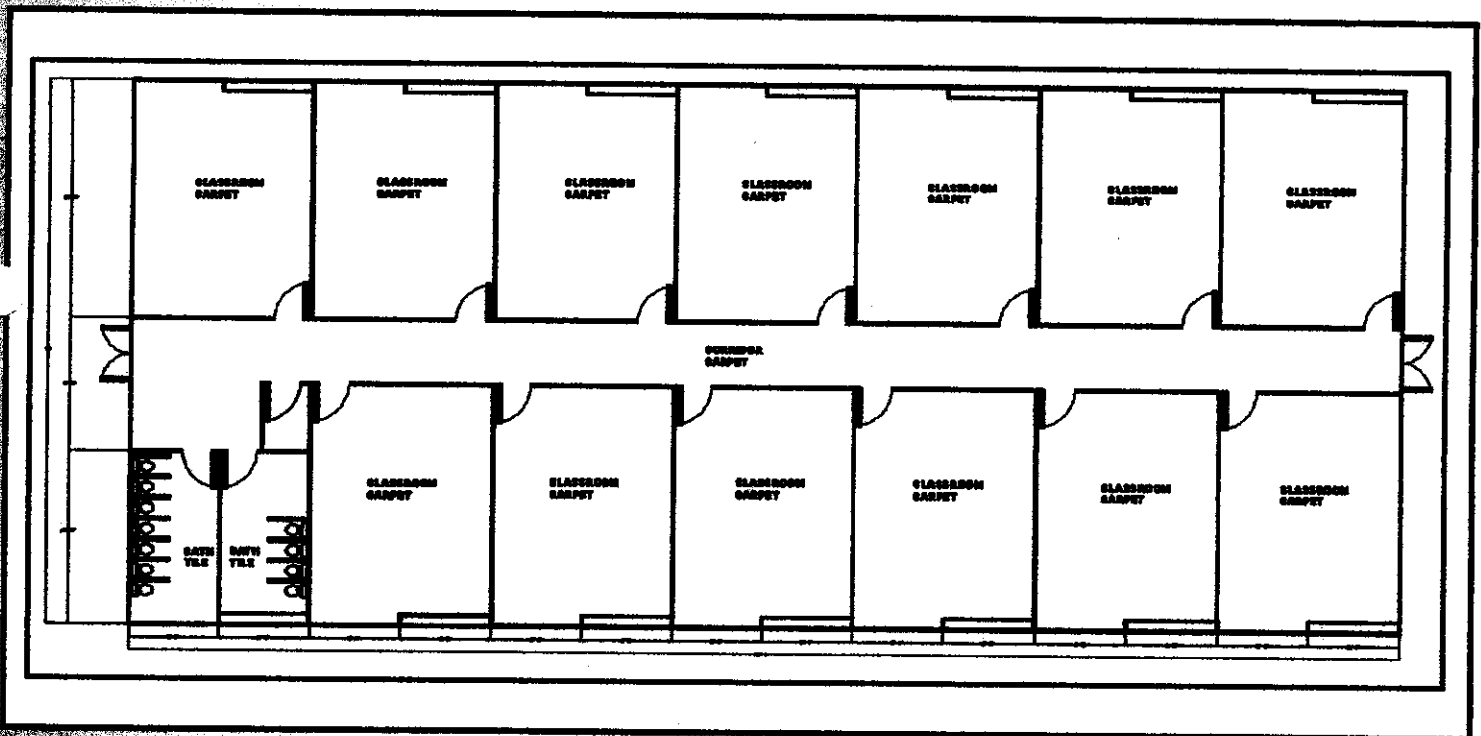
Email: sales@mspaceholdings.com



Modular Classroom Building #CR00024

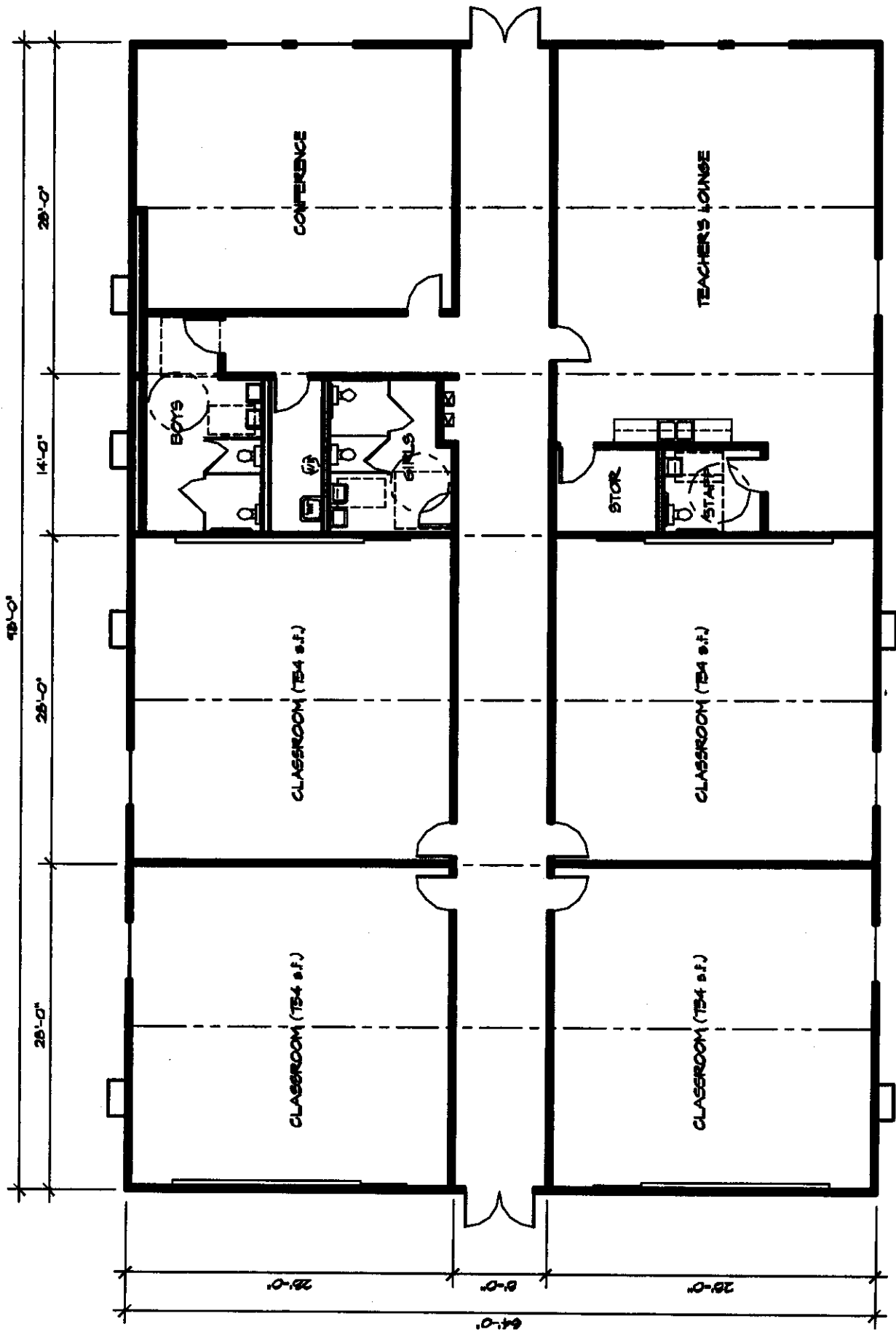
FLOOR PLAN

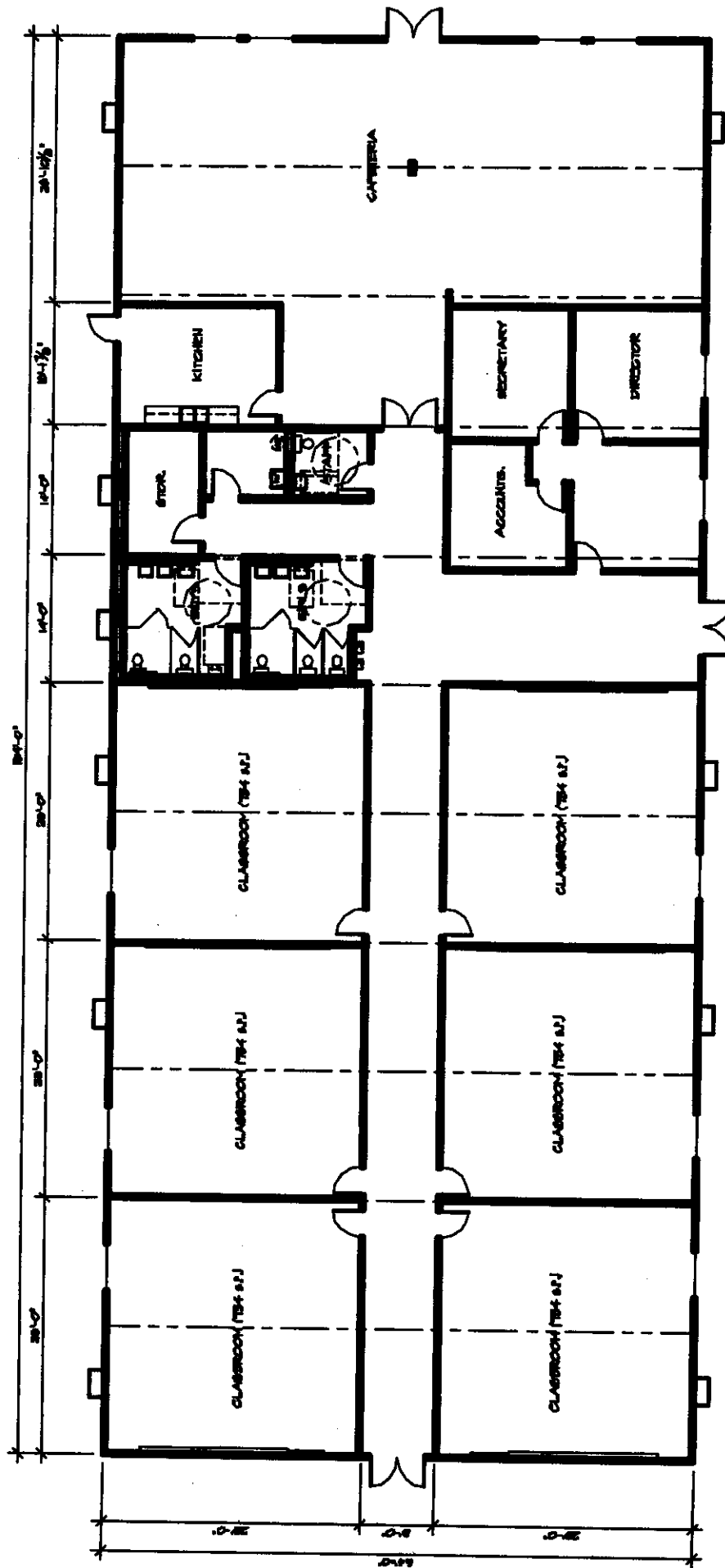
Building Size: 168' x 70'
Total Square Footage: 11,760



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M|SPACE
PROMISE

You'll receive more industry expertise,
more personal attention, and more
financing options from M|Space
than from any other modular
space company.





ARKANSAS DEPARTMENT OF
Education

Dr. T. Kenneth James, Commissioner

4 State Capitol Mall • Little Rock, AR 72201-1071
(501) 682-4475
<http://ArkansasEd.org>

November 8, 2007

Dr. Caroline Proctor
Executive Director
Arkansas Charter School Resource Center
University of Arkansas
201 Grad. Edu.
Fayetteville, AR 72701

RECEIVED
NOV 08 2007

CHARTER SCHOOL OFFICE

RE: Open-Enrollment Public School Charter Applications – eSTEM
Elementary, Middle and High Schools

Dear Dr. Proctor:

As requested by the State Board of Education (State Board), at its November 5-6, 2007, meeting, please provide the following information to the Charter School Office and the Legal Office of the Department of Education, NO LATER THAN 4:30 p.m. on Thursday, November 20, 2007:

- I) A revised budget submitted on the Arkansas Department of Education approved budget form. Additional information may be added via addendum for further budget detail. Grants may be reflected in the budget; however, they should be labeled as contingent unless funding approval has already been received.
- II) The revised budget should be reflective of all proposed renovation costs.
- III) A Facilities Utilization Agreement for each separate school, including a detailed cost analysis by student per school.
- IV) A floor plan/schematic of each school.
- V) Information on the triple net lease, or any other lease-purchase or purchase agreement proposed to be entered into, reflective of insurance costs, complete taxes, utilities and any other expenses including a breakdown of cost per square foot. As requested, the lease should be reflective of the entire initial five (5) year period of the charter, if granted.

STATE BOARD OF EDUCATION: Chair: Diane Tatum, Pine Bluff • Vice Chair: Randy Lawson, Bentonville
Members: Sherry Burrow, Jonesboro • Jim Cooper, Melbourne
Dr. Calvin King, Marianna • Dr. Tim Knight, Arkadelphia • Dr. Ben Mays, Clinton
MaryJane Rebick, Little Rock • Dr. Naccaman Williams, Springdale

An Equal Opportunity Employer

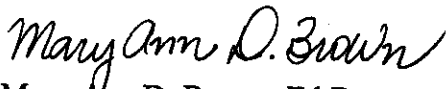
Letter to Dr. Proctor
Page 2
November 8, 2007

Furthermore, please consider this letter notice that the consideration of your above-referenced charter applications will resume at the State Board's meeting of December 10, 2007. The meeting will begin at 1:00 p.m. and will be held in the Garden View Room of the William J. Clinton Presidential Library and Museum, 1200 President Clinton Avenue in Little Rock. In addition, please be informed that I am requesting a meeting on Monday, November 26, 2007 with you about the information to be provided. The meeting will be held in the conference room of the Legal Office. Please contact Lisa Walters in the Legal Office at 501-682-4227 to set up a specific meeting time.

Please ensure that you attend the meeting and that you have all necessary personnel and documentation with you to address any questions from the State Board concerning your applications.

Please do not hesitate to contact me at 501-683-5313 should you have any questions regarding this matter.

Respectfully,



Mary Ann D. Brown, Ed.D.
Program Director, Charter Schools

MAB:law

cc: State Board of Education
T. Kenneth James, Ed.D., Commissioner of Education
Dr. Diana Julian, Deputy Commissioner
Scott Smith, General Counsel
Dr. Linda Watson, Interim Superintendent, Little Rock School District
Ken Kirspel, Superintendent, North Little Rock School District
James Sharpe, Superintendent, Pulaski County Special School District

100 Edgewood Dr., #2117
Maumelle, AR 72113

Mary Ann D. Brown, Program Director
Arkansas Department of Education
Public Charter Schools
4 State Capitol Mall, Room 305-B
Little Rock, AR 72201

RECEIVED
NOV 20 2007

CHARTER SCHOOL OFFICE

Dear Dr. Brown:

The additional information that was requested for the December 10 SBE meeting, regarding the e-STEM charter schools, is enclosed.

For each school, please find:

- The budget worksheet;
- Facilities Utilization Agreement between the individual school and e-STEM Public Charter Schools;
- Verification that Articles of Incorporation have been filed with the Arkansas Secretary of State;
- Verification of that application for 501(c)(3) has been submitted;
- Floor plan.

For e-STEM Public Charter Schools:

- Facilities Utilization Agreement between e-STEM Public Charter Schools and Arkansas Democrat-Gazette, Inc.
- Verification that Articles of Incorporation have been filed with the Arkansas Secretary of State;
- Verification of that application for 501(c)(3) has been submitted;
- Summary of building space allocation, lease, and sub-leases (showing, for each school, lease + triple net costs).
- Breakdown of building operation costs provided by e-mail from Jimmy Moses to Caroline Proctor.
- Information on property-tax exemption status.
- Estimate of renovation costs from East Harding, Inc.

And finally, as an addendum to all three budgets regarding expected revenues from grants:

- A table showing opening dates and dates that implementation funds were first released for approved open-enrollment schools;
- A letter to Caroline Proctor from me, giving my opinion on the eligibility of these three schools for funding under the U.S. Dept. of Ed. Charter Schools Program.

Sincerely,



Michael T. Scoles, Ph.D.

eSTEM Elementary Charter School Application						
Budget Worksheet						
2008-2009						
Line #						
		Revenues			Amount	Total
1		Estimated State Charter School Aid:				
2		No. of Students	360	X	\$5,876.00	
3		Total State Charter School Aid				\$2,115,360.00
4						
5		Other Sources of Revenue:				
6		Contributions				
7		Grants	****			\$400,000.00
8		Gifts				
9		Other				\$472,948.00
10		Total Other Sources of Revenues				\$872,948.00
11						
12		TOTAL REVENUES				\$2,988,308.00
13						
14		Expenditures			FTE	Total
15						
16		Administration				
17		Salaries (No. of Positions) =			2.00	\$148,500.00
18		Fringe Benefits				\$40,423.00
19		Purchased Services				\$23,600.00
20		Supplies and Materials				\$8,000.00
21		Equipment				\$8,000.00
22		Other				\$0.00
23		Total				\$228,523.00
24		Regular Classroom Instruction				
25		Salaries (No. of Positions) =			22.50	\$1,017,500.00
26		Fringe Benefits				\$297,027.00
27		Purchased Services				\$55,765.00
28		Supplies and Materials				\$101,800.00
29		Equipment				\$56,402.00
30		Other				\$0.00
31		Total				\$1,528,494.00
32		Special Education				
33		Salaries (No. of Positions) =			1.50	\$73,500.00
34		Fringe Benefits				\$21,171.00
35		Purchased Services				\$1,725.00
36		Supplies and Materials				\$5,438.00
37		Equipment				\$5,125.00
38		Other				\$0.00
39		Total				\$106,959.00
40		Gifted and Talented Program				
41		Salaries (No. of Positions) =			0.00	\$0.00
42		Fringe Benefits				\$0.00
43		Purchased Services				\$0.00
44		Supplies and Materials				\$0.00
45		Equipment				\$0.00
46		Other				\$0.00
47		Total				\$0.00

eSTEM Elementary Charter School Application						
Budget Worksheet						
2008-2009						
Line #						
48			Alternative Education Program			
49			Salaries (No. of Positions) =	0.00		\$0.00
50			Fringe Benefits			\$0.00
51			Purchased Services			\$0.00
52			Supplies and Materials			\$0.00
53			Equipment			\$0.00
54			Other			\$0.00
55			Total			\$0.00
56			Guidance Services			
57			Salaries (No. of Positions) =	0.00		\$0.00
58			Fringe Benefits			\$0.00
59			Purchased Services			\$5,000.00
60			Supplies and Materials			\$0.00
61			Equipment			\$0.00
62			Other			\$0.00
63			Total			\$5,000.00
64			Health Services			
65			Salaries (No. of Positions) =	0.00		\$0.00
66			Fringe Benefits			\$0.00
67			Purchased Services			\$5,000.00
68			Supplies and Materials			\$0.00
69			Equipment			\$0.00
70			Other			\$0.00
71			Total			\$5,000.00
72			Media Services			
73			Salaries (No. of Positions) =	0.00		\$0.00
74			Fringe Benefits			\$0.00
75			Purchased Services			\$7,200.00
76			Supplies and Materials			\$0.00
77			Equipment			\$104,675.00
78			Other			\$0.00
79			Total			\$111,875.00
80			Fiscal Services			
81			Salaries (No. of Positions) =	0.00		\$0.00
82			Fringe Benefits			\$0.00
83			Purchased Services			\$73,125.00
84			Supplies and Materials			\$0.00
85			Equipment			\$0.00
86			Other			\$0.00
87			Total			\$73,125.00
88			Maintenance and Operations			
89			Salaries (No. of Positions) =	0.00		\$0.00
90			Fringe Benefits			\$0.00
91			Purchased Services			
92			(include utilities)			\$108,108.00
93			Supplies and Materials			\$0.00
94			Equipment			\$0.00
95			Other			\$0.00
96			Total			\$108,108.00

eSTEM Elementary Charter School Application						
Budget Worksheet						
2008-2009						
Line #						
97			Pupil Transportation			
98			Salaries (No. of Positions) =	0.00		\$0.00
99			Fringe Benefits			\$0.00
100			Purchased Services			\$39,600.00
101			Supplies and Materials			\$0.00
102			Equipment			\$0.00
103			Other			\$0.00
104			Total			\$39,600.00
105			Food Services			
106			Salaries (No. of Positions) =	0.00		\$0.00
107			Fringe Benefits			\$0.00
108			Purchased Services			\$216,000.00
109			Supplies and Materials			\$0.00
110			Equipment			\$0.00
111			Other			\$0.00
112			Total			\$216,000.00
113			Data Processing			
114			Salaries (No. of Positions) =	1.00		\$33,000.00
115			Fringe Benefits			\$10,250.00
116			Purchased Services			\$0.00
117			Supplies and Materials			\$3,500.00
118			Equipment			\$3,000.00
119			Other			\$0.00
120			Total			\$49,750.00
121			Substitute Personnel			
122			Salaries (No. of Positions) =	0.00		\$8,000.00
123			Fringe Benefits			\$0.00
124			Total			\$8,000.00
125			Debt Expenditures			\$0.00
126			Other Expenditures			\$498,214.00
127						
128						
129			TOTAL EXPENDITURES	27.00		\$2,978,648.00
			EXCESS of REVENUE OVER EXPENSE			\$9,660.00
****	Contingent Upon State Approval of Application					

(Sub-Lease)

**OPEN-ENROLLMENT CHARTER SCHOOL
FACILITIES UTILIZATION AGREEMENT**

Lessor : eSTEM Public Charter Schools, Inc.
Lessee (tenant): eSTEM Elementary Public Charter Schools, Inc.

Describe the present use of the facility and use for prior three (3) years:

Vacant office/commercial space

Premises address: Level 1 - 112 West 3rd St., Little Rock, AR 72201

Square footage: 26,128

Terms of Lease: 60 month term, triple net, lease with renovations in place.

Rental Amount: \$17.92 /SF or \$468,214 annually

Contingency: The terms of this agreement are contingent upon

eSTEM Elementary Public Charter Schools, Inc. (sponsoring entity) receiving a charter to operate an open-enrollment charter school from the State Board of Education by August of 2008.

Lessee:

eSTEM Elementary Public Charter Schools, Inc.

By 

Date 11/19/07

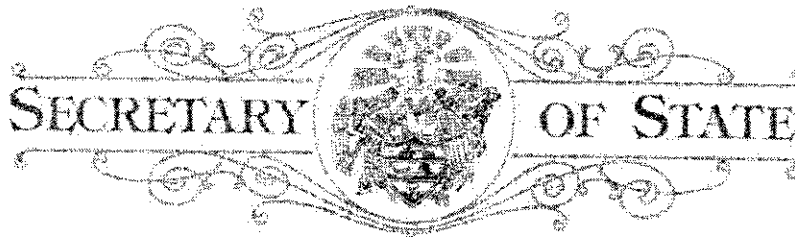
Lessor:

eSTEM Public Charter Schools, Inc.

By: 

Date: 11-19-07

STATE OF ARKANSAS



Charlie Daniels
SECRETARY OF STATE

To All to Whom These Presents Shall Come, Greetings:

I, Charlie Daniels, Secretary of State of Arkansas, do hereby certify that the following and hereto attached instrument of writing is a true and perfect copy of

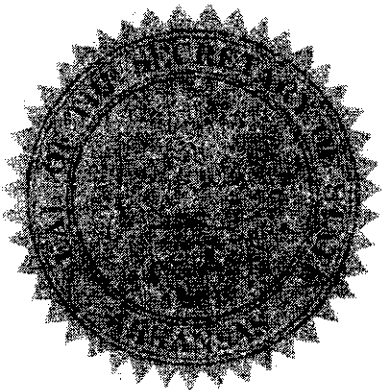
Articles of Incorporation

of

E-STEM ELEMENTARY PUBLIC CHARTER SCHOOLS, INC.

filed in this office August 20, 2007 in compliance with the provisions of the law and are hereby declared a body politic and corporate, by the name and style aforesaid, with all the powers, privileges and immunities granted in the law thereunto appertaining.

In Testimony Whereof, I have hereunto set my hand and affixed my official Seal. Done at my office in the City of Little Rock, this 20th day of August 2007.



A handwritten signature in cursive script that reads "Charlie Daniels".

Secretary of State

Internal Revenue Service
Director, EO Rulings & Agreements
P.O. Box 2508
Cincinnati, OH 45201

Department of the Treasury

Date: September 5, 2007

E-STEM ELEMENTARY PUBLIC CHARTER SCHOOLS INC
C/O UNIVERSITY OF ARKANSAS
301 GRADUATE EDUCATION
ATTN CAROLINE PROCTOR
FAYETTEVILLE, AR 72701

Employer Identification Number:
26-0738941
Document Locator Number:
17053-243-06400-7
Toll Free Number: 877-829-5500
Application Form: 1023
User Fee Paid: \$750.00

Acknowledgement of your application

We received your application for exemption from federal income tax. When communicating with us, please refer to the employer identification number and document locator number shown above.

When can you expect to hear from us about your application?

Your application was entered into our computer system and has been sent for initial review. Applications are initially separated into three groups: (1) those that can be processed immediately based on information submitted, (2) those that need minor additional information to be resolved, and (3) those that require additional development.

If your application falls in the first or second group, you will receive your exemption letter or a request for additional information, via phone, fax, or letter, within approximately 60 days of the date the application was submitted.

If your application falls within the third group, you will be contacted when your application has been assigned to an Exempt Organizations specialist. We assign applications in the order we receive them. If, after additional development, we conclude that you qualify for exemption, we will send you a letter stating that you are exempt from federal income tax. If we conclude that you do not qualify for exemption, we will send you a letter explaining why we believe you do not qualify and will include a complete explanation of your appeal rights.

The IRS does not issue "tax exempt numbers" or "tax exempt certificates" for state or local sales or income taxes. If you need exemption from these taxes, contact your state or local tax offices.

Where can you learn more about the status of your application?

Unfortunately, we are experiencing delays in working applications that require further development. Please click on the **Where Is My Exemption Application?** link found at www.irs.gov/efo for the dates of cases currently being assigned.

LOUISIANA AVENUE

THIRD STREET



E-STEM ELEMENTARY PUBLIC CHARTER SCHOOL
FIRST FLOOR - 26,120 S.F.

NORTH

(Master Lease)

**OPEN-ENROLLMENT CHARTER SCHOOL
FACILITIES UTILIZATION AGREEMENT**

Lessor (Owner): Arkansas Democrat-Gazette, Inc.

Lessee: eSTEM Public Charter Schools, Inc.

Describe the present use of the facility and use for prior three (3) years:

Building has been used offices for several office tenants. Portions of the 1st and 3rd floor have been vacant

Premises address: 112 West 3rd St., Little Rock, AR 72201

Square footage: 65,516

Terms of Lease: 60 month term, triple net, master lease with permission to sub-lease. Lease rate includes a tenant improvement allowance of \$600,000 to be repaid equally over 60 months with no interest. In the event Lessor provides tenant improvements in excess of \$600,000, these amounts will be repaid equally over 60 months at 8% interest.

Rental Amount: \$7.50 /SF or \$491,370 annually

Contingency: The terms of this agreement are contingent upon

the building being used for charter schools to operate under charters from the State Board of Education by August of 2008.

Lessee:

eSTEM Public Charter Schools, Inc.

By 

Date 11-20-07

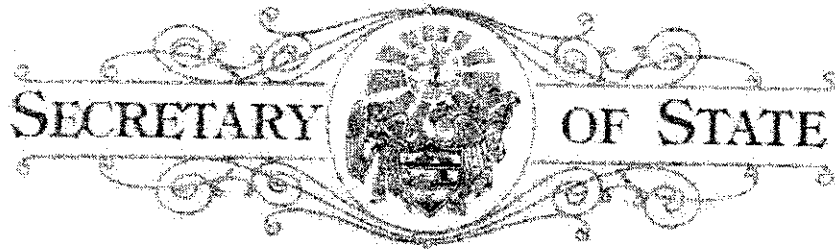
Lessor:

Arkansas Democrat-Gazette, Inc.

By 

Date Nov. 20, 2007

STATE OF ARKANSAS



Charlie Daniels
SECRETARY OF STATE

To All to Whom These Presents Shall Come, Greetings:

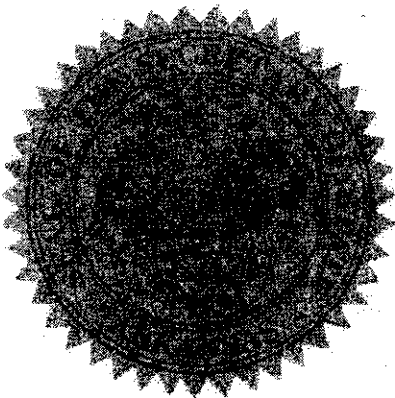
I, Charlie Daniels, Secretary of State of Arkansas, do hereby certify that the following and hereto attached instrument of writing is a true and perfect copy of

Articles of Incorporation
of

E-STEM PUBLIC CHARTER SCHOOLS, INC.

filed in this office August 21, 2007 in compliance with the provisions of the law and are hereby declared a body politic and corporate, by the name and style aforesaid, with all the powers, privileges and immunities granted in the law thereunto appertaining.

In Testimony Whereof, I have hereunto set my hand and affixed my official Seal. Done at my office in the City of Little Rock, this 21st day of August 2007.



Charlie Daniels

Secretary of State

Internal Revenue Service
Director, EO Rulings & Agreements
P.O. Box 2508
Cincinnati, OH 45201

Department of the Treasury

Date: September 5, 2007

E-STEM PUBLIC CHARTER SCHOOLS INC
C/O UNIVERSITY OF ARKANSAS
301 GRADUATE EDUCATION
ATTN CAROLINE PROCTOR
FAYETTEVILLE, AR 72701

Employer Identification Number:
26-0749166

Document Locator Number:
17053-243-06403-7

Toll Free Number: 877-829-5500

Application Form: 1023

User Fee Paid: \$750.00

Acknowledgement of your application

We received your application for exemption from federal income tax. When communicating with us, please refer to the employer identification number and document locator number shown above.

When can you expect to hear from us about your application?

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Where can you learn more about the status of your application?

Unfortunately, we are experiencing delays in working applications that require further development. Please click on the **Where Is My Exemption Application?** link found at www.irs.gov/eo for the dates of cases currently being assigned.

eSTEM/Gazette Building - Space Allocation						
	Elem (Floor 1)		Middle (Floor 2)		High (Floor 3)	
	Enroll	Sq Ft	Middle (Floor 2)	Sq. Ft (?)	Enroll	Sq. Ft.
Yr 1	360	26,128	396	21,333	100	18,055
Yr 2	360	26,128	396	21,333	200	18,055
Yr 3	360	26,128	396	21,333	300	18,055
Yr 4	360	26,128	396	21,333	400	18,055
Yr 5	360	26,128	396	21,333	400	18,055
Total Sq. Ft 65,516						
Facilities Lease Arrangements						
Log Stem Elementary Public Charter Schools, Inc. and eSTEM Public Charter Schools, Inc. - 65,516 sq. ft. of improved space @ \$17.92 a sq. ft., five year lease						
Sub-Lease #1 Between eSTEM Public Charter Schools, Inc. and eSTEM Elementary Public Charter Schools, Inc., the sponsoring entity for eSTEM Elementary PCS.						
Elementary (26,128 Sq. ft.)	Lease rate of \$17.92		Building Operations - Insurance, utilities, janitorial, maintenance (Triple Net) @ \$4 per sq. ft.			
	\$ 468,214	\$ 104,508	Total Facilities Cost			
		\$ 572,722				

Sub-Lease #2 Between eSTEM Public Charter Schools, Inc. and eSTEM Middle Public Charter Schools, Inc., the sponsoring entity for eSTEM Middle PCS.					
Middle (21,333 sq ft)	Lease rate of \$17.92	Building Operations - Insurance, utilities, janitorial, maintenance (Triple Net) @ \$4 per sq. ft.	Total Facilities Cost		
	\$ 382,287	\$ 85,332	\$ 467,619		
Sub-Lease #3 Between eSTEM Public Charter Schools, Inc. and eSTEM High Public Charter Schools, Inc., the sponsoring entity for eSTEM High PCS.					
High (18,055 sq. ft.)	Lease rate of \$17.92	Building Operations - Insurance, utilities, janitorial, maintenance (Triple Net) @ \$4 per sq. ft.	Total Facilities Cost		
	\$ 323,546	\$ 72,220	\$ 395,766		
Additional Costs for Final Estimate					
Improved Facility (\$2,426,000 renovation estimate; \$250,000 Contingency; \$170,000 Architectural fees) \$2,846,000 @ 4.1% over 5 yrs. = \$641,085 = \$9.79 + \$7.5 = lease rate					
Total cost pro-rated per pupil to estimate lease payment (improved facilities) from schools to eSTEM, Inc.					
	Enrollment	Building Average Per Pupil Final Estimate	Elementary	Middle	High
Year 1	856	\$ 1,372	\$ 1,301	\$ 965	\$ 3,235
Year 2	956	\$ 1,228	\$ 1,301	\$ 965	\$ 1,618
Year 3	1056	\$ 1,112	\$ 1,301	\$ 965	\$ 1,078
Year 4	1156	\$ 1,016	\$ 1,301	\$ 965	\$ 809
Year 5	1156	\$ 1,016	\$ 1,301	\$ 965	\$ 909

Comparables for Recently Approved Charters									
School of Excellence - Humphreys	60	\$	1,333						
LISA - Sherwood	300	\$	1,267	As is, W/o improvements. If you estimated \$12* a sq ft for min. improvements, the per pupil estimate goes to \$1,595 . Includes \$250,000 worth of improvements	*Osceola is at \$7.14; eSTEM at \$18				
OCABS - Osceola	150	\$	833						

Caroline Proctor

From: Jimmy Moses [JMoses@mosestucker.com]
Sent: Friday, November 16, 2007 1:42 PM
To: Caroline Proctor
Subject: RE: Break down of Building Operation Cost

Caroline,

Here's a simple estimate of expenses we use for a building being occupied from 8-5:00pm M-F.

Utilities-----\$2.00/sf
Janitorial-----1.15/sf
Maintenance-----.50/sf
Insurance-----.50/sf
Total operating-----\$4.15/sf

From: Caroline Proctor [mailto:cproctor@arkansascharters.org]
Sent: Friday, November 16, 2007 8:30 AM
To: Jimmy Moses
Subject: Break down of Building Operation Cost

Jimmy,

I am trying to break down the building operation costs. For instance, the largest school will be the elementary school at @26,000 sq ft. Since the building will be used solely as a school, there will be no taxes, so that saves about \$10,000 per school. At \$4 a sq ft, we have a Building Operation fund of \$104,000. I have figured \$10,000 for insurance and \$18,000 for janitorial. Even if we increased those figures to \$15,000 and \$25,000, that still leaves \$64,000, or about \$5,333 a month for utilities. Will it cost that much? Am I overlooking something?

Caroline

Caroline Proctor, Ph.D., Executive Director
Arkansas Charter School Resource Center
University of Arkansas
301 Grad. Edu.
Fayetteville, AR 72701
(O) 479.575.4292
cproctor@uark.edu

11/19/2007

Caroline Proctor

From: Walter Hussman [REDACTED]
Sent: Thursday, November 15, 2007 4:38 PM
To: Caroline Proctor
Subject: Fwd: RE: Taxes

Caroline - FYI

Reply-To: <cvandeventer@wehco.com>
From: "Charles Van Deventer" <cvandeventer@wehco.com>
To: "Walter E. Hussman Jr." [REDACTED]
Cc: "Caroline Proctor" <cproctor@arkansascharters.org>
Subject: RE: Taxes
Date: Thu, 15 Nov 2007 14:41:33 -0600
Organization: WEHCO Media, Inc.
Thread-Index: AcgnEitVMChkFzRWQkWUhCiAo00QDwAtCG0w

Walter -

I spoke with Mr. Michael Wiley (501-340-3563), Exemption Specialist/Analyst for the Pulaski County Assessor's office. Mr. Wiley said that the property tax exemption is based on the use of the building. Accordingly, a rented building could qualify for the exemption. Mr. Wiley indicated there is no provision for a partial exemption. I.e., The entire building would have to be used for the school in order to qualify for the property tax exemption.

An application must be made to get the exemption. Application form available here:
<http://www.pulaskicountyassessor.net/images/ExemptApplication1.pdf>. The Assessor's office needs 10 business days to review the application. Mr. Wiley recommended that the person completing the form contact him and he can provide suggestions related to completing the form.

Per Mr. Wiley, the use of the building is determined as of January 1 each year. If the desire is to have the building qualify for the school exemption for the 2008 calendar year, the exemption application would need to be approved prior to January 1, 2008.

Charlie

From: Walter E. Hussman Jr. [mailto:weh@arkansasonline.com]

11/19/2007

Sent: Wednesday, November 14, 2007 5:01 PM
To: Charlie Van Deventer
Cc: Caroline Proctor
Subject: Fwd: Taxes

Charlie, we are considering a triple net lease to these charter schools, which are exempt from property taxes. Does that exempt us as the owner of the building from paying property taxes? Thanks, Walter

From: "Caroline Proctor" <cproctor@arkansascharters.org>
To: "Walter E. Hussman Jr." <[REDACTED]>
Subject: Taxes
Date: Wed, 14 Nov 2007 11:59:13 -0600

Walter,

The charter schools don't pay property taxes. Even though we leased our building from the Maumelle Public facilities Board, we were exempted because of our 501c3 status. If eSTEM, Inc. is leasing the building from Arkansas Democrat-Gazette, Inc., what will be the effect on the tax obligation?

Caroline

Caroline Proctor, Ph.D., Executive Director

Arkansas Charter School Resource Center

University of Arkansas

301 Grad. Edu.

Fayetteville, AR 72701

(O) 479.575.4292

cproctor@uark.edu

11/19/2007

Caroline Proctor

From: Patrick Murray [pmurray@eastharding.com]
Sent: Wednesday, November 14, 2007 3:02 PM
To: [REDACTED] cproctor@arkansascharters.org
Cc: Bob East
Subject: Gazette Building Charter School

Caroline – Below is the breakdown for how the budget was created for this project.

1 st Floor – 15,000sf @ \$40/sf	= \$ 600,000
2 nd Floor – 16,872sf @ \$22/sf	= \$ 371,000
3 rd Floor – 18,055sf @ \$40/sf	= \$ 722,000
Bathrooms – \$80,000 / floor	= \$ 240,000
Elevator Allowance (one)	= \$ 100,000
Fire Sprinkler – 61,000sf @ \$3/sf	= \$ 183,000
HVAC 3 rd Floor 60 tons	= \$ 180,000
Exterior Work	= \$ 30,000
Total	\$2,426,000

The above costs are construction costs only. This does not include any furnishing, kitchen equipment, data/phone cabling, or playground equipment. The estimate includes the basics required to make the facility a useable space for a charter school. Keep in mind this is to help in gaining an understanding for the cost magnitude of this project, not necessarily a final number that the construction will cost. I would strongly recommend carrying a 10% construction contingency (approx. \$250,000). This would make the range for construction between 2.5 million and 2.75 million. I would also recommend a minimum of a 7% (\$170,000) fee for architectural fees.

Sincerely,

Patrick Murray - Project Manager
EAST-HARDING, INC. | Client Focused Construction
 2230 Cottrill Lane, Suite 3
 Little Rock, Arkansas 72202
 P: 501.261.1846
 F: 501.261.5036
 T: 501.261.2640
www.eastharding.com

11/19/2007

Open-Enrollment Charter School	Opening Date	US Dept of Ed Implementation Funds	Walton Family Foundation Implementation Grants
Academics Plus	2001	2/9/2001	FY01
Benton County School of the Arts	2001	12/1/1999	FY01
Imboden Area Charter School	2002	5/20/2002	FY02
KIPP: Delta College Preparatory School	2002	4/18/2002	FY03
Focus Learning Academy	2003	3/4/2003	FY04
Arise Charter School	2004	3/15/2004	FY04
Haas Hall Academy	2004	Spring 2004	FY05
LISA Academy	2004	3/16/2004	FY05
Arkansas Virtual Academy	2007	Summer 2007	FY 07
Dreamland Academy of Performing and Communication Arts	2007	Summer 2007	FY 07
Hope Academy	2007	Summer 2007	FY 07
Northwest Arkansas Academy of Fine Arts	2007	Summer 2007	FY 07

100 Edgewood Dr, #2117
Maumelle, AR 72113

November 18, 2007

Caroline Proctor, Ph.D., Executive Director
Arkansas Charter School Resource Center
University of Arkansas
301 Grad. Edu.
Fayetteville, AR 72701

Dear Dr. Proctor:

The following information is from *Non-Regulatory Guidance: Title V, Part B – Charter Schools Program*, July 2004. This is the most recent non-regulatory guidance available from the U.S. Department of Education's Public Charter Schools Program web site. Of particular relevance is Section A-2, paragraph 12, which says that a charter school, "Has a written performance contract with the authorized public chartering agency in the State . . ." The e-STEM public charter schools would each have separate contracts between the State Board of Education and independent 501(c)(3) non-profit organizations. Thus, they would be three separate charter schools and would be separately eligible for funding under the Charter Schools Program, as described in Section B-4. Nothing can be found in non-regulatory guidance, or in EDGAR, that would disqualify charter schools from grant funds if they share resources, whether physical, instructional, administrative, or support services. In fact, one might think that such cooperation would be valued and encouraged.

A-2. How does the statute define a charter school?

Charter schools are established according to individual State charter school laws. The enactment of State charter school laws is solely a State prerogative, and the definition of a "charter school" under State law is a matter of State policy. However, in order to receive CSP funds, a charter school must meet the definition in Section 5210(1) of ESEA, which is as follows:

"The term 'charter school' means a public school that:

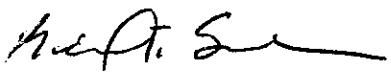
1. In accordance with a specific State statute authorizing the granting of charters to schools, is exempt from significant State or local rules that inhibit the flexible operation and management of public schools, but not from any rules relating to the other requirements of this paragraph [the paragraph that sets forth the Federal definition];
2. Is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction;

3. Operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency;
4. Provides a program of elementary or secondary education, or both;
5. Is nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution;
6. Does not charge tuition;
7. Complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and Part B of the Individuals with Disabilities Education Act;
8. Is a school to which parents choose to send their children, and that admits students on the basis of a lottery, if more students apply for admission than can be accommodated;
9. Agrees to comply with the same Federal and State audit requirements as do other elementary schools and secondary schools in the State, unless such requirements are specifically waived for the purpose of this program [the PSCP];
10. Meets all applicable Federal, State, and local health and safety requirements;
11. Operates in accordance with State law; and
12. Has a written performance contract with the authorized public chartering agency in the State that includes a description of how student performance will be measured in charter schools pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public chartering agency and the charter school."

B-4. How may CSP grant funds be used?

SEAs may use CSP funds to award subgrants to charter schools in the State, and charter schools may use the funds only for post-award planning and design of the educational program, and for initial implementation of a charter school. Planning and implementation grants may be awarded for a period of up to three years, with no more than 18 months used for planning and program design, and no more than two years used for initial implementation of the charter school. SEAs may also reserve up to 5 percent of CSP grant funds for administrative expenses related to operating the charter school grant program, and up to 10 percent of their CSP grant funds to support dissemination activities. These dissemination activities are carried out through separate dissemination grants to charter schools and may be awarded for a period of up to two years.

Sincerely,



Michael T. Scoles, Ph.D.
Trustee, e-STEM Elementary Public Charter School

MEMO

DATE: November 29, 2007
TO: State Board Members
FROM: Dr. Mary Ann D. Brown, Programs Coordinator, Charter Schools
SUBJECT: Additional Information on e-STEM Elementary Open-Enrollment Application

Attached you will find additional information regarding the application for e-STEM Elementary Open-Enrollment Charter School as requested at the November 6, 2007, State Board Meeting. These items have been requested for review in preparation of the December 10, 2007, State Board meeting.

- Addendum - e-STEM Elementary School Budget
- Draft - e-STEM Elementary Sub-Lease Agreement
- e-STEM, Inc. Building - Scope of Work
- Corporate Structure of e-STEM Organizations

eSTEM Elementary Charter School Application

Budget Addendum

2008-2009

Line #	Revenues	Amount	Total
5	Other Sources of Revenue:		
7	Grants ****		
	Federal Implementation Grant		\$150,000.00
	Walton Family Foundation Grant		\$250,000.00
	Total		\$400,000.00
9	Other ****		
	State Professional Development (360 students X \$ 41.11)=		\$14,800.00
	Natl School Lunch Assistance (360 students x 61% x \$496) =		\$109,120.00
	English Language Learners (360 students x 10% x \$293) =		\$10,548.00
	Federal Categorical (Title 1, Title 6-B, Other, etc)		\$180,480.00
	Child Nutrition Full Pay (360 students x 39% x 200 days x \$2.50) =		\$70,000.00
	Child Nutrition Free & Reduced (220 Students x \$2.00x 200 days) =		\$88,000.00
	Total		\$472,948.00
10	Total Other Sources of Revenues		Total \$872,948.00
88	Maintenance and Operations		
91	Purchased Services		
92	(include utilities)		
	Custodial (26,128 sq.ft. x \$1.00)=		\$26,128.00
	Maintenance (26,128 sq.ft. x \$.50)=		\$13,062.00
	Insurance (26,128 sq.ft. x \$.50)=		\$13,062.00
	Utilities (26,128 sq.ft. x \$2.00)=		\$52,256.00
	Telephone		\$2,400.00
	Security		\$1,200.00
	Total		\$108,108.00
126	Other Expenditures		
	Lease Expense (26,128 sq.ft x \$17.92)=		\$468,214.00
	Playground		\$30,000.00
	Total		\$498,214.00
**** Contingent Upon State Approval of Applica			

SUB-LEASE AGREEMENT

- 1) **PARTIES** THIS AGREEMENT ("Lease"), dated the 11th day of December, 2007 by and between **eSTEM Public Charter Schools, Inc.** (hereinafter called "LANDLORD") and **eSTEM Elementary Public Charter School** (hereinafter called "TENANT").

WITNESSETH:

- 2) **CONSIDERATION** That each of the aforesaid parties acknowledges receipt of a valuable consideration from the other and that they and each of them act herein in further consideration of the covenants of the other as herein stated.

ARTICLE I

Landlord and Tenant agree as follows:

- 3) **PREMISES** That Landlord does hereby grant, demise and lease unto Tenant the premises or space in the Gazette Building (hereinafter referred to as "Building") located at 112 3rd, Little Rock, Pulaski County, Arkansas, 72201 as outlined on the floor plan attached hereto, (hereinafter referred to as "Exhibit A") on the 3rd floor, consisting of approximately 18,000 square feet (hereinafter referred to as "Premises").
- 4) **USE OF PREMISES** The Premises is to be used and occupied throughout the term hereof for the purpose of a public school.
- 5) **TERM OF LEASE** The Premises are hereby demised unto Tenant for a period of 60 months commencing on _____, 2007 and expiring on June 30, 2013.
- 6) **RENTAL** (a) Tenant shall pay to Landlord as rent for the Premises during the term of this Lease a monthly installment, payable in advance on the first day of every month without notice, demand, offset or deduction, and such rent beginning with the commencement of the term; provided, however, that in the event the term shall commence pursuant to paragraph 5 hereof on a date other than the first day of a month then the monthly installments for the first month of the term and the last month of the term shall be pro-rated accordingly and

such pro-rated installment for the first month of the term shall be payable with and in addition to the monthly installment due on the first day of the first full month following commencement of the term (the date the first monthly installment of rent is due, whether the term shall have commenced on a date other than the first day of a month or not, is hereinafter referred to as the "Initial Rent Payment Date". If rent has not been paid by the 10th of the month in which it is due, 10% of the monthly payment will be assessed as a late charge. The amount of each such installment shall be equal to the following:

Term	Rentable Square Feet	Annual Rate	Monthly Rate	Annual Total
60 months	26,128	\$468,214	\$39,018	\$468,214

Tenant agrees that Landlord shall have the right to enter the Premises during the initial term of the lease for the purpose of showing the space to prospective tenants during the last sixty (60) days of the term of this Lease and to install signage offering the Premises "For Lease."

ARTICLE II

Landlord further agrees as follows:

- 7) **FINISH BY** Landlord shall deliver the Premises in a condition suitable to meet the needs of a school, to include meeting all ADA, fire, health and safety requirements.
- 8) **LANDNDLORD** Tenant shall pay, before delinquency, charges for all utilities used by Tenant on the Premises. Such utilities shall be separately metered.
- 9) **QUIET POSSESSION** Tenant shall keep and perform all of the covenants under this Lease on the part of Tenant to be performed, and so long as Tenant is not in default under this Lease Landlord shall guarantee to Tenant the quiet, peaceful and uninterrupted possession of Premises.

ARTICLE III

- 10) **LAWFUL USES** Tenant will maintain leased Premises in a clean and healthful condition; and comply with all laws, ordinances, orders, rules, and regulations (state, federal, municipal and other agencies or bodies having any jurisdiction thereof) with reference to use, conditions, or occupancy of leased Premises.
- 11) **MAINTENANCE OF PREMISES** That Tenant shall keep and maintain Premises in a state of good repair and tenantable condition at Tenant's expense.
- 12) **INDEMNITY** Tenant will indemnify and save harmless Landlord of and from any and all fines, suits, claims, demands, and actions of any kind by reason of any breach, violation, or nonperformance of any condition hereof on the part of Tenant, its agent or employees. Tenant is or will become familiar with the demised premises, acknowledges that the same are received by Tenant in good state of repair, accepted by Tenant in the condition in which they are now or shall be when ready for occupancy, and that Landlord shall not be liable to Tenant or Tenant's agents, employees, invitees or visitors for any damage to persons or property due to condition, design, or defect in the building or its mechanical systems or elsewhere in the demised premises or building which may now exist or hereafter occur. Tenant accepts the demised premises as suitable for the purposes for which the same are leased and assumes all risks of damage to persons or Tenant's business property, and agrees that no representations except such as are contained herein or endorsed hereon have been made to the Tenant respecting the condition of the said premises.
- 13) **WASTE** That Tenant shall not commit or permit any waste to be committed whatsoever.
- 14) **NUISANCES** That Tenant shall not create or allow any nuisance to exist in his leased Premises, and that it shall abate promptly and free of expense to Landlord any nuisance that may arise and Landlord's determination of what constitutes a nuisance shall be binding on Tenant.
- 15) **INVALIDATION OF INSURANCE** That Tenant shall not suffer anything to be or remain upon or about Premises which will invalidate any policy of insurance which Landlord may now or hereafter have upon Building.
- 16) **ALTERATIONS** That Tenant shall not have the right to make changes, alteration, floor covering, fixtures, or additions in Premises until it has first

obtained Landlord's approval which shall not be unreasonably withheld. Such changes, alterations, floor covering, fixtures, or additions, when made to Premises by Tenant shall at once become the property of Landlord and shall be surrendered to Landlord upon the Termination in any manner of this Lease; but this clause shall not apply to movable equipment or furniture of Tenant.

17) SIGNS

That Tenant shall not paint, display, inscribe, maintain or affix any sign, picture, advertisement, notice, lettering or direction on any part of the Premises without the written permission of the Landlord, and then only such name or names or matter in such color, size, style, character and materials as may first be approved by Landlord in writing. That Landlord shall have the right to remove, at Tenant's expense, all matter other than that above provided for without notice to Tenant.

**18) DEFACING
PREMISES AND
OVERLOADING**

That Tenant shall not place anything or allow anything to be placed near the glass of any door, partition, wall or window which may be unsightly from outside Premises, and Tenant shall not place or permit to be placed any article of any kind on any window ledge or on the exterior walls. That blinds, shades, awnings, or other forms of inside or outside window coverings, or window ventilators or similar devices, shall not be placed in or about the outside windows in Premises except to the extent that the character, shape, color, material and make thereof is approved by the Landlord, and Tenant shall not do any painting or decorating in the Premises or make, paint, cut or drill into, or in any way deface any part of the Premises or Building without the written consent of Landlord. That Tenant shall not overload any floor or part thereof in Premises, or any facility in Building or any public corridors or elevators therein while bringing in or removing any large or heavy articles, and Landlord may direct and control the locations of safes and all other heavy articles. That furniture and other large or heavy articles may not be brought into Building, removed therefrom or moved from place to place within any portion of Premises or other portion of the Building or its equipment that would exceed the allowable load limits as set forth in the rules of the Building.

19) REPAIRS

That Tenant shall, at its cost and expense, repair and replace any damage or injury done to Premises, or Building or any part thereof, caused by Tenant, or its agents, employees, invitees, or visitors. Tenant shall also repair in the Premises: (1) floor coverings and/or raised flooring; (2) interior partitions; (3) doors; (4) the interior side of demising walls; (5) electronic, phone and data cabling and related equipment that is installed by or for the benefit of Tenant

and located in the Premises or other portions of the Building; (6) supplemental air conditioning units, private showers and kitchens, including hot water heaters, plumbing, dishwashers, ice machines and similar facilities serving Tenant exclusively; (7) phone rooms used by Tenant; (8) alterations performed by contractors retained by or on behalf of Tenant, including related HVAC balancing; (9) all of Tenant's furnishings, trade fixtures, equipment and inventory; and should Tenant fail to make such repairs or replacements within 15 days of occurrence, Landlord may, at its option, make such repairs and replacements and Tenant shall pay the cost thereof to Landlord upon demand.

**20) ATTORNEY
FEES**

That Tenant shall pay all costs of collection, including reasonable attorney fees, if all or any part of the rent reserved herein is collected after maturity with the aid of any attorney, and also that Tenant shall pay reasonable attorney fees in the event it becomes necessary for Landlord to employ an attorney to force Tenant to comply with any other covenants, obligations, or conditions imposed by this Lease.

**21) RULES OF
BUILDING**

Tenant and Tenant's agents, employees, and invitees will comply with all requirements of rules of the Building, which are a part of this Lease as though fully set out herein. Landlord shall at all times have the right to change such rules and regulations or to amend them in such reasonable manner as may be deemed advisable for safety, care and cleanliness of the leased Premises and for preservation of good order therein. All rules and regulation changes and amendments will be forwarded to Tenant in writing and shall be carried out and observed by Tenant.

**22) ENTRY FOR
REPAIRS, ETC.**

That Landlord, its officers, agents or representative shall have the right to enter into and upon Premises at all reasonable times to inspect same or make such repairs or alterations as Landlord may deem necessary or desirable. Tenant shall permit Landlord upon reasonable notice and at reasonable times to inspect, erect, use and maintain pipes, ducts, conduits and similar devices in, above and through Premises, and to make any necessary repairs or alterations. Landlord shall be allowed to take all material into and upon Premises that may be required therefor without the same constituting an eviction of Tenant in whole or in part and the rent reserved shall in no way abate while said repairs and maintenance are being made, by reason of loss or interruption of business of Tenant, or otherwise. Anything to the contrary contained in this paragraph above notwithstanding, except in the case of any emergency, any such repairs or alterations which are made by

Landlord, unless and except they are made at the request of Tenant, shall not be made at items when they would unreasonably interrupt the normal business operations of Tenant, except with prior written approval of Tenant.

23) SURRENDER

Upon any termination of this Lease, by expiration, lapse of time or otherwise;

(a) Tenant shall immediately vacate Premises and surrender Premises to Landlord in good order, conditions and repair, reasonable wear and tear or casualty damage to be repaired by Landlord pursuant to paragraph 36 hereof excepted.

(b) Tenant shall surrender all keys of Premises to Landlord.

(c) Tenant grants to Landlord full authority and license to enter Premises and take possession thereof.

ARTICLE IV

Landlord and Tenant further agree as follows:

**24) RIGHTS
OF LANDLORD**

Landlord shall have the following rights exercisable without notice and without liability to Tenant for damage or injury to property, person or business (all claims for damage therefore being hereby released by Tenant), and without effecting an eviction or disturbance of Tenant's use of possession or giving rise to any claim for setoffs, or abatement of rent:

(a) To name the building and change the name or street address of the building, provided tenants are given reasonable prior notice of said change.

(b) To install and maintain signs on the exterior and interior of the building.

(c) To retain at all times, and to use in appropriate instances, keys to all doors within and into Premises, and Tenant shall not replace any locks without the prior written consent of Landlord.

(e) To enter premises at reasonable hours to make inspections, or to exhibit Premises to prospective tenants, purchasers or others, or for other reasonable purposes.

(f) To have access to all mail chutes according to the rules of the United States Post Office.

(g) To require all persons entering or leaving Building, during such hours as Landlord may from time to time reasonably determine, to identify themselves to a watchman by registration or otherwise and to establish their right to enter or leave, and to exclude or expel any peddler, solicitor or beggar at any time from Premises or Building.

(h) To decorate and to make at any time or times, at its own expense, repairs, alterations, additions and improvements, structural or otherwise, in and to Premises, Building or part thereof as Landlord may deem necessary or desirable and to perform any acts related to the safety, protection or preservation thereof, and during such operations to take into and through Premises or any part of Building all material and equipment required; and to close or temporarily suspend operation of entrances, doors, corridors, elevators or other facilities, provided that Landlord shall cause only such inconvenience or annoyance to Tenant as is reasonably necessary in the circumstances.

(i) To do or permit to be done any work in or about Premises or Building or any adjacent or nearby building, land, street or alley.

(k) To grant to anyone the exclusive right to conduct any business or render any service in Building.

(l) To designate and approve, prior to installation, all types of window shades, blinds, drapes, awnings, window ventilators and other similar equipment, and to control all internal lighting that may be visible from the exterior of Building.

(n) To have and retain a paramount title to Premises free and clear of any act of Tenant.

25) DEFAULT

The following events shall be deemed to be events of default by Tenant under this Lease.

(a) Tenant shall fail to pay any installment of rent hereby reserved and such failure shall continue for a period of ten days after written notice of non payment. Notice shall be given to Tenant after the 10th day of the month and Tenant shall have ten days as described

above to make payment in full plus any late fee charges that have accrued.

(b) Tenant shall fail to comply with any term, provision or covenant of this Lease, other than the payment of rent, and shall not cure such failure within fifteen days after written notice thereof to Tenant.

(c) Tenant shall desert or vacate any substantial portion of Premises.

**26) ESTOPPEL
CERTIFICATE
BY TENANT**

From time to time, upon not less than ten (10) days prior request by Landlord, Tenant shall execute and deliver to Landlord a statement in writing certifying (a) that Tenant is in possession of leased Premises as defined in paragraph 3, (b) that this Lease is unmodified and in full force and effect (or if there have been modifications that the same is in full force and effect as modified and certifying the modifications), (c) the commencement and ending dates of the lease and the dates to which the rent and other charges have been paid, and (d) that so far as the person making the certificate knows, Landlord has completed preparation of the space and is not in default under any provision of this Lease.

27) BROKER

Tenant represents that Tenant has dealt directly with Moses Tucker Real Estate, Inc., Little Rock, Arkansas, ("LANDLORD'S BROKER") as broker in connection with this Lease and insofar as Tenant knows, no other brokers negotiated or participated in the negotiations of this Lease or submitted or showed the Premises or is entitled to any commission in connection with this Lease. Tenant shall indemnify, defend and hold Landlord harmless from any against all costs, expenses, attorney's fees, liens and other liability for commissions or other compensation claimed by any broker or agent claiming the same by, through, or under Tenant. The foregoing indemnity shall survive the expiration or earlier termination of the Lease.

**28) RENEWAL OR
AMENDMENT**

No amendment or renewal of this Lease shall be binding on either party unless it is in writing and signed by Landlord and Tenant.

**29) WAIVER OF
LIABILITY**

As part of the consideration for this Lease, Tenant hereby releases Landlord and all other tenants in the premises & building from all liability for damage to any property of Tenant located in or upon Building. Also, as part of the consideration for this Lease,

Landlord hereby releases Tenant from all liability for damage to any property of Landlord located in or upon Building which results from the negligence of Tenant.

Tenant and Landlord further covenant that any insurance maintained by either party shall contain an appropriate provision whereby the insurance company or companies consent to the foregoing mutual release of liability and so waive insurance subrogation rights to the extent of the agreement contained in this paragraph; provided that Landlord's release shall only be operative upon proof of insurance coverage accepted by Landlord and its insurer.

30) COVENANTS

All covenants, conditions, agreements and undertakings in this Lease contained shall extend and inure to the benefit of the Landlord and its successors and assigns, and, with the written consent of Landlord, to the heirs, executors, administrators, successors and assigns of Tenant the same as if they were in every case named and expressed; and except as herein otherwise provided, all said covenants, conditions and agreements shall be binding upon the successors and assigns, heirs, executors, and administrators of the respective parties.

**31) DAMAGE BY
FIRE OR OTHER
CASUALTY**

If any part of Premises or a material portion of building in which Premises are located which affects Tenant's occupancy is rendered untenable by fire or other casualty, Landlord and/or Tenant shall give to the other party notice of same within a reasonable time.

(a) If said damage is to such extent that it reasonably appears to the Landlord that rebuilding or repair cannot be completed within 90 days of said casualty, then this Lease shall terminate at the option of either Landlord or Tenant upon written notice to the other party within thirty (30) days after said casualty occurs. Upon such notice, this Lease shall terminate and all Tenant's financial obligations hereunder shall be abated effective as of the date of the casualty. In the event the option to terminate is not so exercised, this Lease shall remain in full force and effect and Landlord shall proceed with due diligence to repair and restore the Premises to substantially the same conditions prior to such casualty, and other charges hereunder shall be abated to the extent Tenant is prevented from using the Premises until the Premises have been so repaired or restored.

(b) If the Premises shall be damaged by fire or other casualty, but to such extent that the Landlord determines rebuilding or repair can

be completed within 90 days of the casualty, this Lease shall not terminate. In such event, Landlord shall proceed with reasonable diligence to rebuild and repair the Premises to substantially the condition in which they existed prior to said casualty. Rent hereunder shall be abated to the extent Tenant is prevented from using the Premises until the Premises have been so repaired or restored. Should Landlord fail to complete said repairs and rebuilding within 90 days after the date of said casualty, Tenant may, at its option, terminate this Lease upon written notice to Landlord, whereupon all rights and obligations hereunder shall cease and expire.

32) NOTICES

Any notice required or desired to be given in connection with this Lease shall be in writing and shall be: (1) mailed by first class, United States Mail, postage prepaid, certified, with return receipt requested, and addressed to the parties hereto at the address specified below; (2) hand delivered to the intended addressee; (3) sent by a nationally recognized overnight courier service; (4) sent by facsimile transmission during normal business hours followed by a copy of such notice sent in another manner permitted hereunder. All notices shall be effective upon the earlier to occur of actual receipt, one (1) business day following deposit with a nationally recognized overnight courier services, or three (3) days following deposit in the United States Mail. Such notice shall be sent to the persons at the address reflected below or any other persons or addresses designated in writing by any such person entitled to receive notice pursuant to the terms of this Lease:

LANDLORD:

BY: _____

TITLE: _____

DATE: _____

TENANT:

BY: _____

TITLE: _____

DATE: _____

It shall be the obligation of all persons entitled to receive any notice pursuant to this Lease to provide proper names and addresses to the person required to give such notice. All persons required to give such notices shall be deemed to have satisfied their duties to give notice by giving notice to the name at the address so provided. If no name and address is given by a mortgagee, secured party or other creditor then Tenant and Landlord have no duty to give notice to that particular mortgagee, secured party or other creditor failing to give the proper name and address until such is provided

33) INSURANCE

Tenant at its expense is required to carry for the protection of the Tenant, Landlord and Landlord's agents as their interests may appear, general public liability and vandalism insurance with limitations of not less than \$2,000,000 for any one person injured in any one accident and not less than \$2,000,000 for more than one person injured in any one accident and not less than \$250,000 for property damage per accident covering any accidents for which Tenant is legally liable, with a responsible insurance company, qualified to do business in the State of Arkansas, copy of certificates of insurance to be furnished to Landlord.

34) UTILITY

DEREGULATION

a) Landlord Controls Selection. Landlord has advised Tenant that presently Entergy ("Electric Service Provider") is the utility company selected by Landlord to provide electricity service for the Building. Notwithstanding the foregoing, if permitted by Law, Landlord shall have the right at any time and from time to time during the Lease Term to either contract for service from a different company or companies providing electricity service (each such company shall hereinafter be referred to as an ("Alternate Service Provider") or continue to contract for service from the Electric Service Provider.

b) Tenant Shall Give Landlord Access. Tenant shall cooperate with Landlord, the Electric Service Provider, and any Alternate Service Provider at all times and, as reasonably necessary, shall allow Landlord, Electric Service Provider, and any Alternate

Service Provider reasonable access to the Building electric lines, feeders, risers, wiring, and any other machinery within the Premises.

c) Landlord Not Responsible for Interruption of Service. Landlord shall in no way be liable or responsible for any loss, damage, or expense that Tenant may sustain or incur by reason of any change, failure, interference, disruption, or defect in the supply of character of the electric energy supplied by the Electric Service Provider or any Alternate Service Provider is no longer available or suitable for Tenant's requirements, and no such change, failure, defect, unavailability, or unsuitability shall constitute an actual or constructive eviction, in whole or in part, or entitle Tenant to any abatement or diminution of rent, or relieve Tenant from any of its obligations under the Lease.

35) TIME

Time is of the essence in this Lease.

36) CAPTIONS

The captions used in this Lease are for convenience only and do not in any way limit or amplify the terms or provisions hereof.

**37) ELECTRICAL
METERING**

Access to building standard electrical power is available. However, any additional or upgrades of electrical power, including but not limited to additional electrical circuits, installation of auxiliary HVAC, Uninterruptible Power Source/UPS, (the System), must be approved in writing by Landlord prior to such work. The System's power consumption may be determined by any means mutually determined by the parties to be reasonable, accurate and efficient, including metering, sub-metering, sample measurement or other means. The meter, its installation, metering, maintenance and associated utility costs with the System, shall be at the sole expense of Tenant

**38) FORCE
MAJEURE**

Other than for Tenant's obligations under this Lease that can be performed by the payment of money (e.g., payment of Rent and maintenance of insurance), whenever a period of time is herein prescribed for action to be taken by either party hereto, such party shall not be liable or responsible for, and there shall be excluded from the computation of any such period of time, any delays due to strikes, riots, acts of God, shortages of labor or materials, war, terrorism, governmental laws, regulations, or restrictions, or any

other causes of any kind whatsoever which are beyond the control of such party.

**39) HAZARDOUS
MATERIALS**

Tenant shall not generate, use, treat, store, handle, release or dispose of, or permit the generation, use, treatment, storage, handling, release or disposal of Hazardous Materials (as defined by applicable law) on the Premises, or the Building, or transport or permit the transportation of Hazardous Materials to or from the Premises or the Building except for limited quantities of household cleaning products and office supplies used or stored at the Premises and required in connection with the routine operation and maintenance of the Premises, and in compliance with all applicable environmental laws.

**40) CONDITIONS
PRECEDENT**

The above terms and provisions are subject to approval by Landlord. This proposal of a lease agreement will remain in effect until December 31, 2007.

This lease proposal is a solicitation for an offer and does not constitute and shall not be deemed to constitute an offer. In accordance therewith, Landlord reserves the right to issue lease proposals with respect to the same premises to any number of parties at any time and from time to time, the terms and conditions of each individual lease proposal to be determined by Landlord in its sole discretion. Only upon Landlord's execution and delivery of a lease agreement shall such offer be deemed accepted and shall a valid and binding contract (and lease) exist. At any time prior to such execution and delivery of a lease agreement by Landlord, Landlord shall have the right (without any recourse) to (i) conduct simultaneous negotiations with any third party or parties for the leasing of the same premises and (ii) enter into a lease agreement with any third party covering the same premises, the terms and conditions to be deemed appropriate by Landlord in its sole discretion.

IN TESTIMONY WHEREOF, the above named Landlord and the above named Tenant have executed this instrument on the day and year set forth above in this Lease.

LANDLORD:

By: _____

Name: _____

Date: _____

TENANT:

By: _____

Name: _____

Date: _____

eSTEM, Inc. Building Scope of Work

Estimate is based on historical data and accounts for current material and labor costs. The estimate provided includes minimum level of finish. It is based on a needs level for what would be the minimum required to get the school open and functional.

References to square footage indicate portion of space where renovations are needed.

Playground and laboratory expenses are reflected in school annual budgets.

The following list is an idea and not an absolute for what is included in each of the following broad categories. Once again please keep in mind that the estimate provided should be used as a guideline for evaluating the project. Architect fees of approx. 7.5% and an owner contingency of approx. 10% as the below estimate is not exact.

Level 1 - 15,000sf @ \$40/sf = \$ 600,000

- New walls to provide proper classroom layout
- Existing HVAC Systems to remain and rework ductwork for new wall layout
- Existing Electrical System to remain and re-route wiring as needed for new walls for lecture classrooms.
- New flooring in classrooms.
- Paint as needed for new walls and full finish
- Corridors to remain as are.

Level 2 - 16,872sf @ \$22/sf = \$ 371,000

- New walls to provide proper classroom layout. Utilize as much of the existing wall and ceiling structure as possible.
- Existing HVAC Systems to remain and rework ductwork for new wall layout
- Existing Electrical System to remain and re-route wiring as needed for new walls for lecture type classrooms.
- Re-use existing flooring
- Paint as needed for new walls and full finish
- Corridors to remain as are.

Level 3 - 18,055sf @ \$40/sf = \$ 722,000

- New walls to provide proper classroom layout
- Re-work existing electrical for classroom
- New flooring in classrooms.
- Paint as needed for new walls and full finish
- New HVAC cost included in separate line item below.
- Corridors to remain as are.

HVAC 3rd Floor - \$180,000

- Install approx. 60 tons of HVAC with Roof Top unit to the 3rd floor where there is currently no HVAC system or ductwork

Bathrooms - \$240,000

- Allowance of \$240,000 accounts for 6 men's and 6 women's restrooms per floor based on roughly calculated occupant load of between 325 and 350 students per floor. Small fluctuations in the occupant load should not have a large affect on this calculation.

Elevator Allowance - \$100,000

- Install new elevator in existing service elevator shaft way
- Capacity of elevator to be approx 2500 lbs.
- Work on existing small west passenger elevator is not included in this budget.

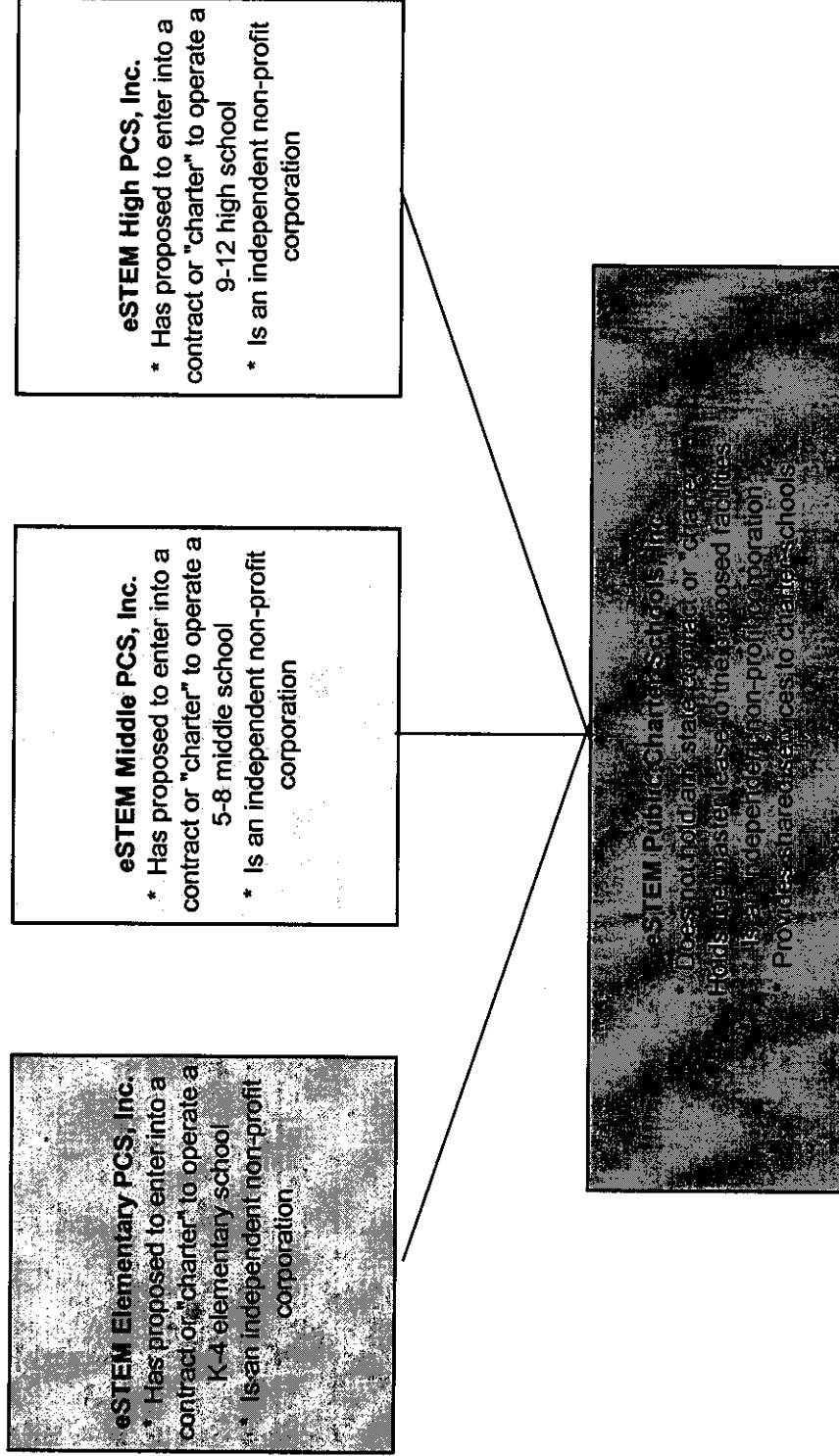
Fire Sprinkler - 61,000sf @ \$3/sf = \$ 183,000

- SF price for installation of new fire sprinkler system.

Exterior Work – \$30,000

- Exterior Work is an allowance for minor repairs to help weather proof the building. (Patch Roofing, Seal Windows, Seal and penetrations.)

Corporate Structure of eSTEM Organizations



November 8, 2007

Dr. Caroline Proctor
Executive Director
Arkansas Charter School Resource Center
University of Arkansas
201 Grad. Edu.
Fayetteville, AR 72701

RECEIVED
NOV 08 2007

CHARTER SCHOOL OFFICE

RE: Open-Enrollment Public School Charter Applications – eSTEM
Elementary, Middle and High Schools

Dear Dr. Proctor:

As requested by the State Board of Education (State Board), at its November 5-6, 2007, meeting, please provide the following information to the Charter School Office and the Legal Office of the Department of Education, NO LATER THAN 4:30 p.m. on Thursday, November 20, 2007:

- I) A revised budget submitted on the Arkansas Department of Education approved budget form. Additional information may be added via addendum for further budget detail. Grants may be reflected in the budget; however, they should be labeled as contingent unless funding approval has already been received.
- II) The revised budget should be reflective of all proposed renovation costs.
- III) A Facilities Utilization Agreement for each separate school, including a detailed cost analysis by student per school.
- IV) A floor plan/schematic of each school.
- V) Information on the triple net lease, or any other lease-purchase or purchase agreement proposed to be entered into, reflective of insurance costs, complete taxes, utilities and any other expenses including a breakdown of cost per square foot. As requested, the lease should be reflective of the entire initial five (5) year period of the charter, if granted.

STATE BOARD OF EDUCATION: Chair: Diane Tatum, Pine Bluff • Vice Chair: Randy Lawson, Bentonville
Members: Sherry Burrow, Jonesboro • Jim Cooper, Melbourne
Dr. Calvin King, Marianna • Dr. Tim Knight, Arkadelphia • Dr. Ben Mays, Clinton
MaryJane Rebick, Little Rock • Dr. Naccaman Williams, Springdale

An Equal Opportunity Employer

Letter to Dr. Proctor
Page 2
November 8, 2007

Furthermore, please consider this letter notice that the consideration of your above-referenced charter applications will resume at the State Board's meeting of December 10, 2007. The meeting will begin at 1:00 p.m. and will be held in the Garden View Room of the William J. Clinton Presidential Library and Museum, 1200 President Clinton Avenue in Little Rock. In addition, please be informed that I am requesting a meeting on Monday, November 26, 2007 with you about the information to be provided. The meeting will be held in the conference room of the Legal Office. Please contact Lisa Walters in the Legal Office at 501-682-4227 to set up a specific meeting time.

Please ensure that you attend the meeting and that you have all necessary personnel and documentation with you to address any questions from the State Board concerning your applications.

Please do not hesitate to contact me at 501-683-5313 should you have any questions regarding this matter.

Respectfully,



Mary Ann D. Brown, Ed.D.
Program Director, Charter Schools

MAB:law

cc: State Board of Education
T. Kenneth James, Ed.D., Commissioner of Education
Dr. Diana Julian, Deputy Commissioner
Scott Smith, General Counsel
Dr. Linda Watson, Interim Superintendent, Little Rock School District
Ken Kirspel, Superintendent, North Little Rock School District
James Sharpe, Superintendent, Pulaski County Special School District

100 Edgewood Dr., #2117
Maumelle, AR 72113

Mary Ann D. Brown, Program Director
Arkansas Department of Education
Public Charter Schools
4 State Capitol Mall, Room 305-B
Little Rock, AR 72201

RECEIVED
NOV 20 2007

CHARTER SCHOOL OFFICE

Dear Dr. Brown:

The additional information that was requested for the December 10 SBE meeting, regarding the e-STEM charter schools, is enclosed.

For each school, please find:

- The budget worksheet;
- Facilities Utilization Agreement between the individual school and e-STEM Public Charter Schools;
- Verification that Articles of Incorporation have been filed with the Arkansas Secretary of State;
- Verification of that application for 501(c)(3) has been submitted;
- Floor plan.

For e-STEM Public Charter Schools:

- Facilities Utilization Agreement between e-STEM Public Charter Schools and Arkansas Democrat-Gazette, Inc.
- Verification that Articles of Incorporation have been filed with the Arkansas Secretary of State;
- Verification of that application for 501(c)(3) has been submitted;
- Summary of building space allocation, lease, and sub-leases (showing, for each school, lease + triple net costs).
- Breakdown of building operation costs provided by e-mail from Jimmy Moses to Caroline Proctor.
- Information on property-tax exemption status.
- Estimate of renovation costs from East Harding, Inc.

And finally, as an addendum to all three budgets regarding expected revenues from grants:

- A table showing opening dates and dates that implementation funds were first released for approved open-enrollment schools;
- A letter to Caroline Proctor from me, giving my opinion on the eligibility of these three schools for funding under the U.S. Dept. of Ed. Charter Schools Program.

Sincerely,



Michael T. Scoles, Ph.D.

eSTEM Middle Charter School Application						
Budget Worksheet						
2008-2009						
Line #						
		Revenues			Amount	Total
1		Estimated State Charter School Aid:				
2		No. of Students	396	X	\$5,876.00	
3		Total State Charter School Aid				\$2,326,896.00
4						
5		Other Sources of Revenue:				
6		Contributions				
7		Grants	****			\$400,000.00
8		Gifts				
9		Other				\$511,200.00
10		Total Other Sources of Revenues				\$911,200.00
11						
12		TOTAL REVENUES				\$3,238,096.00
13						
14		Expenditures			FTE	Total
15						
16		Administration				
17		Salaries (No. of Positions) =		2.00		\$177,500.00
18		Fringe Benefits				\$47,426.50
19		Purchased Services				\$20,000.00
20		Supplies and Materials				\$6,500.00
21		Equipment				\$9,500.00
22		Other				\$0.00
23		Total				\$260,926.50
24		Regular Classroom Instruction				
25		Salaries (No. of Positions) =		21.50		\$1,112,000.00
26		Fringe Benefits				\$317,568.50
27		Purchased Services				\$69,390.00
28		Supplies and Materials				\$160,500.00
29		Equipment				\$82,000.00
30		Other				\$0.00
31		Total				\$1,741,458.50
32		Special Education				
33		Salaries (No. of Positions) =		2.00		\$100,000.00
34		Fringe Benefits				\$28,710.00
35		Purchased Services				\$8,456.00
36		Supplies and Materials				\$13,426.00
37		Equipment				\$12,000.00
38		Other				\$0.00
39		Total				\$162,592.00
40		Gifted and Talented Program				
41		Salaries (No. of Positions) =		0.00		\$0.00
42		Fringe Benefits				\$0.00
43		Purchased Services				\$0.00
44		Supplies and Materials				\$0.00
45		Equipment				\$0.00
46		Other				\$0.00
47		Total				\$0.00

eSTEM Middle Charter School Application						
Budget Worksheet						
2008-2009						
Line #						
48			Alternative Education Program			
49			Salaries (No. of Positions) =	0.00		\$0.00
50			Fringe Benefits			\$0.00
51			Purchased Services			\$0.00
52			Supplies and Materials			\$0.00
53			Equipment			\$0.00
54			Other			\$0.00
55			Total			\$0.00
56			Guidance Services			
57			Salaries (No. of Positions) =	0.00		\$0.00
58			Fringe Benefits			\$0.00
59			Purchased Services			\$5,000.00
60			Supplies and Materials			\$0.00
61			Equipment			\$0.00
62			Other			\$0.00
63			Total			\$5,000.00
64			Health Services			
65			Salaries (No. of Positions) =	0.00		\$0.00
66			Fringe Benefits			\$0.00
67			Purchased Services			\$5,000.00
68			Supplies and Materials			\$0.00
69			Equipment			\$0.00
70			Other			\$0.00
71			Total			\$5,000.00
72			Media Services			
73			Salaries (No. of Positions) =	0.00		\$0.00
74			Fringe Benefits			\$0.00
75			Purchased Services			\$15,840.00
76			Supplies and Materials			\$0.00
77			Equipment			\$137,078.00
78			Other			\$0.00
79			Total			\$152,918.00
80			Fiscal Services			
81			Salaries (No. of Positions) =	0.00		\$0.00
82			Fringe Benefits			\$0.00
83			Purchased Services			\$70,281.00
84			Supplies and Materials			\$0.00
85			Equipment			\$0.00
86			Other			\$0.00
87			Total			\$70,281.00
88			Maintenance and Operations			
89			Salaries (No. of Positions) =	0.00		\$0.00
90			Fringe Benefits			\$0.00
91			Purchased Services			
92			(include utilities)			\$88,932.00
93			Supplies and Materials			\$0.00
94			Equipment			\$0.00
95			Other			\$0.00
96			Total			\$88,932.00

eSTEM Middle Charter School Application						
Budget Worksheet						
2008-2009						
Line #						
97			Pupil Transportation			
98			Salaries (No. of Positions) =	0.00		\$0.00
99			Fringe Benefits			\$0.00
100			Purchased Services			\$43,560.00
101			Supplies and Materials			\$0.00
102			Equipment			\$0.00
103			Other			\$0.00
104			Total			\$43,560.00
105			Food Services			
106			Salaries (No. of Positions) =	0.00		\$0.00
107			Fringe Benefits			\$0.00
108			Purchased Services			\$237,600.00
109			Supplies and Materials			\$0.00
110			Equipment			\$0.00
111			Other			\$0.00
112			Total			\$237,600.00
113			Data Processing			
114			Salaries (No. of Positions) =	1.00		\$33,000.00
115			Fringe Benefits			\$10,250.00
116			Purchased Services			\$0.00
117			Supplies and Materials			\$3,500.00
118			Equipment			\$3,000.00
119			Other			\$0.00
120			Total			\$49,750.00
121			Substitute Personnel			
122			Salaries (No. of Positions) =	0.00		\$8,000.00
123			Fringe Benefits			\$0.00
124			Total			\$8,000.00
125			Debt Expenditures			\$0.00
126			Other Expenditures			\$402,287.00
127						
128						
129			TOTAL EXPENDITURES	26.50		\$3,228,305.00
			EXCESS of REVENUE OVER EXPENSE			\$9,791.00
****	Contingent Upon State Approval of Application					

(Sub-Lease)

**OPEN-ENROLLMENT CHARTER SCHOOL
FACILITIES UTILIZATION AGREEMENT**

Lessor : eSTEM Public Charter Schools, Inc.

Lessee (tenant): eSTEM Middle Public Charter Schools, Inc.

Describe the present use of the facility and use for prior three (3) years:

Vacant office/commercial space; previously leased to Textronic Company
Regional Office

Premises address: Level 2 - 112 West 3rd St., Little Rock, AR 72201

Square footage: 21,333

Terms of Lease: 60 month term, triple net, lease with renovations in place.


Rental Amount: \$17.92 /SF or \$383,387 annually

Contingency: The terms of this agreement are contingent upon

eSTEM Middle Public Charter Schools, Inc. (sponsoring entity) receiving a
charter to operate an open-enrollment charter school from the State Board of
Education by August of 2008.

Lessee:

eSTEM Middle Public Charter Schools, Inc.

By 

Date 11/19/07

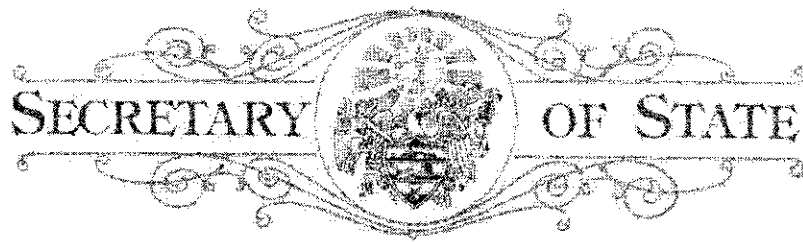
Lessor:

eSTEM Public Charter Schools, Inc.

By: 

Date: 11-19-07

STATE OF ARKANSAS



Charlie Daniels
SECRETARY OF STATE

To All to Whom These Presents Shall Come, Greetings:

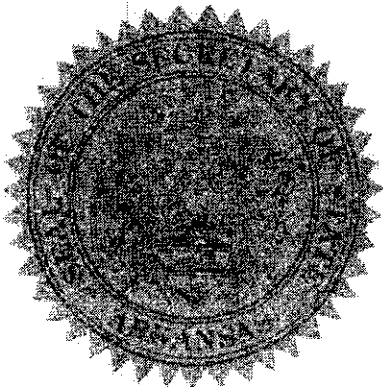
I, Charlie Daniels, Secretary of State of Arkansas, do hereby certify that the following and hereto attached instrument of writing is a true and perfect copy of

Articles of Incorporation
of

E-STEM MIDDLE PUBLIC CHARTER SCHOOLS, INC.

filed in this office August 20, 2007 in compliance with the provisions of the law and are hereby declared a body politic and corporate, by the name and style aforesaid, with all the powers, privileges and immunities granted in the law thereunto appertaining.

In Testimony Whereof, I have hereunto set my hand and affixed my official Seal. Done at my office in the City of Little Rock, this 20th day of August 2007.



Charlie Daniels
Secretary of State

Internal Revenue Service
Director, EO Rulings & Agreements
P.O. Box 2508
Cincinnati, OH 45201

Department of the Treasury

Date: September 5, 2007

E-STEM MIDDLE PUBLIC CHARTER SCHOOLS INC
C/O UNIVERSITY OF ARKANSAS
301 GRADUATE EDUCATION
ATTN CAROLINE PROCTOR
FAYETTEVILLE, AR 72701

Employer Identification Number:
26-0738968
Document Locator Number:
17053-243-06401-7
Toll Free Number: 877-829-5500
Application Form: 1023
User Fee Paid: \$750.00

Acknowledgement of your application

We received your application for exemption from federal income tax. When communicating with us, please refer to the employer identification number and document locator number shown above.

When can you expect to hear from us about your application?

Your application was entered into our computer system and has been sent for initial review. Applications are initially separated into three groups: (1) those that can be processed immediately based on information submitted, (2) those that need minor additional information to be resolved, and (3) those that require additional development.

If your application falls in the first or second group, you will receive your exemption letter or a request for additional information, via phone, fax, or letter, within approximately 60 days of the date the application was submitted.

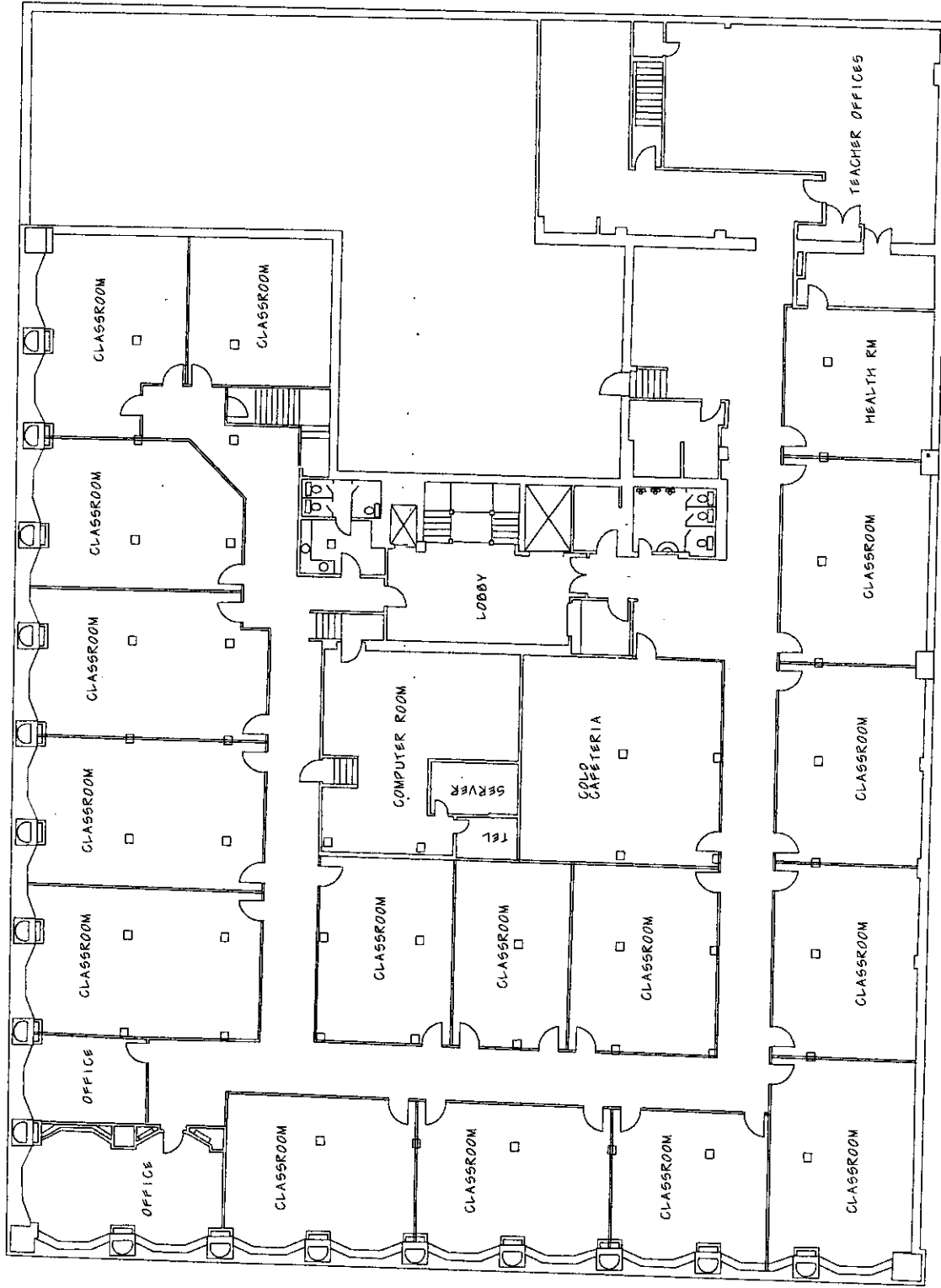
If your application falls within the third group, you will be contacted when your application has been assigned to an Exempt Organizations specialist. We assign applications in the order we receive them. If, after additional development, we conclude that you qualify for exemption, we will send you a letter stating that you are exempt from federal income tax. If we conclude that you do not qualify for exemption, we will send you a letter explaining why we believe you do not qualify and will include a complete explanation of your appeal rights.

The IRS does not issue "tax exempt numbers" or "tax exempt certificates" for state or local sales or income taxes. If you need exemption from these taxes, contact your state or local tax offices.

Where can you learn more about the status of your application?

Unfortunately, we are experiencing delays in working applications that require further development. Please click on the **Where Is My Exemption Application?** link found at www.irs.gov/efo for the dates of cases currently being assigned.

LOUISIANA AVENUE



THIRD STREET

E-STEM MIDDLE PUBLIC CHARTER SCHOOL
SECOND FLOOR - 21,333 S.F.

NORTH

(Master Lease)

**OPEN-ENROLLMENT CHARTER SCHOOL
FACILITIES UTILIZATION AGREEMENT**

Lessor (Owner): Arkansas Democrat-Gazette, Inc.

Lessee: eSTEM Public Charter Schools, Inc.

Describe the present use of the facility and use for prior three (3) years:

Building has been used offices for several office tenants. Portions of the 1st
and 3rd floor have been vacant

Premises address: 112 West 3rd St., Little Rock, AR 72201

Square footage: 65,516

Terms of Lease: 60 month term, triple net, master lease with permission to sub-
lease. Lease rate includes a tenant improvement allowance of \$600,000 to be
repaid equally over 60 months with no interest. In the event Lessor provides
tenant improvements in excess of \$600,000, these amounts will be repaid
equally over 60 months at 8% interest.

Rental Amount: \$7.50 /SF or \$491,370 annually

Contingency: The terms of this agreement are contingent upon

the building being used for charter schools to operate under charters from the
State Board of Education by August of 2008.

Lessee:

eSTEM Public Charter Schools, Inc.

By 

Date 11-20-07

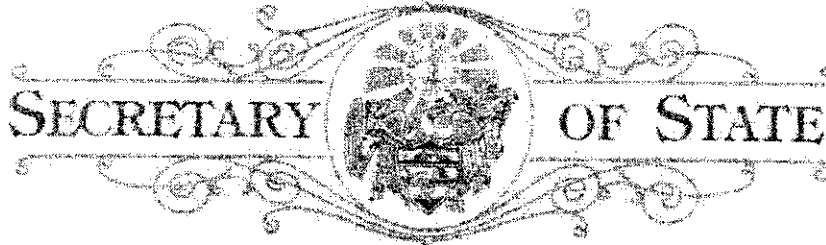
Lessor:

Arkansas Democrat-Gazette, Inc.

By 

Date Nov. 20, 2007

STATE OF ARKANSAS



Charlie Daniels

SECRETARY OF STATE

To All to Whom These Presents Shall Come, Greetings:

I, Charlie Daniels, Secretary of State of Arkansas, do hereby certify that the following and hereto attached instrument of writing is a true and perfect copy of

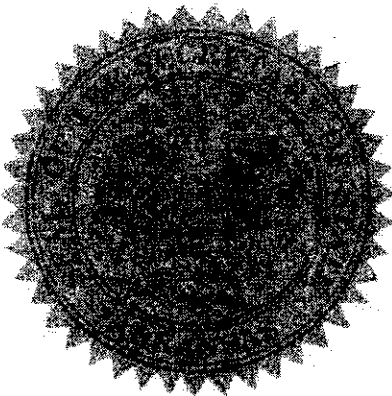
Articles of Incorporation

of

E-STEM PUBLIC CHARTER SCHOOLS, INC.

filed in this office August 21, 2007 in compliance with the provisions of the law and are hereby declared a body politic and corporate, by the name and style aforesaid, with all the powers, privileges and immunities granted in the law thereunto appertaining.

In Testimony Whereof, I have hereunto set my hand and affixed my official Seal. Done at my office in the City of Little Rock, this 21st day of August 2007.



Charlie Daniels

Secretary of State

Internal Revenue Service
Director, EO Rulings & Agreements
P.O. Box 2508
Cincinnati, OH 45201

Department of the Treasury

Date: September 5, 2007

Employer Identification Number:
26-0749166

Document Locator Number:
17053-243-06403-7

Toll Free Number: 877-829-5500

Application Form: 1023

User Fee Paid: \$750.00

E-STEM PUBLIC CHARTER SCHOOLS INC
C/O UNIVERSITY OF ARKANSAS
301 GRADUATE EDUCATION
ATTN CAROLINE PROCTOR
FAYETTEVILLE, AR 72701

Acknowledgement of your application

We received your application for exemption from federal income tax. When communicating with us, please refer to the employer identification number and document locator number shown above.

When can you expect to hear from us about your application?

Your application was entered into our computer system and has been sent for initial review. Applications are initially separated into three groups: (1) those that can be processed immediately based on information submitted, (2) those that need minor additional information to be resolved, and (3) those that require additional development.

If your application falls in the first or second group, you will receive your exemption letter or a request for additional information, via phone, fax, or letter, within approximately 60 days of the date the application was submitted.

If your application falls within the third group, you will be contacted when your application has been assigned to an Exempt Organizations specialist. We assign applications in the order we receive them. If, after additional development, we conclude that you qualify for exemption, we will send you a letter stating that you are exempt from federal income tax. If we conclude that you do not qualify for exemption, we will send you a letter explaining why we believe you do not qualify and will include a complete explanation of your appeal rights.

The IRS does not issue "tax exempt numbers" or "tax exempt certificates" for state or local sales or income taxes. If you need exemption from these taxes, contact your state or local tax offices.

Where can you learn more about the status of your application?

Unfortunately, we are experiencing delays in working applications that require further development. Please click on the **Where Is My Exemption Application?** link found at www.irs.gov/eo for the dates of cases currently being assigned.

eSTEM/Gazette Building - Space Allocation						
	Elem (Floor 1)		Middle (Floor 2)		High (Floor 3)	
	Enroll	Sq Ft	Middle (Floor 2)	Sq. Ft (?)	Enroll	Sq. Ft.
Yr 1	360	26,128	396	21,333	100	18,055
Yr 2	360	26,128	396	21,333	200	18,055
Yr 3	360	26,128	396	21,333	300	18,055
Yr 4	360	26,128	396	21,333	400	18,055
Yr 5	360	26,128	396	21,333	400	18,055
Total Sq. Ft 65,516						
Facilities Lease Arrangements						
Lease #1 Between eSTEM Public Charter Schools, Inc. and eSTEM Public Charter Schools, Inc. - 65,516 sq. ft. of improved space @ \$17.92 a sq. ft. five year lease						
Sub-Lease #1 Between eSTEM Public Charter Schools, Inc. and eSTEM Elementary Public Charter Schools, Inc., the sponsoring entity for eSTEM Elementary PCS.						
Elementary (26,128 Sq. ft.)	Lease rate of \$17.92	Building Operations - Insurance, utilities, janitorial, maintenance (Triple Net) @ \$4 per sq. ft.	Total Facilities Cost			
	\$ 468,214	\$ 104,508	\$	572,722		

Sub-Lease #2 Between eSTEM Public Charter Schools, Inc. and eSTEM Middle Public Charter Schools, Inc., the sponsoring entity for eSTEM Middle PCS.					
Middle (21,333 sq ft)	Lease rate of \$17.92	Building Operations - Insurance, utilities, janitorial, maintenance (Triple Net) @ \$4 per sq. ft.	Total Facilities Cost		
	\$ 382,287	\$ 85,332	\$ 467,619		
Sub-Lease #3 Between eSTEM Public Charter Schools, Inc. and eSTEM High Public Charter Schools, Inc., the sponsoring entity for eSTEM High PCS.					
High (18,055 sq. ft.)	Lease rate of \$17.92	Building Operations - Insurance, utilities, janitorial, maintenance (Triple Net) @ \$4 per sq. ft.	Total Facilities Cost		
	\$ 323,546	\$ 72,220	\$ 395,766		
Additional Costs for Final Estimate					
Improved Facility (\$2,426,000 renovation estimate; \$250,000 Contingency; \$170,000 Architectural fees) \$2,846,000 @ 4.1% over 5 yrs. = \$641,085 = \$9.79 + \$7.5 = lease rate					
Total cost pro-rated per pupil to estimate lease payment (improved facilities) from schools to eSTEM, Inc.					
	Enrollment	Building Average Per Pupil Final Estimate	Elementary	Middle	High
Year 1	856	\$ 1,372	\$ 1,301	\$ 965	\$ 3,235
Year 2	956	\$ 1,228	\$ 1,301	\$ 965	\$ 1,618
Year 3	1056	\$ 1,112	\$ 1,301	\$ 965	\$ 1,078
Year 4	1156	\$ 1,016	\$ 1,301	\$ 965	\$ 809
Year 5	1156	\$ 1,016	\$ 1,301	\$ 965	\$ 909

Comparables for Recently Approved Charters									
School of Excellence - Humphreys	60	\$	1,333						
LISA - Sherwood	300	\$	1,267	As is, W/o improvements. If you estimated \$12* a sq ft for min. improvements, the per pupil estimate goes to \$1,595 -	*Osceola is at \$7.14; eSTEM at \$18				
OCABS - Osceola	150	\$	833	Includes \$250,000 worth of improvements					

Caroline Proctor

From: Jimmy Moses [JMoses@mosestucker.com]
Sent: Friday, November 16, 2007 1:42 PM
To: Caroline Proctor
Subject: RE: Break down of Building Operation Cost

Caroline,

Here's a simple estimate of expenses we use for a building being occupied from 8-5:00pm M-F.

Utilities-----\$2.00/sf
Janitorial-----1.15/sf
Maintenance-----.50/sf
Insurance-----.50/sf
Total operating-----\$4.15/sf

From: Caroline Proctor [mailto:cproctor@arkansascharters.org]
Sent: Friday, November 16, 2007 8:30 AM
To: Jimmy Moses
Subject: Break down of Building Operation Cost

Jimmy,

I am trying to break down the building operation costs. For instance, the largest school will be the elementary school at @26,000 sq ft. Since the building will be used solely as a school, there will be no taxes, so that saves about \$10,000 per school. At \$4 a sq ft, we have a Building Operation fund of \$104,000. I have figured \$10,000 for insurance and \$18,000 for janitorial. Even if we increased those figures to \$15,000 and \$25,000, that still leaves \$64,000, or about \$5,333 a month for utilities. Will it cost that much? Am I overlooking something?

Caroline

Caroline Proctor, Ph.D., Executive Director
Arkansas Charter School Resource Center
University of Arkansas
301 Grad. Edu.
Fayetteville, AR 72701
(O) 479.575.4292
cproctor@uark.edu

11/19/2007

Caroline Proctor

From: Walter Hussman [mailto:walter.hussman@wehco.com]
Sent: Thursday, November 15, 2007 4:38 PM
To: Caroline Proctor
Subject: Fwd: RE: Taxes

Caroline - FYI

Reply-To: <cvandeventer@wehco.com>
From: "Charles Van Deventer" <cvandeventer@wehco.com>
To: "Walter E. Hussman Jr." <whussman@wehco.com>
Cc: "Caroline Proctor" <cproctor@arkansascharters.org>
Subject: RE: Taxes
Date: Thu, 15 Nov 2007 14:41:33 -0600
Organization: WEHCO Media, Inc.
Thread-Index: AcgnEitVMChkFzRWQkWUhCiAo00QDwAtCG0w

Walter -

I spoke with Mr. Michael Wiley (501-340-3563), Exemption Specialist/Analyst for the Pulaski County Assessor's office. Mr. Wiley said that the property tax exemption is based on the use of the building. Accordingly, a rented building could qualify for the exemption. Mr. Wiley indicated there is no provision for a partial exemption. I.e., The entire building would have to be used for the school in order to qualify for the property tax exemption.

An application must be made to get the exemption. Application form available here:
<http://www.pulaskicountyassessor.net/images/ExemptApplication1.pdf>. The Assessor's office needs 10 business days to review the application. Mr. Wiley recommended that the person completing the form contact him and he can provide suggestions related to completing the form.

Per Mr. Wiley, the use of the building is determined as of January 1 each year. If the desire is to have the building qualify for the school exemption for the 2008 calendar year, the exemption application would need to be approved prior to January 1, 2008.

Charlie

From: Walter E. Hussman Jr. [mailto:weh@arkansasonline.com]

11/19/2007

Sent: Wednesday, November 14, 2007 5:01 PM
To: Charlie Van Deventer
Cc: Caroline Proctor
Subject: Fwd: Taxes

Charlie, we are considering a triple net lease to these charter schools, which are exempt from property taxes. Does that exempt us as the owner of the building from paying property taxes? Thanks, Walter

From: "Caroline Proctor" <cproctor@arkansascharters.org>
To: "Walter E. Hussman Jr." <[REDACTED]>
Subject: Taxes
Date: Wed, 14 Nov 2007 11:59:13 -0600

Walter,

The charter schools don't pay property taxes. Even though we leased our building from the Maumelle Public facilities Board, we were exempted because of our 501c3 status. If eSTEM, Inc. is leasing the building from Arkansas Democrat-Gazette, Inc., what will be the effect on the tax obligation?

Caroline

Caroline Proctor, Ph.D., Executive Director

Arkansas Charter School Resource Center

University of Arkansas

301 Grad. Edu.

Fayetteville, AR 72701

(O) 479.575.4292

cproctor@uark.edu

11/19/2007

Caroline Proctor

From: Patrick Murray [pmurray@eastharding.com]
Sent: Wednesday, November 14, 2007 3:02 PM
To: [REDACTED] cproctor@arkansascharters.org
Cc: Bob East
Subject: Gazette Building Charter School

Caroline – Below is the breakdown for how the budget was created for this project.

1 st Floor – 15,000sf @ \$40/sf	= \$ 600,000
2 nd Floor – 16,872sf @ \$22/sf	= \$ 371,000
3 rd Floor – 18,055sf @ \$40/sf	= \$ 722,000
Bathrooms – \$80,000 / floor	= \$ 240,000
Elevator Allowance (one)	= \$ 100,000
Fire Sprinkler – 61,000sf @ \$3/sf	= \$ 183,000
HVAC 3 rd Floor 60 tons	= \$ 180,000
Exterior Work	= \$ 30,000
Total	\$2,426,000

The above costs are construction costs only. This does not include any furnishing, kitchen equipment, data/phone cabling, or playground equipment. The estimate includes the basics required to make the facility a useable space for a charter school. Keep in mind this is to help in gaining an understanding for the cost magnitude of this project, not necessarily a final number that the construction will cost. I would strongly recommend carrying a 10% construction contingency (approx. \$250,000). This would make the range for construction between 2.5 million and 2.75 million. I would also recommend a minimum of a 7% (\$170,000) fee for architectural fees.

Sincerely,

Patrick Murray - Project Manager
EAST-HARDING, INC. | Client Focused Construction
 2220 Commodore Lane, Suite 3
 Little Rock, Arkansas 72202
 P 501.983.1446
 F 501.983.0034
 T 501.983.1446
www.eastharding.com

11/19/2007

Open-Enrollment Charter School	Opening Date	US Dept of Ed Implementation Funds	Walton Family Foundation Implementation Grants
Academics Plus	2001	2/9/2001	FY01
Benton County School of the Arts	2001	12/1/1999	FY01
Imboden Area Charter School	2002	5/20/2002	FY02
KIPP: Delta College Preparatory School	2002	4/18/2002	FY03
Focus Learning Academy	2003	3/4/2003	FY04
Arise Charter School	2004	3/15/2004	FY04
Haas Hall Academy	2004	Spring 2004	FY05
LISA Academy	2004	3/16/2004	FY05
Arkansas Virtual Academy	2007	Summer 2007	FY 07
Dreamland Academy of Performing and Communication Arts	2007	Summer 2007	FY 07
Hope Academy	2007	Summer 2007	FY 07
Northwest Arkansas Academy of Fine Arts	2007	Summer 2007	FY 07

100 Edgewood Dr, #2117
Maumelle, AR 72113

November 18, 2007

Caroline Proctor, Ph.D., Executive Director
Arkansas Charter School Resource Center
University of Arkansas
301 Grad. Edu.
Fayetteville, AR 72701

Dear Dr. Proctor:

The following information is from *Non-Regulatory Guidance: Title V, Part B – Charter Schools Program*, July 2004. This is the most recent non-regulatory guidance available from the U.S. Department of Education's Public Charter Schools Program web site. Of particular relevance is Section A-2, paragraph 12, which says that a charter school, "Has a written performance contract with the authorized public chartering agency in the State . . ." The e-STEM public charter schools would each have separate contracts between the State Board of Education and independent 501(c)(3) non-profit organizations. Thus, they would be three separate charter schools and would be separately eligible for funding under the Charter Schools Program, as described in Section B-4. Nothing can be found in non-regulatory guidance, or in EDGAR, that would disqualify charter schools from grant funds if they share resources, whether physical, instructional, administrative, or support services. In fact, one might think that such cooperation would be valued and encouraged.

A-2. How does the statute define a charter school?

Charter schools are established according to individual State charter school laws. The enactment of State charter school laws is solely a State prerogative, and the definition of a "charter school" under State law is a matter of State policy. However, in order to receive CSP funds, a charter school must meet the definition in Section 5210(1) of ESEA, which is as follows:

"The term 'charter school' means a public school that:

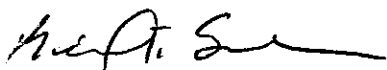
1. In accordance with a specific State statute authorizing the granting of charters to schools, is exempt from significant State or local rules that inhibit the flexible operation and management of public schools, but not from any rules relating to the other requirements of this paragraph [the paragraph that sets forth the Federal definition];
2. Is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction;

3. Operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency;
4. Provides a program of elementary or secondary education, or both;
5. Is nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution;
6. Does not charge tuition;
7. Complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and Part B of the Individuals with Disabilities Education Act;
8. Is a school to which parents choose to send their children, and that admits students on the basis of a lottery, if more students apply for admission than can be accommodated;
9. Agrees to comply with the same Federal and State audit requirements as do other elementary schools and secondary schools in the State, unless such requirements are specifically waived for the purpose of this program [the PSCP];
10. Meets all applicable Federal, State, and local health and safety requirements;
11. Operates in accordance with State law; and
12. Has a written performance contract with the authorized public chartering agency in the State that includes a description of how student performance will be measured in charter schools pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public chartering agency and the charter school."

B-4. How may CSP grant funds be used?

SEAs may use CSP funds to award subgrants to charter schools in the State, and charter schools may use the funds only for post-award planning and design of the educational program, and for initial implementation of a charter school. Planning and implementation grants may be awarded for a period of up to three years, with no more than 18 months used for planning and program design, and no more than two years used for initial implementation of the charter school. SEAs may also reserve up to 5 percent of CSP grant funds for administrative expenses related to operating the charter school grant program, and up to 10 percent of their CSP grant funds to support dissemination activities. These dissemination activities are carried out through separate dissemination grants to charter schools and may be awarded for a period of up to two years.

Sincerely,



Michael T. Scoles, Ph.D.
Trustee, e-STEM Elementary Public Charter School

MEMO

DATE: November 29, 2007

TO: State Board Members

FROM: Dr. Mary Ann D. Brown, Programs Coordinator, Charter Schools

SUBJECT: Additional Information on e-STEM Middle Open-Enrollment Application

Attached you will find additional information regarding the application for e-STEM Middle Open-Enrollment Charter School as requested at the November 6, 2007, State Board Meeting. These items have been requested for review in preparation of the December 10, 2007, State Board meeting.

- Addendum - e-STEM Middle School Budget
- Draft - e-STEM Middle Sub-Lease Agreement
- e-STEM, Inc. Building - Scope of Work
- Corporate Structure of e-STEM Organizations

eSTEM Middle Charter School Application

Budget Addendum

2008-2009

Line #	Revenues	Amount	Total
5	Other Sources of Revenue:		
7	Grants ****		
	Federal Implementation Grant		\$150,000.00
	Walton Family Foundation Grant		\$250,000.00
	Total		\$400,000.00
9	Other ****		
	State Professional Development (396 students X \$ 41.11)=		\$16,280.00
	Natl School Lunch Assistance (396 students x 61% x \$496) =		\$120,032.00
	English Language Learners (396 students x 10% x \$293) =		\$11,720.00
	Federal Categorical (Title 1, Title 6-B, Other, etc)		\$189,368.00
	Child Nutrition Full Pay (396 students x 39% x 200 days x \$2.50) =		\$77,000.00
	Child Nutrition Free & Reduced (242 Students x \$2.00x 200 days) =		\$96,800.00
	Total		\$511,200.00
10	Total Other Sources of Revenues		Total \$911,200.00
88	Maintenance and Operations		
91	Purchased Services		
92	(include utilities)		
	Custodial (21,333 sq.ft. x \$1.00)=		\$21,333.00
	Maintenance (21,333 sq.ft. x \$.50)=		\$10,666.50
	Insurance (21,333 sq.ft. x \$.50)=		\$10,666.50
	Utilities (21,333 sq.ft. x \$2.00)=		\$42,666.00
	Telephone		\$2,400.00
	Security		\$1,200.00
	Total		\$88,932.00
126	Other Expenditures		
	Lease Expense (21,333 sq.ft x \$17.92)=		\$382,287.00
	Science Lab		\$20,000.00
	Total		\$402,287.00
**** Contingent Upon State Approval of Application			

SUB-LEASE AGREEMENT

- 1) **PARTIES** THIS AGREEMENT ("Lease"), dated the 11th day of December, 2007 by and between **eSTEM Public Charter Schools, Inc.** (hereinafter called "LANDLORD") and **eSTEM Middle Public Charter School** (hereinafter called "TENANT").

WITNESSETH:

- 2) **CONSIDERATION** That each of the aforesaid parties acknowledges receipt of a valuable consideration from the other and that they and each of them act herein in further consideration of the covenants of the other as herein stated.

ARTICLE I

Landlord and Tenant agree as follows:

- 3) **PREMISES** That Landlord does hereby grant, demise and lease unto Tenant the premises or space in the Gazette Building (hereinafter referred to as "Building") located at 112 3rd, Little Rock, Pulaski County, Arkansas, 72201 as outlined on the floor plan attached hereto, (hereinafter referred to as "Exhibit A") on the 3rd floor, consisting of approximately 18,000 square feet (hereinafter referred to as "Premises").
- 4) **USE OF PREMISES** The Premises is to be used and occupied throughout the term hereof for the purpose of a public school.
- 5) **TERM OF LEASE** The Premises are hereby demised unto Tenant for a period of 60 months commencing on _____, 2007 and expiring on June 30, 2013.
- 6) **RENTAL** (a) Tenant shall pay to Landlord as rent for the Premises during the term of this Lease a monthly installment, payable in advance on the first day of every month without notice, demand, offset or deduction, and such rent beginning with the commencement of the term; provided, however, that in the event the term shall commence pursuant to paragraph 5 hereof on a date other than the first day of a month then the monthly installments for the first month of the term and the last month of the term shall be pro-rated accordingly and

such pro-rated installment for the first month of the term shall be payable with and in addition to the monthly installment due on the first day of the first full month following commencement of the term (the date the first monthly installment of rent is due, whether the term shall have commenced on a date other than the first day of a month or not, is hereinafter referred to as the "Initial Rent Payment Date". If rent has not been paid by the 10th of the month in which it is due, 10% of the monthly payment will be assessed as a late charge. The amount of each such installment shall be equal to the following:

Term	Rentable Square Feet	Annual Rate	Monthly Rate	Annual Total
60 months	21,333	\$382,287	\$31,857	\$382,287

Tenant agrees that Landlord shall have the right to enter the Premises during the initial term of the lease for the purpose of showing the space to prospective tenants during the last sixty (60) days of the term of this Lease and to install signage offering the Premises "For Lease."

ARTICLE II

Landlord further agrees as follows:

- 7) **FINISH BY** Landlord shall deliver the Premises in a condition suitable to meet the needs of a school, to include meeting all ADA, fire, health and safety requirements.
- 8) **LANDNDLORD** Tenant shall pay, before delinquency, charges for all utilities used by Tenant on the Premises. Such utilities shall be separately metered.
- 9) **QUIET
POSSESSION** Tenant shall keep and perform all of the covenants under this Lease on the part of Tenant to be performed, and so long as Tenant is not in default under this Lease Landlord shall guarantee to Tenant the quiet, peaceful and uninterrupted possession of Premises.

ARTICLE III

- 10) **LAWFUL USES** Tenant will maintain leased Premises in a clean and healthful condition; and comply with all laws, ordinances, orders, rules, and regulations (state, federal, municipal and other agencies or bodies having any jurisdiction thereof) with reference to use, conditions, or occupancy of leased Premises.
- 11) **MAINTENANCE OF PREMISES** That Tenant shall keep and maintain Premises in a state of good repair and tenantable condition at Tenant's expense.
- 12) **INDEMNITY** Tenant will indemnify and save harmless Landlord of and from any and all fines, suits, claims, demands, and actions of any kind by reason of any breach, violation, or nonperformance of any condition hereof on the part of Tenant, its agent or employees. Tenant is or will become familiar with the demised premises, acknowledges that the same are received by Tenant in good state of repair, accepted by Tenant in the condition in which they are now or shall be when ready for occupancy, and that Landlord shall not be liable to Tenant or Tenant's agents, employees, invitees or visitors for any damage to persons or property due to condition, design, or defect in the building or its mechanical systems or elsewhere in the demised premises or building which may now exist or hereafter occur. Tenant accepts the demised premises as suitable for the purposes for which the same are leased and assumes all risks of damage to persons or Tenant's business property, and agrees that no representations except such as are contained herein or endorsed hereon have been made to the Tenant respecting the condition of the said premises.
- 13) **WASTE** That Tenant shall not commit or permit any waste to be committed whatsoever.
- 14) **NUISANCES** That Tenant shall not create or allow any nuisance to exist in his leased Premises, and that it shall abate promptly and free of expense to Landlord any nuisance that may arise and Landlord's determination of what constitutes a nuisance shall be binding on Tenant.
- 15) **INVALIDATION OF INSURANCE** That Tenant shall not suffer anything to be or remain upon or about Premises which will invalidate any policy of insurance which Landlord may now or hereafter have upon Building.
- 16) **ALTERATIONS** That Tenant shall not have the right to make changes, alteration, floor covering, fixtures, or additions in Premises until it has first

obtained Landlord's approval which shall not be unreasonably withheld. Such changes, alterations, floor covering, fixtures, or additions, when made to Premises by Tenant shall at once become the property of Landlord and shall be surrendered to Landlord upon the Termination in any manner of this Lease; but this clause shall not apply to movable equipment or furniture of Tenant.

17) SIGNS

That Tenant shall not paint, display, inscribe, maintain or affix any sign, picture, advertisement, notice, lettering or direction on any part of the Premises without the written permission of the Landlord, and then only such name or names or matter in such color, size, style, character and materials as may first be approved by Landlord in writing. That Landlord shall have the right to remove, at Tenant's expense, all matter other than that above provided for without notice to Tenant.

**18) DEFACING
PREMISES AND
OVERLOADING**

That Tenant shall not place anything or allow anything to be placed near the glass of any door, partition, wall or window which may be unsightly from outside Premises, and Tenant shall not place or permit to be placed any article of any kind on any window ledge or on the exterior walls. That blinds, shades, awnings, or other forms of inside or outside window coverings, or window ventilators or similar devices, shall not be placed in or about the outside windows in Premises except to the extent that the character, shape, color, material and make thereof is approved by the Landlord, and Tenant shall not do any painting or decorating in the Premises or make, paint, cut or drill into, or in any way deface any part of the Premises or Building without the written consent of Landlord. That Tenant shall not overload any floor or part thereof in Premises, or any facility in Building or any public corridors or elevators therein while bringing in or removing any large or heavy articles, and Landlord may direct and control the locations of safes and all other heavy articles. That furniture and other large or heavy articles may not be brought into Building, removed therefrom or moved from place to place within any portion of Premises or other portion of the Building or its equipment that would exceed the allowable load limits as set forth in the rules of the Building.

19) REPAIRS

That Tenant shall, at its cost and expense, repair and replace any damage or injury done to Premises, or Building or any part thereof, caused by Tenant, or its agents, employees, invitees, or visitors. Tenant shall also repair in the Premises: (1) floor coverings and/or raised flooring; (2) interior partitions; (3) doors; (4) the interior side of demising walls; (5) electronic, phone and data cabling and related equipment that is installed by or for the benefit of Tenant

and located in the Premises or other portions of the Building; (6) supplemental air conditioning units, private showers and kitchens, including hot water heaters, plumbing, dishwashers, ice machines and similar facilities serving Tenant exclusively; (7) phone rooms used by Tenant; (8) alterations performed by contractors retained by or on behalf of Tenant, including related HVAC balancing; (9) all of Tenant's furnishings, trade fixtures, equipment and inventory; and should Tenant fail to make such repairs or replacements within 15 days of occurrence, Landlord may, at its option, make such repairs and replacements and Tenant shall pay the cost thereof to Landlord upon demand.

20) ATTORNEY FEES

That Tenant shall pay all costs of collection, including reasonable attorney fees, if all or any part of the rent reserved herein is collected after maturity with the aid of any attorney, and also that Tenant shall pay reasonable attorney fees in the event it becomes necessary for Landlord to employ an attorney to force Tenant to comply with any other covenants, obligations, or conditions imposed by this Lease.

21) RULES OF BUILDING

Tenant and Tenant's agents, employees, and invitees will comply with all requirements of rules of the Building, which are a part of this Lease as though fully set out herein. Landlord shall at all times have the right to change such rules and regulations or to amend them in such reasonable manner as may be deemed advisable for safety, care and cleanliness of the leased Premises and for preservation of good order therein. All rules and regulation changes and amendments will be forwarded to Tenant in writing and shall be carried out and observed by Tenant.

22) ENTRY FOR REPAIRS, ETC.

That Landlord, its officers, agents or representative shall have the right to enter into and upon Premises at all reasonable times to inspect same or make such repairs or alterations as Landlord may deem necessary or desirable. Tenant shall permit Landlord upon reasonable notice and at reasonable times to inspect, erect, use and maintain pipes, ducts, conduits and similar devices in, above and through Premises, and to make any necessary repairs or alterations. Landlord shall be allowed to take all material into and upon Premises that may be required therefor without the same constituting an eviction of Tenant in whole or in part and the rent reserved shall in no way abate while said repairs and maintenance are being made, by reason of loss or interruption of business of Tenant, or otherwise. Anything to the contrary contained in this paragraph above notwithstanding, except in the case of any emergency, any such repairs or alterations which are made by

Landlord, unless and except they are made at the request of Tenant, shall not be made at items when they would unreasonably interrupt the normal business operations of Tenant, except with prior written approval of Tenant.

23) SURRENDER

Upon any termination of this Lease, by expiration, lapse of time or otherwise;

(a) Tenant shall immediately vacate Premises and surrender Premises to Landlord in good order, conditions and repair, reasonable wear and tear or casualty damage to be repaired by Landlord pursuant to paragraph 36 hereof excepted.

(b) Tenant shall surrender all keys of Premises to Landlord.

(c) Tenant grants to Landlord full authority and license to enter Premises and take possession thereof.

ARTICLE IV

Landlord and Tenant further agree as follows:

**24) RIGHTS
OF LANDLORD**

Landlord shall have the following rights exercisable without notice and without liability to Tenant for damage or injury to property, person or business (all claims for damage therefore being hereby released by Tenant), and without effecting an eviction or disturbance of Tenant's use of possession or giving rise to any claim for setoffs, or abatement of rent:

(a) To name the building and change the name or street address of the building, provided tenants are given reasonable prior notice of said change.

(b) To install and maintain signs on the exterior and interior of the building.

(c) To retain at all times, and to use in appropriate instances, keys to all doors within and into Premises, and Tenant shall not replace any locks without the prior written consent of Landlord.

(e) To enter premises at reasonable hours to make inspections, or to exhibit Premises to prospective tenants, purchasers or others, or for other reasonable purposes.

(f) To have access to all mail chutes according to the rules of the United States Post Office.

(g) To require all persons entering or leaving Building, during such hours as Landlord may from time to time reasonably determine, to identify themselves to a watchman by registration or otherwise and to establish their right to enter or leave, and to exclude or expel any peddler, solicitor or beggar at any time from Premises or Building.

(h) To decorate and to make at any time or times, at its own expense, repairs, alterations, additions and improvements, structural or otherwise, in and to Premises, Building or part thereof as Landlord may deem necessary or desirable and to perform any acts related to the safety, protection or preservation thereof, and during such operations to take into and through Premises or any part of Building all material and equipment required; and to close or temporarily suspend operation of entrances, doors, corridors, elevators or other facilities, provided that Landlord shall cause only such inconvenience or annoyance to Tenant as is reasonably necessary in the circumstances.

(j) To do or permit to be done any work in or about Premises or Building or any adjacent or nearby building, land, street or alley.

(k) To grant to anyone the exclusive right to conduct any business or render any service in Building.

(l) To designate and approve, prior to installation, all types of window shades, blinds, drapes, awnings, window ventilators and other similar equipment, and to control all internal lighting that may be visible from the exterior of Building.

(n) To have and retain a paramount title to Premises free and clear of any act of Tenant.

25) DEFAULT

The following events shall be deemed to be events of default by Tenant under this Lease.

(a) Tenant shall fail to pay any installment of rent hereby reserved and such failure shall continue for a period of ten days after written notice of non payment. Notice shall be given to Tenant after the 10th day of the month and Tenant shall have ten days as described

above to make payment in full plus any late fee charges that have accrued.

(b) Tenant shall fail to comply with any term, provision or covenant of this Lease, other than the payment of rent, and shall not cure such failure within fifteen days after written notice thereof to Tenant.

(c) Tenant shall desert or vacate any substantial portion of Premises.

**26) ESTOPPEL
CERTIFICATE
BY TENANT**

From time to time, upon not less than ten (10) days prior request by Landlord, Tenant shall execute and deliver to Landlord a statement in writing certifying (a) that Tenant is in possession of leased Premises as defined in paragraph 3, (b) that this Lease is unmodified and in full force and effect (or if there have been modifications that the same is in full force and effect as modified and certifying the modifications), (c) the commencement and ending dates of the lease and the dates to which the rent and other charges have been paid, and (d) that so far as the person making the certificate knows, Landlord has completed preparation of the space and is not in default under any provision of this Lease.

27) BROKER

Tenant represents that Tenant has dealt directly with Moses Tucker Real Estate, Inc., Little Rock, Arkansas, ("LANDLORD'S BROKER") as broker in connection with this Lease and insofar as Tenant knows, no other brokers negotiated or participated in the negotiations of this Lease or submitted or showed the Premises or is entitled to any commission in connection with this Lease. Tenant shall indemnify, defend and hold Landlord harmless from any against all costs, expenses, attorney's fees, liens and other liability for commissions or other compensation claimed by any broker or agent claiming the same by, through, or under Tenant. The foregoing indemnity shall survive the expiration or earlier termination of the Lease.

**28) RENEWAL OR
AMENDMENT**

No amendment or renewal of this Lease shall be binding on either party unless it is in writing and signed by Landlord and Tenant.

**29) WAIVER OF
LIABILITY**

As part of the consideration for this Lease, Tenant hereby releases Landlord and all other tenants in the premises & building from all liability for damage to any property of Tenant located in or upon Building. Also, as part of the consideration for this Lease,

Landlord hereby releases Tenant from all liability for damage to any property of Landlord located in or upon Building which results from the negligence of Tenant.

Tenant and Landlord further covenant that any insurance maintained by either party shall contain an appropriate provision whereby the insurance company or companies consent to the foregoing mutual release of liability and so waive insurance subrogation rights to the extent of the agreement contained in this paragraph; provided that Landlord's release shall only be operative upon proof of insurance coverage accepted by Landlord and its insurer.

30) COVENANTS

All covenants, conditions, agreements and undertakings in this Lease contained shall extend and inure to the benefit of the Landlord and its successors and assigns, and, with the written consent of Landlord, to the heirs, executors, administrators, successors and assigns of Tenant the same as if they were in every case named and expressed; and except as herein otherwise provided, all said covenants, conditions and agreements shall be binding upon the successors and assigns, heirs, executors, and administrators of the respective parties.

**31) DAMAGE BY
FIRE OR OTHER
CASUALTY**

If any part of Premises or a material portion of building in which Premises are located which affects Tenant's occupancy is rendered untenable by fire or other casualty, Landlord and/or Tenant shall give to the other party notice of same within a reasonable time.

(a) If said damage is to such extent that it reasonably appears to the Landlord that rebuilding or repair cannot be completed within 90 days of said casualty, then this Lease shall terminate at the option of either Landlord or Tenant upon written notice to the other party within thirty (30) days after said casualty occurs. Upon such notice, this Lease shall terminate and all Tenant's financial obligations hereunder shall be abated effective as of the date of the casualty. In the event the option to terminate is not so exercised, this Lease shall remain in full force and effect and Landlord shall proceed with due diligence to repair and restore the Premises to substantially the same conditions prior to such casualty, and other charges hereunder shall be abated to the extent Tenant is prevented from using the Premises until the Premises have been so repaired or restored.

(b) If the Premises shall be damaged by fire or other casualty, but to such extent that the Landlord determines rebuilding or repair can

be completed within 90 days of the casualty, this Lease shall not terminate. In such event, Landlord shall proceed with reasonable diligence to rebuild and repair the Premises to substantially the condition in which they existed prior to said casualty. Rent hereunder shall be abated to the extent Tenant is prevented from using the Premises until the Premises have been so repaired or restored. Should Landlord fail to complete said repairs and rebuilding within 90 days after the date of said casualty, Tenant may, at its option, terminate this Lease upon written notice to Landlord, whereupon all rights and obligations hereunder shall cease and expire.

32) NOTICES

Any notice required or desired to be given in connection with this Lease shall be in writing and shall be: (1) mailed by first class, United States Mail, postage prepaid, certified, with return receipt requested, and addressed to the parties hereto at the address specified below; (2) hand delivered to the intended addressee; (3) sent by a nationally recognized overnight courier service; (4) sent by facsimile transmission during normal business hours followed by a copy of such notice sent in another manner permitted hereunder. All notices shall be effective upon the earlier to occur of actual receipt, one (1) business day following deposit with a nationally recognized overnight courier services, or three (3) days following deposit in the United States Mail. Such notice shall be sent to the persons at the address reflected below or any other persons or addresses designated in writing by any such person entitled to receive notice pursuant to the terms of this Lease:

LANDLORD:

BY: _____

TITLE: _____

DATE: _____

TENANT:

BY: _____

TITLE: _____

DATE: _____

It shall be the obligation of all persons entitled to receive any notice pursuant to this Lease to provide proper names and addresses to the person required to give such notice. All persons required to give such notices shall be deemed to have satisfied their duties to give notice by giving notice to the name at the address so provided. If no name and address is given by a mortgagee, secured party or other creditor then Tenant and Landlord have no duty to give notice to that particular mortgagee, secured party or other creditor failing to give the proper name and address until such is provided

33) INSURANCE

Tenant at its expense is required to carry for the protection of the Tenant, Landlord and Landlord's agents as their interests may appear, general public liability and vandalism insurance with limitations of not less than \$2,000,000 for any one person injured in any one accident and not less than \$2,000,000 for more than one person injured in any one accident and not less than \$250,000 for property damage per accident covering any accidents for which Tenant is legally liable, with a responsible insurance company, qualified to do business in the State of Arkansas, copy of certificates of insurance to be furnished to Landlord.

**34) UTILITY
DEREGULATION**

a) Landlord Controls Selection. Landlord has advised Tenant that presently Entergy ("Electric Service Provider") is the utility company selected by Landlord to provide electricity service for the Building. Notwithstanding the foregoing, if permitted by Law, Landlord shall have the right at any time and from time to time during the Lease Term to either contract for service from a different company or companies providing electricity service (each such company shall hereinafter be referred to as an ("Alternate Service Provider") or continue to contract for service from the Electric Service Provider.

b) Tenant Shall Give Landlord Access. Tenant shall cooperate with Landlord, the Electric Service Provider, and any Alternate Service Provider at all times and, as reasonably necessary, shall allow Landlord, Electric Service Provider, and any Alternate

Service Provider reasonable access to the Building electric lines, feeders, risers, wiring, and any other machinery within the Premises.

c) Landlord Not Responsible for Interruption of Service. Landlord shall in no way be liable or responsible for any loss, damage, or expense that Tenant may sustain or incur by reason of any change, failure, interference, disruption, or defect in the supply of character of the electric energy supplied by the Electric Service Provider or any Alternate Service Provider is no longer available or suitable for Tenant's requirements, and no such change, failure, defect, unavailability, or unsuitability shall constitute an actual or constructive eviction, in whole or in part, or entitle Tenant to any abatement or diminution of rent, or relieve Tenant from any of its obligations under the Lease.

35) TIME

Time is of the essence in this Lease.

36) CAPTIONS

The captions used in this Lease are for convenience only and do not in any way limit or amplify the terms or provisions hereof.

**37) ELECTRICAL
METERING**

Access to building standard electrical power is available. However, any additional or upgrades of electrical power, including but not limited to additional electrical circuits, installation of auxiliary HVAC, Uninterruptible Power Source/UPS, (the System), must be approved in writing by Landlord prior to such work. The System's power consumption may be determined by any means mutually determined by the parties to be reasonable, accurate and efficient, including metering, sub-metering, sample measurement or other means. The meter, its installation, metering, maintenance and associated utility costs with the System, shall be at the sole expense of Tenant

**38) FORCE
MAJEURE**

Other than for Tenant's obligations under this Lease that can be performed by the payment of money (e.g., payment of Rent and maintenance of insurance), whenever a period of time is herein prescribed for action to be taken by either party hereto, such party shall not be liable or responsible for, and there shall be excluded from the computation of any such period of time, any delays due to strikes, riots, acts of God, shortages of labor or materials, war, terrorism, governmental laws, regulations, or restrictions, or any

other causes of any kind whatsoever which are beyond the control of such party.

39) HAZARDOUS MATERIALS

Tenant shall not generate, use, treat, store, handle, release or dispose of, or permit the generation, use, treatment, storage, handling, release or disposal of Hazardous Materials (as defined by applicable law) on the Premises, or the Building, or transport or permit the transportation of Hazardous Materials to or from the Premises or the Building except for limited quantities of household cleaning products and office supplies used or stored at the Premises and required in connection with the routine operation and maintenance of the Premises, and in compliance with all applicable environmental laws.

40) CONDITIONS PRECEDENT

The above terms and provisions are subject to approval by Landlord. This proposal of a lease agreement will remain in effect until December 31, 2007.

This lease proposal is a solicitation for an offer and does not constitute and shall not be deemed to constitute an offer. In accordance therewith, Landlord reserves the right to issue lease proposals with respect to the same premises to any number of parties at any time and from time to time, the terms and conditions of each individual lease proposal to be determined by Landlord in its sole discretion. Only upon Landlord's execution and delivery of a lease agreement shall such offer be deemed accepted and shall a valid and binding contract (and lease) exist. At any time prior to such execution and delivery of a lease agreement by Landlord, Landlord shall have the right (without any recourse) to (i) conduct simultaneous negotiations with any third party or parties for the leasing of the same premises and (ii) enter into a lease agreement with any third party covering the same premises, the terms and conditions to be deemed appropriate by Landlord in its sole discretion.

IN TESTIMONY WHEREOF, the above named Landlord and the above named Tenant have executed this instrument on the day and year set forth above in this Lease.

LANDLORD:

By: _____

Name: _____

Date: _____

TENANT:

By: _____

Name: _____

Date: _____

eSTEM, Inc. Building Scope of Work

Estimate is based on historical data and accounts for current material and labor costs. The estimate provided includes minimum level of finish. It is based on a needs level for what would be the minimum required to get the school open and functional.

References to square footage indicate portion of space where renovations are needed.

Playground and laboratory expenses are reflected in school annual budgets.

The following list is an idea and not an absolute for what is included in each of the following broad categories. Once again please keep in mind that the estimate provided should be used as a guideline for evaluating the project. Architect fees of approx. 7.5% and an owner contingency of approx. 10% as the below estimate is not exact.

Level 1 - 15,000sf @ \$40/sf = \$ 600,000

- New walls to provide proper classroom layout
- Existing HVAC Systems to remain and rework ductwork for new wall layout
- Existing Electrical System to remain and re-route wiring as needed for new walls for lecture classrooms.
- New flooring in classrooms.
- Paint as needed for new walls and full finish
- Corridors to remain as are.

Level 2 - 16,872sf @ \$22/sf = \$ 371,000

- New walls to provide proper classroom layout. Utilize as much of the existing wall and ceiling structure as possible.
- Existing HVAC Systems to remain and rework ductwork for new wall layout
- Existing Electrical System to remain and re-route wiring as needed for new walls for lecture type classrooms.
- Re-use existing flooring
- Paint as needed for new walls and full finish
- Corridors to remain as are.

Level 3 - 18,055sf @ \$40/sf = \$ 722,000

- New walls to provide proper classroom layout
- Re-work existing electrical for classroom
- New flooring in classrooms.
- Paint as needed for new walls and full finish
- New HVAC cost included in separate line item below.
- Corridors to remain as are.

HVAC 3rd Floor - \$180,000

- Install approx. 60 tons of HVAC with Roof Top unit to the 3rd floor where there is currently no HVAC system or ductwork

Bathrooms - \$240,000

- Allowance of \$240,000 accounts for 6 men's and 6 women's restrooms per floor based on roughly calculated occupant load of between 325 and 350 students per floor. Small fluctuations in the occupant load should not have a large affect on this calculation.

Elevator Allowance - \$100,000

- Install new elevator in existing service elevator shaft way
- Capacity of elevator to be approx 2500 lbs.
- Work on existing small west passenger elevator is not included in this budget.

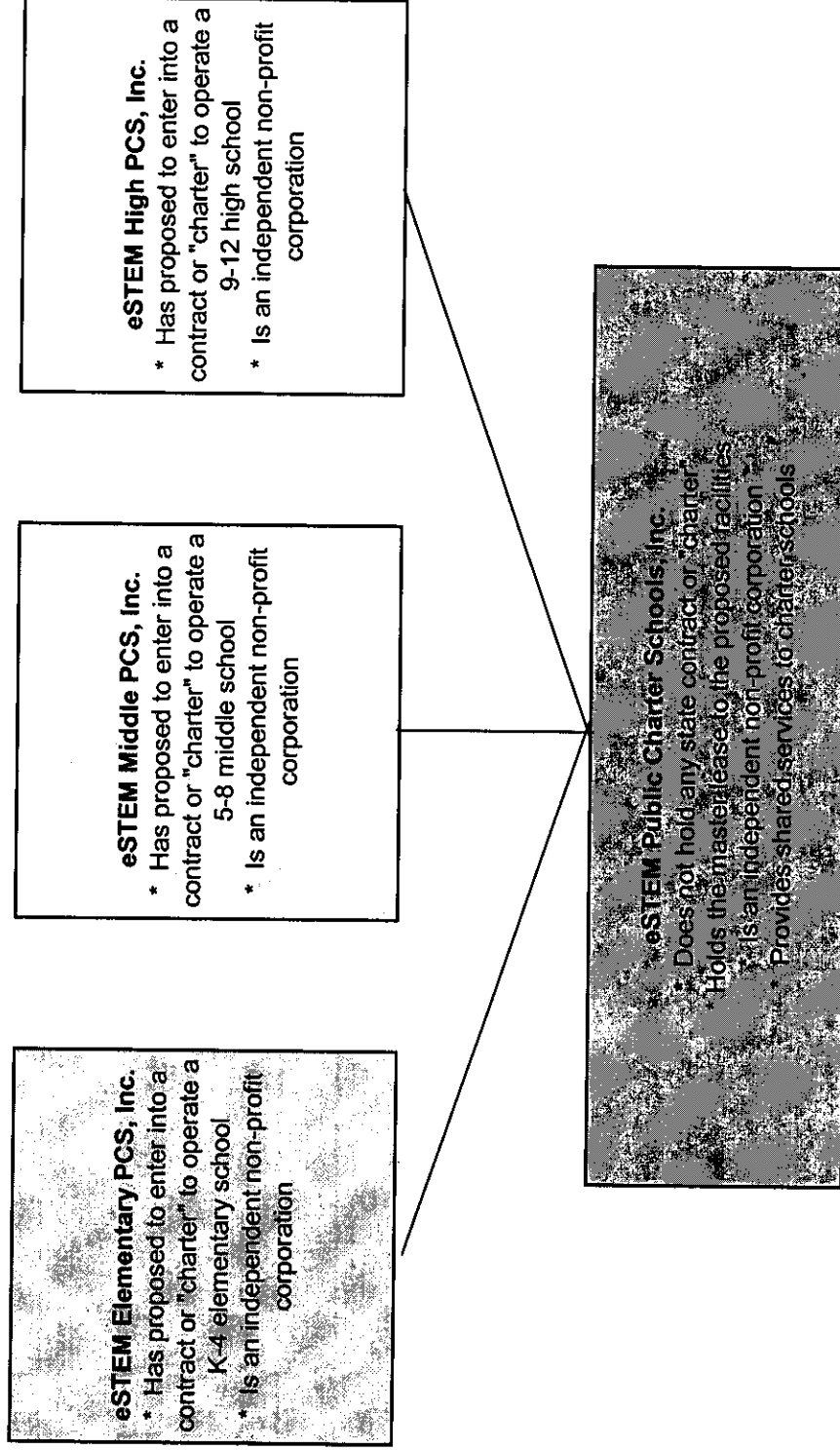
Fire Sprinkler - 61,000sf @ \$3/sf =\$ 183,000

- SF price for installation of new fire sprinkler system.

Exterior Work – \$30,000

- Exterior Work is an allowance for minor repairs to help weather proof the building. (Patch Roofing, Seal Windows, Seal and penetrations.)

Corporate Structure of eSTEM Organizations



November 8, 2007

Dr. Caroline Proctor
Executive Director
Arkansas Charter School Resource Center
University of Arkansas
201 Grad. Edu.
Fayetteville, AR 72701

RECEIVED
NOV 08 2007

CHARTER SCHOOL OFFICE

RE: Open-Enrollment Public School Charter Applications – eSTEM
Elementary, Middle and High Schools

Dear Dr. Proctor:

As requested by the State Board of Education (State Board), at its November 5-6, 2007, meeting, please provide the following information to the Charter School Office and the Legal Office of the Department of Education, NO LATER THAN 4:30 p.m. on Thursday, November 20, 2007:

- I) A revised budget submitted on the Arkansas Department of Education approved budget form. Additional information may be added via addendum for further budget detail. Grants may be reflected in the budget; however, they should be labeled as contingent unless funding approval has already been received.
- II) The revised budget should be reflective of all proposed renovation costs.
- III) A Facilities Utilization Agreement for each separate school, including a detailed cost analysis by student per school.
- IV) A floor plan/schematic of each school.
- V) Information on the triple net lease, or any other lease-purchase or purchase agreement proposed to be entered into, reflective of insurance costs, complete taxes, utilities and any other expenses including a breakdown of cost per square foot. As requested, the lease should be reflective of the entire initial five (5) year period of the charter, if granted.

STATE BOARD OF EDUCATION: Chair: Diane Tatum, Pine Bluff • Vice Chair: Randy Lawson, Bentonville
Members: Sherry Burrow, Jonesboro • Jim Cooper, Melbourne
Dr. Calvin King, Marianna • Dr. Tim Knight, Arkadelphia • Dr. Ben Mays, Clinton
MaryJane Rebick, Little Rock • Dr. Naccaman Williams, Springdale

An Equal Opportunity Employer


Letter to Dr. Proctor
Page 2
November 8, 2007

Furthermore, please consider this letter notice that the consideration of your above-referenced charter applications will resume at the State Board's meeting of December 10, 2007. The meeting will begin at 1:00 p.m. and will be held in the Garden View Room of the William J. Clinton Presidential Library and Museum, 1200 President Clinton Avenue in Little Rock. In addition, please be informed that I am requesting a meeting on Monday, November 26, 2007 with you about the information to be provided. The meeting will be held in the conference room of the Legal Office. Please contact Lisa Walters in the Legal Office at 501-682-4227 to set up a specific meeting time.

Please ensure that you attend the meeting and that you have all necessary personnel and documentation with you to address any questions from the State Board concerning your applications.

Please do not hesitate to contact me at 501-683-5313 should you have any questions regarding this matter.

Respectfully,



Mary Ann D. Brown, Ed.D.
Program Director, Charter Schools

MAB:law

cc: State Board of Education
T. Kenneth James, Ed.D., Commissioner of Education
Dr. Diana Julian, Deputy Commissioner
Scott Smith, General Counsel
Dr. Linda Watson, Interim Superintendent, Little Rock School District
Ken Kirspel, Superintendent, North Little Rock School District
James Sharpe, Superintendent, Pulaski County Special School District

100 Edgewood Dr., #2117
Maumelle, AR 72113

Mary Ann D. Brown, Program Director
Arkansas Department of Education
Public Charter Schools
4 State Capitol Mall, Room 305-B
Little Rock, AR 72201

RECEIVED
NOV 20 2007

CHARTER SCHOOL OFFICE

Dear Dr. Brown:

The additional information that was requested for the December 10 SBE meeting, regarding the e-STEM charter schools, is enclosed.

For each school, please find:

- The budget worksheet;
- Facilities Utilization Agreement between the individual school and e-STEM Public Charter Schools;
- Verification that Articles of Incorporation have been filed with the Arkansas Secretary of State;
- Verification of that application for 501(c)(3) has been submitted;
- Floor plan.

For e-STEM Public Charter Schools:

- Facilities Utilization Agreement between e-STEM Public Charter Schools and Arkansas Democrat-Gazette, Inc.
- Verification that Articles of Incorporation have been filed with the Arkansas Secretary of State;
- Verification of that application for 501(c)(3) has been submitted;
- Summary of building space allocation, lease, and sub-leases (showing, for each school, lease + triple net costs).
- Breakdown of building operation costs provided by e-mail from Jimmy Moses to Caroline Proctor.
- Information on property-tax exemption status.
- Estimate of renovation costs from East Harding, Inc.

And finally, as an addendum to all three budgets regarding expected revenues from grants:

- A table showing opening dates and dates that implementation funds were first released for approved open-enrollment schools;
- A letter to Caroline Proctor from me, giving my opinion on the eligibility of these three schools for funding under the U.S. Dept. of Ed. Charter Schools Program.

Sincerely,



Michael T. Scoles, Ph.D.

**eSTEM High Charter School Application
Budget Worksheet
2008-2009**

Line #							
	Revenues				Amount	Total	
1	Estimated State Charter School Aid:						
2	No. of Students	100	X		\$5,876.00		
3	Total State Charter School Aid					\$587,600.00	
4							
5	Other Sources of Revenue:						
6	Contributions						
7	Grants	****					
8	Gifts					\$400,000.00	
9	Other						
10	Total Other Sources of Revenues					\$131,397.00	
11						\$531,397.00	
12	TOTAL REVENUES						
13						\$1,118,997.00	
14	Expenditures				FTE	Total	
15							
16	Administration						
17	Salaries (No. of Positions) =			0.75		\$39,500.00	
18	Fringe Benefits					\$10,680.00	
19	Purchased Services					\$5,900.00	
20	Supplies and Materials					\$1,200.00	
21	Equipment					\$1,000.00	
22	Other					\$0.00	
23	Total					\$58,280.00	
24	Regular Classroom Instruction						
25	Salaries (No. of Positions) =			7.50		\$282,500.00	
26	Fringe Benefits					\$80,482.00	
27	Purchased Services					\$13,460.00	
28	Supplies and Materials					\$35,750.00	
29	Equipment					\$39,500.00	
30	Other					\$0.00	
31	Total					\$451,692.00	
32	Special Education						
33	Salaries (No. of Positions) =			0.50		\$26,000.00	
34	Fringe Benefits					\$7,419.00	
35	Purchased Services					\$2,500.00	
36	Supplies and Materials					\$3,000.00	
37	Equipment					\$0.00	
38	Other					\$0.00	
39	Total					\$38,919.00	
40	Gifted and Talented Program						
41	Salaries (No. of Positions) =			0.00		\$0.00	
42	Fringe Benefits					\$0.00	
43	Purchased Services					\$0.00	
44	Supplies and Materials					\$0.00	
45	Equipment					\$0.00	
46	Other					\$0.00	
47	Total					\$0.00	

eSTEM High Charter School Application
Budget Worksheet
2008-2009

Line #									
48									
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eSTEM High Charter School Application
Budget Worksheet
2008-2009

Line #							
97			Pupil Transportation				
98			Salaries (No. of Positions) =	<u>0.00</u>		\$0.00	
99			Fringe Benefits			\$0.00	
100			Purchased Services			\$11,000.00	
101			Supplies and Materials			\$0.00	
102			Equipment			\$0.00	
103			Other			\$0.00	
104			Total			\$11,000.00	
105			Food Services				
106			Salaries (No. of Positions) =	<u>0.00</u>		\$0.00	
107			Fringe Benefits			\$0.00	
108			Purchased Services			\$60,000.00	
109			Supplies and Materials			\$0.00	
110			Equipment			\$0.00	
111			Other			\$0.00	
112			Total			\$60,000.00	
113			Data Processing				
114			Salaries (No. of Positions) =	<u>0.25</u>		\$8,250.00	
115			Fringe Benefits			\$2,564.00	
116			Purchased Services			\$0.00	
117			Supplies and Materials			\$3,000.00	
118			Equipment			\$1,500.00	
119			Other			\$0.00	
120			Total			\$15,314.00	
121			Substitute Personnel				
122			Salaries (No. of Positions) =	<u>0.00</u>		\$2,000.00	
123			Fringe Benefits			\$0.00	
124			Total			\$2,000.00	
125			Debt Expenditures			\$0.00	
126			Other Expenditures			\$331,546.00	
127							
128							
129			TOTAL EXPENDITURES	<u>9.25</u>		\$1,111,354.00	
			EXCESS of REVENUE OVER EXPENSE			\$7,643.00	
****	Contingent Upon State Approval of Application						

(Sub-Lease)

**OPEN-ENROLLMENT CHARTER SCHOOL
FACILITIES UTILIZATION AGREEMENT**

Lessor: eSTEM Public Charter Schools, Inc.
Lessee (tenant): eSTEM High Public Charter Schools, Inc.

Describe the present use of the facility and use for prior three (3) years:

Vacant office/commercial space

Premises address: Level 3 - 112 West 3rd St., Little Rock, AR 72201

Square footage: 18,055

Terms of Lease: 60 month term, triple net, lease with renovations in place.

Rental Amount: \$17.92 /SF or \$323,546 annually

Contingency: The terms of this agreement are contingent upon

eSTEM High Public Charter Schools, Inc. (sponsoring entity) receiving a charter to operate an open-enrollment charter school from the State Board of Education by August of 2008.

Lessee:

eSTEM High Public Charter Schools, Inc.

By 

Date 11/19/07

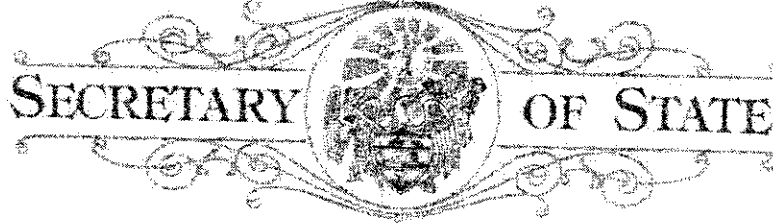
Lessor:

eSTEM Public Charter Schools, Inc.

By 

Date: 11-19-07

STATE OF ARKANSAS



Charlie Daniels
SECRETARY OF STATE

To All to Whom These Presents Shall Come, Greetings:

I, Charlie Daniels, Secretary of State of Arkansas, do hereby certify that the following and hereto attached instrument of writing is a true and perfect copy of

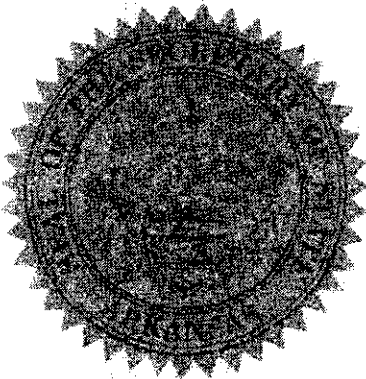
Articles of Incorporation

of

E-STEM HIGH PUBLIC CHARTER SCHOOLS, INC.

filed in this office August 20, 2007 in compliance with the provisions of the law and are hereby declared a body politic and corporate, by the name and style aforesaid, with all the powers, privileges and immunities granted in the law thereunto appertaining.

In Testimony Whereof, I have hereunto set my hand and affixed my official Seal. Done at my office in the City of Little Rock, this 20th day of August 2007.



Charlie Daniels

Secretary of State

Internal Revenue Service
Director, EO Rulings & Agreements
P.O. Box 2508
Cincinnati, OH 45201

Department of the Treasury

Date: September 5, 2007

E-STEM HIGH PUBLIC CHARTER SCHOOLS INC
C/O UNIVERSITY OF ARKANSAS
301 GRADUATE EDUCATION
ATTN CAROLINE PROCTOR
FAYETTEVILLE, AR 72701

Employer Identification Number:
26-0738981

Document Locator Number:
17053-243-06402-7

Toll Free Number: 877-829-5500

Application Form: 1023

User Fee Paid: \$750.00

Acknowledgement of your application

We received your application for exemption from federal income tax. When communicating with us, please refer to the employer identification number and document locator number shown above.

When can you expect to hear from us about your application?

Your application was entered into our computer system and has been sent for initial review. Applications are initially separated into three groups: (1) those that can be processed immediately based on information submitted, (2) those that need minor additional information to be resolved, and (3) those that require additional development.

If your application falls in the first or second group, you will receive your exemption letter or a request for additional information, via phone, fax, or letter, within approximately 60 days of the date the application was submitted.

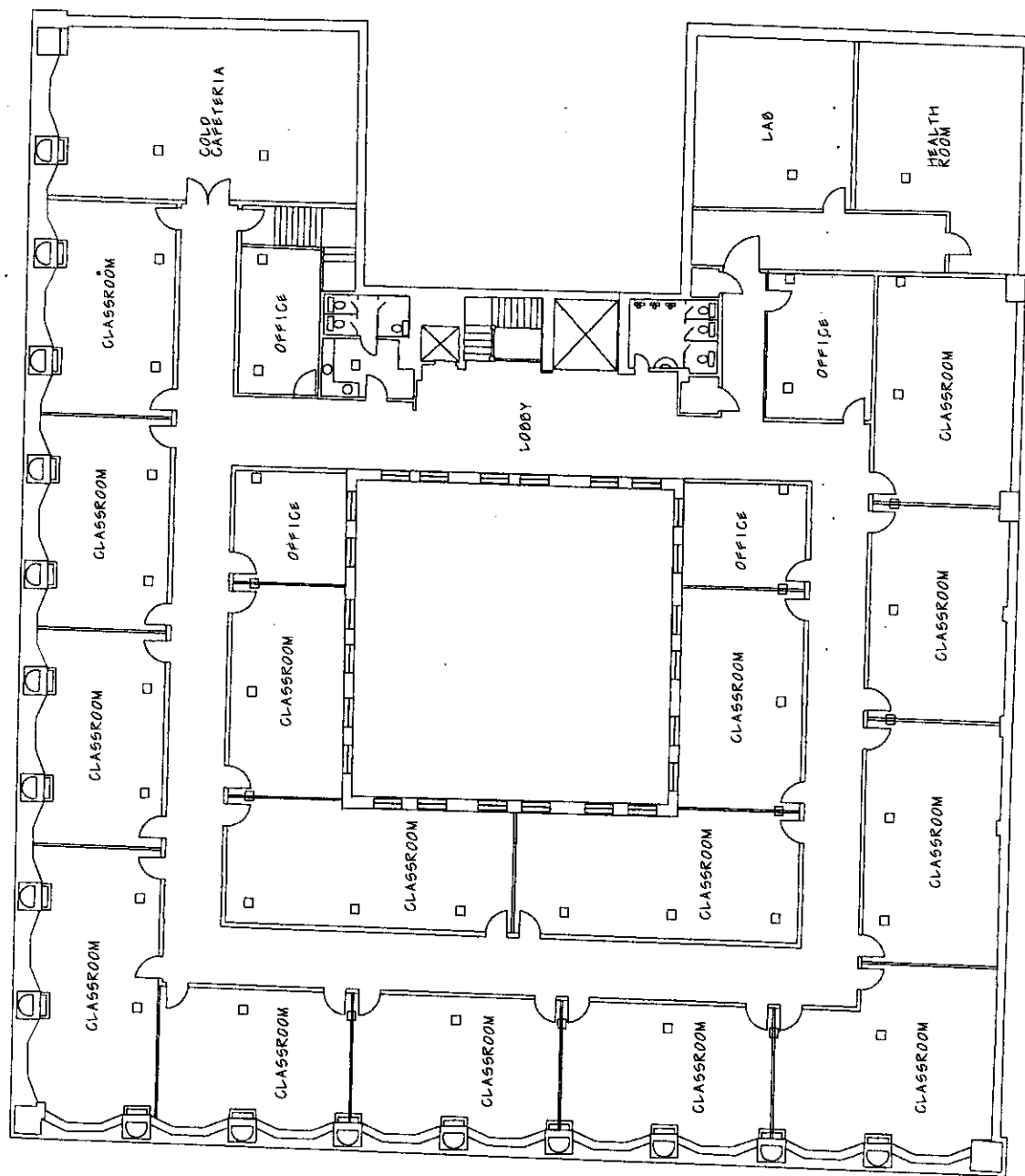
If your application falls within the third group, you will be contacted when your application has been assigned to an Exempt Organizations specialist. We assign applications in the order we receive them. If, after additional development, we conclude that you qualify for exemption, we will send you a letter stating that you are exempt from federal income tax. If we conclude that you do not qualify for exemption, we will send you a letter explaining why we believe you do not qualify and will include a complete explanation of your appeal rights.

The IRS does not issue "tax exempt numbers" or "tax exempt certificates" for state or local sales or income taxes. If you need exemption from these taxes, contact your state or local tax offices.

Where can you learn more about the status of your application?

Unfortunately, we are experiencing delays in working applications that require further development. Please click on the **Where Is My Exemption Application?** link found at www.irs.gov/efo for the dates of cases currently being assigned.

LOUISIANA AVENUE



THIRD STREET

E-STEM HIGH PUBLIC CHARTER SCHOOL
THIRD FLOOR - 10,055 S.F.

NORTH

(Master Lease)

**OPEN-ENROLLMENT CHARTER SCHOOL
FACILITIES UTILIZATION AGREEMENT**

Lessor (Owner): Arkansas Democrat-Gazette, Inc.

Lessee: eSTEM Public Charter Schools, Inc.

Describe the present use of the facility and use for prior three (3) years:

Building has has been used offices for several office tenants. Portions of the 1st and 3rd floor have been vacant

Premises address: 112 West 3rd St., Little Rock, AR 72201

Square footage: 65,516

Terms of Lease: 60 month term, triple net, master lease with permission to sub-lease. Lease rate includes a tenant improvement allowance of \$600,000 to be repaid equally over 60 months with no interest. In the event Lessor provides tenant improvements in excess of \$600,000, these amounts will be repaid equally over 60 months at 8% interest.

Rental Amount: \$7.50 /SF or \$491,370 annually

Contingency: The terms of this agreement are contingent upon

the building being used for charter schools to operate under charters from the State Board of Education by August of 2008.

Lessee:

eSTEM Public Charter Schools, Inc.

By 

Date 11-20-07

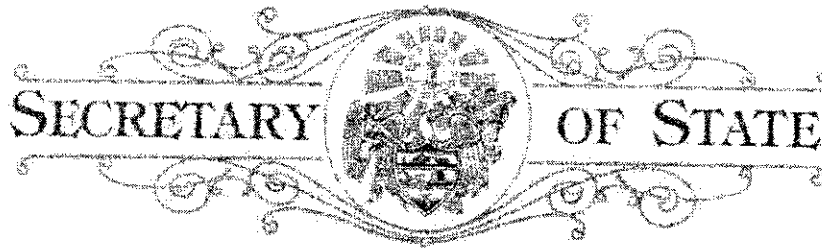
Lessor:

Arkansas Democrat-Gazette, Inc.

By 

Date Nov. 20, 2007

STATE OF ARKANSAS



Charlie Daniels
SECRETARY OF STATE

To All to Whom These Presents Shall Come, Greetings:

I, Charlie Daniels, Secretary of State of Arkansas, do hereby certify that the following and hereto attached instrument of writing is a true and perfect copy of

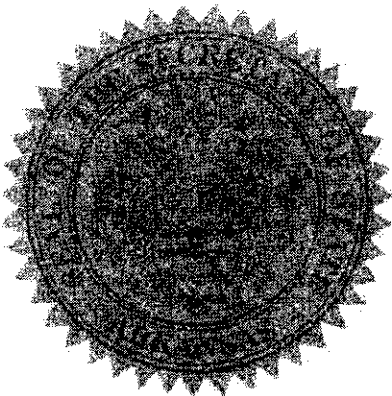
Articles of Incorporation

of

E-STEM PUBLIC CHARTER SCHOOLS, INC.

filed in this office August 21, 2007 in compliance with the provisions of the law and are hereby declared a body politic and corporate, by the name and style aforesaid, with all the powers, privileges and immunities granted in the law thereunto appertaining.

In Testimony Whereof, I have hereunto set my hand and affixed my official Seal. Done at my office in the City of Little Rock, this 21st day of August 2007.



Charlie Daniels

Secretary of State

Internal Revenue Service
Director, EO Rulings & Agreements
P.O. Box 2508
Cincinnati, OH 45201

Department of the Treasury

Date: September 5, 2007

E-STEM PUBLIC CHARTER SCHOOLS INC
C/O UNIVERSITY OF ARKANSAS
301 GRADUATE EDUCATION
ATTN CAROLINE PROCTOR
FAYETTEVILLE, AR 72701

Employer Identification Number:
26-0749166

Document Locator Number:
17053-243-06403-7

Toll Free Number: 877-829-5500

Application Form: 1023

User Fee Paid: \$750.00

Acknowledgement of your application

We received your application for exemption from federal income tax. When communicating with us, please refer to the employer identification number and document locator number shown above.

When can you expect to hear from us about your application?

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If your application falls in the first or second group, you will receive your exemption letter or a request for additional information, via phone, fax, or letter, within approximately 60 days of the date the application was submitted.

If your application falls within the third group, you will be contacted when your application has been assigned to an Exempt Organizations specialist. We assign applications in the order we receive them. If, after additional development, we conclude that you qualify for exemption, we will send you a letter stating that you are exempt from federal income tax. If we conclude that you do not qualify for exemption, we will send you a letter explaining why we believe you do not qualify and will include a complete explanation of your appeal rights.

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Where can you learn more about the status of your application?

Unfortunately, we are experiencing delays in working applications that require further development. Please click on the **Where Is My Exemption Application?** link found at www.irs.gov/efo for the dates of cases currently being assigned.

eSTEM/Gazette Building - Space Allocation						
	Elem (Floor 1)		Middle (Floor 2)		High (Floor 3)	
	Enroll	Sq Ft	Middle (Floor 2)	Sq. Ft (?)	Enroll	Sq. Ft.
Yr 1	360	26,128	396	21,333	100	18,055
Yr 2	360	26,128	396	21,333	200	18,055
Yr 3	360	26,128	396	21,333	300	18,055
Yr 4	360	26,128	396	21,333	400	18,055
Yr 5	360	26,128	396	21,333	400	18,055
Total Sq. Ft 65,516						
Facilities Lease Arrangements						
Lease Between Arkansas Democrat-Gazette, Inc. and eSTEM Public Charter Schools, Inc. - 65,516 sq. ft. of improved space @ \$17.92 a sq. ft., five year lease.						
Sub-Lease #1 Between eSTEM Public Charter Schools, Inc. and eSTEM Elementary Public Charter Schools, Inc., the sponsoring entity for eSTEM Elementary PCS.						
Elementary (26,128 Sq. ft.)	Lease rate of \$17.92	Building Operations - Insurance, utilities, janitorial, maintenance (Triple Net) @ \$4 per sq. ft.	Total Facilities Cost			
	\$ 468,214	\$ 104,508	\$	572,722		

Sub-Lease #2 Between eSTEM Public Charter Schools, Inc. and eSTEM Middle Public Charter Schools, Inc., the sponsoring entity for eSTEM Middle PCS.					
	Lease rate of \$17.92	Building Operations - Insurance, utilities, janitorial, maintenance (Triple Net) @ \$4 per sq. ft.	Total Facilities Cost		
Middle (21,333 sq ft)	\$ 382,287	\$ 85,332	\$	467,619	
Sub-Lease #3 Between eSTEM Public Charter Schools, Inc. and eSTEM High Public Charter Schools, Inc., the sponsoring entity for eSTEM High PCS.					
	Lease rate of \$17.92	Building Operations - Insurance, utilities, janitorial, maintenance (Triple Net) @ \$4 per sq. ft.	Total Facilities Cost		
High (18,055 sq. ft.)	\$ 323,546	\$ 72,220	\$	395,766	
Additional Costs for Final Estimate					
Improved Facility (\$2,426,000 renovation estimate; \$250,000 Contingency; \$170,000 Architectural fees) \$2,846,000 @ 4.1% over 5 yrs. = \$641,085 = \$9.79 + \$7.5 = lease rate					
Total cost pro-rated per pupil to estimate lease payment (improved facilities) from schools to eSTEM, Inc.					
	Enrollment	Building Average Per Pupil Final Estimate	Elementary	Middle	High
Year 1	856	\$ 1,372	\$ 1,301	\$ 965	\$ 3,235
Year 2	956	\$ 1,228	\$ 1,301	\$ 965	\$ 1,618
Year 3	1056	\$ 1,112	\$ 1,301	\$ 965	\$ 1,078
Year 4	1156	\$ 1,016	\$ 1,301	\$ 965	\$ 809
Year 5	1156	\$ 1,016	\$ 1,301	\$ 965	\$ 909

Comparables for Recently Approved Charters									
School of Excellence - Humpreys	60	\$	1,333						
LISA - Sherwood	300	\$	1,267	As is, W/o improvements. If you estimated \$12* a sq ft for min. improvements, the per pupil estimate goes to \$1,595	*Osceola is at \$7.14; eSTEM at \$18				
OCABS - Osceola	150	\$	833	Includes \$250,000 worth of improvements					

Caroline Proctor

From: Jimmy Moses [JMoses@mosestucker.com]
Sent: Friday, November 16, 2007 1:42 PM
To: Caroline Proctor
Subject: RE: Break down of Building Operation Cost

Caroline,

Here's a simple estimate of expenses we use for a building being occupied from 8-5:00pm M-F.

Utilities-----\$2.00/sf
Janitorial-----1.15/sf
Maintenance-----.50/sf
Insurance-----.50/sf
Total operating-----\$4.15/sf

From: Caroline Proctor [mailto:cproctor@arkansascharters.org]
Sent: Friday, November 16, 2007 8:30 AM
To: Jimmy Moses
Subject: Break down of Building Operation Cost

Jimmy,

I am trying to break down the building operation costs. For instance, the largest school will be the elementary school at @26,000 sq ft. Since the building will be used solely as a school, there will be no taxes, so that saves about \$10,000 per school. At \$4 a sq ft, we have a Building Operation fund of \$104,000. I have figured \$10,000 for insurance and \$18,000 for janitorial. Even if we increased those figures to \$15,000 and \$25,000, that still leaves \$64,000, or about \$5,333 a month for utilities. Will it cost that much? Am I overlooking something?

Caroline

Caroline Proctor, Ph.D., Executive Director
Arkansas Charter School Resource Center
University of Arkansas
301 Grad. Edu.
Fayetteville, AR 72701
(O) 479.575.4292
cproctor@uark.edu

11/19/2007

Caroline Proctor

From: Walter Hussman [REDACTED]
Sent: Thursday, November 15, 2007 4:38 PM
To: Caroline Proctor
Subject: Fwd: RE: Taxes

Caroline - FYI

Reply-To: <cvandeventer@wehco.com>
From: "Charles Van Deventer" <cvandeventer@wehco.com>
To: "Walter E. Hussman Jr." [REDACTED]
Cc: "Caroline Proctor" <cproctor@arkansascharters.org>
Subject: RE: Taxes
Date: Thu, 15 Nov 2007 14:41:33 -0600
Organization: WEHCO Media, Inc.
Thread-Index: AcgnEitVMChkFzRWQkWUhCiAo00QDwAtCG0w

Walter -

I spoke with Mr. Michael Wiley (501-340-3563), Exemption Specialist/Analyst for the Pulaski County Assessor's office. Mr. Wiley said that the property tax exemption is based on the use of the building. Accordingly, a rented building could qualify for the exemption. Mr. Wiley indicated there is no provision for a partial exemption. I.e., The entire building would have to be used for the school in order to qualify for the property tax exemption.

An application must be made to get the exemption. Application form available here:
<http://www.pulaskicountyassessor.net/images/ExemptApplication1.pdf>. The Assessor's office needs 10 business days to review the application. Mr. Wiley recommended that the person completing the form contact him and he can provide suggestions related to completing the form.

Per Mr. Wiley, the use of the building is determined as of January 1 each year. If the desire is to have the building qualify for the school exemption for the 2008 calendar year, the exemption application would need to be approved prior to January 1, 2008.

Charlie

From: Walter E. Hussman Jr. [mailto:weh@arkansasonline.com]

11/19/2007

Sent: Wednesday, November 14, 2007 5:01 PM
To: Charlie Van Deventer
Cc: Caroline Proctor
Subject: Fwd: Taxes

Charlie, we are considering a triple net lease to these charter schools, which are exempt from property taxes. Does that exempt us as the owner of the building from paying property taxes? Thanks, Walter

From: "Caroline Proctor" <cproctor@arkansascharters.org>
To: "Walter E. Hussman Jr." <[REDACTED]>
Subject: Taxes
Date: Wed, 14 Nov 2007 11:59:13 -0600

Walter,

The charter schools don't pay property taxes. Even though we leased our building from the Maumelle Public facilities Board, we were exempted because of our 501c3 status. If eSTEM, Inc. is leasing the building from Arkansas Democrat-Gazette, Inc., what will be the effect on the tax obligation?

Caroline

Caroline Proctor, Ph.D., Executive Director

Arkansas Charter School Resource Center

University of Arkansas

301 Grad. Edu.

Fayetteville, AR 72701

(O) 479.575.4292

cproctor@uark.edu

11/19/2007

Caroline Proctor

From: Patrick Murray [pmurray@eastharding.com]
Sent: Wednesday, November 14, 2007 3:02 PM
To: [REDACTED] cproctor@arkansascharters.org
Cc: Bob East
Subject: Gazette Building Charter School

Caroline – Below is the breakdown for how the budget was created for this project.

1 st Floor – 15,000sf @ \$40/sf	= \$ 600,000
2 nd Floor – 16,872sf @ \$22/sf	= \$ 371,000
3 rd Floor – 18,055sf @ \$40/sf	= \$ 722,000
Bathrooms - \$80,000 / floor	= \$ 240,000
Elevator Allowance (one)	= \$ 100,000
Fire Sprinkler – 61,000sf @ \$3/sf	= \$ 183,000
HVAC 3 rd Floor 60 tons	= \$ 180,000
Exterior Work	= \$ 30,000
Total	\$2,426,000

The above costs are construction costs only. This does not include any furnishing, kitchen equipment, data/phone cabling, or playground equipment. The estimate includes the basics required to make the facility a useable space for a charter school. Keep in mind this is to help in gaining an understanding for the cost magnitude of this project, not necessarily a final number that the construction will cost. I would strongly recommend carrying a 10% construction contingency (approx. \$250,000). This would make the range for construction between 2.5 million and 2.75 million. I would also recommend a minimum of a 7% (\$170,000) fee for architectural fees.

Sincerely,

Patrick Murray - Project Manager
EAST-HARDING, INC. | Client Focused Construction
 3230 Cottondale Lane, Suite 3
 Little Rock, Arkansas 72202
 P: 501.651.1045
 F: 501.651.5035
 T: 501.651.9540
www.eastharding.com

11/19/2007

Open-Enrollment Charter School	Opening Date	US Dept of Ed Implementation Funds	Walton Family Foundation Implementation Grants
Academics Plus	2001	2/9/2001	FY01
Benton County School of the Arts	2001	12/1/1999	FY01
Imboden Area Charter School	2002	5/20/2002	FY02
KIPP: Delta College Preparatory School	2002	4/18/2002	FY03
Focus Learning Academy	2003	3/4/2003	FY04
Arise Charter School	2004	3/15/2004	FY04
Haas Hall Academy	2004	Spring 2004	FY05
LISA Academy	2004	3/16/2004	FY05
Arkansas Virtual Academy	2007	Summer 2007	FY 07
Dreamland Academy of Performing and Communication Arts	2007	Summer 2007	FY 07
Hope Academy	2007	Summer 2007	FY 07
Northwest Arkansas Academy of Fine Arts	2007	Summer 2007	FY 07

100 Edgewood Dr, #2117
Maumelle, AR 72113

November 18, 2007

Caroline Proctor, Ph.D., Executive Director
Arkansas Charter School Resource Center
University of Arkansas
301 Grad. Edu.
Fayetteville, AR 72701

Dear Dr. Proctor:

The following information is from *Non-Regulatory Guidance: Title V, Part B -- Charter Schools Program*, July 2004. This is the most recent non-regulatory guidance available from the U.S. Department of Education's Public Charter Schools Program web site. Of particular relevance is Section A-2, paragraph 12, which says that a charter school, "Has a written performance contract with the authorized public chartering agency in the State . . ." The e-STEM public charter schools would each have separate contracts between the State Board of Education and independent 501(c)(3) non-profit organizations. Thus, they would be three separate charter schools and would be separately eligible for funding under the Charter Schools Program, as described in Section B-4. Nothing can be found in non-regulatory guidance, or in EDGAR, that would disqualify charter schools from grant funds if they share resources, whether physical, instructional, administrative, or support services. In fact, one might think that such cooperation would be valued and encouraged.

A-2. How does the statute define a charter school?

Charter schools are established according to individual State charter school laws. The enactment of State charter school laws is solely a State prerogative, and the definition of a "charter school" under State law is a matter of State policy. However, in order to receive CSP funds, a charter school must meet the definition in Section 5210(1) of ESEA, which is as follows:

"The term 'charter school' means a public school that:

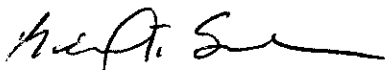
1. In accordance with a specific State statute authorizing the granting of charters to schools, is exempt from significant State or local rules that inhibit the flexible operation and management of public schools, but not from any rules relating to the other requirements of this paragraph [the paragraph that sets forth the Federal definition];
2. Is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction;

3. Operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency;
4. Provides a program of elementary or secondary education, or both;
5. Is nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution;
6. Does not charge tuition;
7. Complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and Part B of the Individuals with Disabilities Education Act;
8. Is a school to which parents choose to send their children, and that admits students on the basis of a lottery, if more students apply for admission than can be accommodated;
9. Agrees to comply with the same Federal and State audit requirements as do other elementary schools and secondary schools in the State, unless such requirements are specifically waived for the purpose of this program [the PSCP];
10. Meets all applicable Federal, State, and local health and safety requirements;
11. Operates in accordance with State law; and
12. Has a written performance contract with the authorized public chartering agency in the State that includes a description of how student performance will be measured in charter schools pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public chartering agency and the charter school."

B-4. How may CSP grant funds be used?

SEAs may use CSP funds to award subgrants to charter schools in the State, and charter schools may use the funds only for post-award planning and design of the educational program, and for initial implementation of a charter school. Planning and implementation grants may be awarded for a period of up to three years, with no more than 18 months used for planning and program design, and no more than two years used for initial implementation of the charter school. SEAs may also reserve up to 5 percent of CSP grant funds for administrative expenses related to operating the charter school grant program, and up to 10 percent of their CSP grant funds to support dissemination activities. These dissemination activities are carried out through separate dissemination grants to charter schools and may be awarded for a period of up to two years.

Sincerely,



Michael T. Scoles, Ph.D.
Trustee, e-STEM Elementary Public Charter School

MEMO

DATE: November 29, 2007
TO: State Board Members
FROM: Dr. Mary Ann D. Brown, Programs Coordinator, Charter Schools
SUBJECT: Additional Information on e-STEM High Open-Enrollment Application

Attached you will find additional information regarding the application for e-STEM High Open-Enrollment Charter School as requested at the November 6, 2007, State Board Meeting. These items have been requested for review in preparation of the December 10, 2007, State Board meeting.

- Addendum - e-STEM High School Budget
- Draft - e-STEM High Sub-Lease Agreement
- e-STEM, Inc. Building - Scope of Work
- Corporate Structure of e-STEM Organizations

eSTEM High Charter School Application

Budget Addendum

2008-2009

Line #	Revenues	Amount	Total
5	Other Sources of Revenue:		
7	Grants ****		
	Federal Implementation Grant		\$150,000.00
	Walton Family Foundation Grant		\$250,000.00
	Total		\$400,000.00
9	Other ****		
	State Professional Development (100 students X \$ 41.11)=		\$4,111.00
	Natl School Lunch Assistance (100 students x 61% x \$496) =		\$30,256.00
	English Language Learners (100 students x 10% x \$293) =		\$2,930.00
	Federal Categorical (Title 1, Title 6-B, Other, etc)		\$50,200.00
	Child Nutrition Full Pay (100 students x 39% x 200 days x \$2.50) =		\$19,500.00
	Child Nutrition Free & Reduced (61 Students x \$2.00x 200 days) =		\$24,400.00
	Total		\$131,397.00
10	Total Other Sources of Revenues		Total \$531,397.00
88	Maintenance and Operations		
91	Purchased Services		
92	(include utilities)		
	Custodial (18,055 sq.ft. x \$1.00)=		\$18,055.00
	Maintenance (18,055 sq.ft. x \$.50)=		\$9,027.50
	Insurance (18,055 sq.ft. x \$.50)=		\$9,027.50
	Utilities (18,055 sq.ft. x \$2.00)=		\$36,110.00
	Telephone		\$2,400.00
	Security		\$300.00
	Total		\$74,920.00
126	Other Expenditures		
	Lease Expense (18,055 sq.ft x \$17.92)=		\$323,546.00
	Lab		\$8,000.00
	Total		\$331,546.00
**** Contingent Upon State Approval of Application			

SUB-LEASE AGREEMENT

- 1) **PARTIES** THIS AGREEMENT ("Lease"), dated the 11th day of December, 2007 by and between **eSTEM Public Charter Schools, Inc.** (hereinafter called "LANDLORD") and **eSTEM High Public Charter School** (hereinafter called "TENANT").

WITNESSETH:

- 2) **CONSIDERATION** That each of the aforesaid parties acknowledges receipt of a valuable consideration from the other and that they and each of them act herein in further consideration of the covenants of the other as herein stated.

ARTICLE I

Landlord and Tenant agree as follows:

- 3) **PREMISES** That Landlord does hereby grant, demise and lease unto Tenant the premises or space in the Gazette Building (hereinafter referred to as "Building") located at 112 3rd, Little Rock, Pulaski County, Arkansas, 72201 as outlined on the floor plan attached hereto, (hereinafter referred to as "Exhibit A") on the 3rd floor, consisting of approximately 18,000 square feet (hereinafter referred to as "Premises").
- 4) **USE OF PREMISES** The Premises is to be used and occupied throughout the term hereof for the purpose of a public school.
- 5) **TERM OF LEASE** The Premises are hereby demised unto Tenant for a period of 60 months commencing on _____, 2007 and expiring on June 30, 2013.
- 6) **RENTAL** (a) Tenant shall pay to Landlord as rent for the Premises during the term of this Lease a monthly installment, payable in advance on the first day of every month without notice, demand, offset or deduction, and such rent beginning with the commencement of the term; provided, however, that in the event the term shall commence pursuant to paragraph 5 hereof on a date other than the first day of a month then the monthly installments for the first month of the term and the last month of the term shall be pro-rated accordingly and

such pro-rated installment for the first month of the term shall be payable with and in addition to the monthly installment due on the first day of the first full month following commencement of the term (the date the first monthly installment of rent is due, whether the term shall have commenced on a date other than the first day of a month or not, is hereinafter referred to as the "Initial Rent Payment Date". If rent has not been paid by the 10th of the month in which it is due, 10% of the monthly payment will be assessed as a late charge. The amount of each such installment shall be equal to the following:

Term	Rentable Square Feet	Annual Rate	Monthly Rate	Annual Total
60 months	18,055	\$323,546	\$26,962	\$323,546

Tenant agrees that Landlord shall have the right to enter the Premises during the initial term of the lease for the purpose of showing the space to prospective tenants during the last sixty (60) days of the term of this Lease and to install signage offering the Premises "For Lease."

ARTICLE II

Landlord further agrees as follows:

- 7) **FINISH BY** Landlord shall deliver the Premises in a condition suitable to meet the needs of a school, to include meeting all ADA, fire, health and safety requirements.
- 8) **LANDNDLORD** Tenant shall pay, before delinquency, charges for all utilities used by Tenant on the Premises. Such utilities shall be separately metered.
- 9) **QUIET POSSESSION** Tenant shall keep and perform all of the covenants under this Lease on the part of Tenant to be performed, and so long as Tenant is not in default under this Lease Landlord shall guarantee to Tenant the quiet, peaceful and uninterrupted possession of Premises.

ARTICLE III

- 10) **LAWFUL USES** Tenant will maintain leased Premises in a clean and healthful condition; and comply with all laws, ordinances, orders, rules, and regulations (state, federal, municipal and other agencies or bodies having any jurisdiction thereof) with reference to use, conditions, or occupancy of leased Premises.
- 11) **MAINTENANCE OF PREMISES** That Tenant shall keep and maintain Premises in a state of good repair and tenantable condition at Tenant's expense.
- 12) **INDEMNITY** Tenant will indemnify and save harmless Landlord of and from any and all fines, suits, claims, demands, and actions of any kind by reason of any breach, violation, or nonperformance of any condition hereof on the part of Tenant, its agent or employees. Tenant is or will become familiar with the demised premises, acknowledges that the same are received by Tenant in good state of repair, accepted by Tenant in the condition in which they are now or shall be when ready for occupancy, and that Landlord shall not be liable to Tenant or Tenant's agents, employees, invitees or visitors for any damage to persons or property due to condition, design, or defect in the building or its mechanical systems or elsewhere in the demised premises or building which may now exist or hereafter occur. Tenant accepts the demised premises as suitable for the purposes for which the same are leased and assumes all risks of damage to persons or Tenant's business property, and agrees that no representations except such as are contained herein or endorsed hereon have been made to the Tenant respecting the condition of the said premises.
- 13) **WASTE** That Tenant shall not commit or permit any waste to be committed whatsoever.
- 14) **NUISANCES** That Tenant shall not create or allow any nuisance to exist in his leased Premises, and that it shall abate promptly and free of expense to Landlord any nuisance that may arise and Landlord's determination of what constitutes a nuisance shall be binding on Tenant.
- 15) **INVALIDATION OF INSURANCE** That Tenant shall not suffer anything to be or remain upon or about Premises which will invalidate any policy of insurance which Landlord may now or hereafter have upon Building.
- 16) **ALTERATIONS** That Tenant shall not have the right to make changes, alteration, floor covering, fixtures, or additions in Premises until it has first

obtained Landlord's approval which shall not be unreasonably withheld. Such changes, alterations, floor covering, fixtures, or additions, when made to Premises by Tenant shall at once become the property of Landlord and shall be surrendered to Landlord upon the Termination in any manner of this Lease; but this clause shall not apply to movable equipment or furniture of Tenant.

17) SIGNS

That Tenant shall not paint, display, inscribe, maintain or affix any sign, picture, advertisement, notice, lettering or direction on any part of the Premises without the written permission of the Landlord, and then only such name or names or matter in such color, size, style, character and materials as may first be approved by Landlord in writing. That Landlord shall have the right to remove, at Tenant's expense, all matter other than that above provided for without notice to Tenant.

**18) DEFACING
PREMISES AND
OVERLOADING**

That Tenant shall not place anything or allow anything to be placed near the glass of any door, partition, wall or window which may be unsightly from outside Premises, and Tenant shall not place or permit to be placed any article of any kind on any window ledge or on the exterior walls. That blinds, shades, awnings, or other forms of inside or outside window coverings, or window ventilators or similar devices, shall not be placed in or about the outside windows in Premises except to the extent that the character, shape, color, material and make thereof is approved by the Landlord, and Tenant shall not do any painting or decorating in the Premises or make, paint, cut or drill into, or in any way deface any part of the Premises or Building without the written consent of Landlord. That Tenant shall not overload any floor or part thereof in Premises, or any facility in Building or any public corridors or elevators therein while bringing in or removing any large or heavy articles, and Landlord may direct and control the locations of safes and all other heavy articles. That furniture and other large or heavy articles may not be brought into Building, removed therefrom or moved from place to place within any portion of Premises or other portion of the Building or its equipment that would exceed the allowable load limits as set forth in the rules of the Building.

19) REPAIRS

That Tenant shall, at its cost and expense, repair and replace any damage or injury done to Premises, or Building or any part thereof, caused by Tenant, or its agents, employees, invitees, or visitors. Tenant shall also repair in the Premises: (1) floor coverings and/or raised flooring; (2) interior partitions; (3) doors; (4) the interior side of demising walls; (5) electronic, phone and data cabling and related equipment that is installed by or for the benefit of Tenant

and located in the Premises or other portions of the Building; (6) supplemental air conditioning units, private showers and kitchens, including hot water heaters, plumbing, dishwashers, ice machines and similar facilities serving Tenant exclusively; (7) phone rooms used by Tenant; (8) alterations performed by contractors retained by or on behalf of Tenant, including related HVAC balancing; (9) all of Tenant's furnishings, trade fixtures, equipment and inventory; and should Tenant fail to make such repairs or replacements within 15 days of occurrence, Landlord may, at its option, make such repairs and replacements and Tenant shall pay the cost thereof to Landlord upon demand.

**20) ATTORNEY
FEES**

That Tenant shall pay all costs of collection, including reasonable attorney fees, if all or any part of the rent reserved herein is collected after maturity with the aid of any attorney, and also that Tenant shall pay reasonable attorney fees in the event it becomes necessary for Landlord to employ an attorney to force Tenant to comply with any other covenants, obligations, or conditions imposed by this Lease.

**21) RULES OF
BUILDING**

Tenant and Tenant's agents, employees, and invitees will comply with all requirements of rules of the Building, which are a part of this Lease as though fully set out herein. Landlord shall at all times have the right to change such rules and regulations or to amend them in such reasonable manner as may be deemed advisable for safety, care and cleanliness of the leased Premises and for preservation of good order therein. All rules and regulation changes and amendments will be forwarded to Tenant in writing and shall be carried out and observed by Tenant.

**22) ENTRY FOR
REPAIRS, ETC.**

That Landlord, its officers, agents or representative shall have the right to enter into and upon Premises at all reasonable times to inspect same or make such repairs or alterations as Landlord may deem necessary or desirable. Tenant shall permit Landlord upon reasonable notice and at reasonable times to inspect, erect, use and maintain pipes, ducts, conduits and similar devices in, above and through Premises, and to make any necessary repairs or alterations. Landlord shall be allowed to take all material into and upon Premises that may be required therefor without the same constituting an eviction of Tenant in whole or in part and the rent reserved shall in no way abate while said repairs and maintenance are being made, by reason of loss or interruption of business of Tenant, or otherwise. Anything to the contrary contained in this paragraph above notwithstanding, except in the case of any emergency, any such repairs or alterations which are made by

Landlord, unless and except they are made at the request of Tenant, shall not be made at items when they would unreasonably interrupt the normal business operations of Tenant, except with prior written approval of Tenant.

23) SURRENDER

Upon any termination of this Lease, by expiration, lapse of time or otherwise;

(a) Tenant shall immediately vacate Premises and surrender Premises to Landlord in good order, conditions and repair, reasonable wear and tear or casualty damage to be repaired by Landlord pursuant to paragraph 36 hereof excepted.

(b) Tenant shall surrender all keys of Premises to Landlord.

(c) Tenant grants to Landlord full authority and license to enter Premises and take possession thereof.

ARTICLE IV

Landlord and Tenant further agree as follows:

**24) RIGHTS
OF LANDLORD**

Landlord shall have the following rights exercisable without notice and without liability to Tenant for damage or injury to property, person or business (all claims for damage therefore being hereby released by Tenant), and without effecting an eviction or disturbance of Tenant's use of possession or giving rise to any claim for setoffs, or abatement of rent:

(a) To name the building and change the name or street address of the building, provided tenants are given reasonable prior notice of said change.

(b) To install and maintain signs on the exterior and interior of the building.

(c) To retain at all times, and to use in appropriate instances, keys to all doors within and into Premises, and Tenant shall not replace any locks without the prior written consent of Landlord.

(e) To enter premises at reasonable hours to make inspections, or to exhibit Premises to prospective tenants, purchasers or others, or for other reasonable purposes.

(f) To have access to all mail chutes according to the rules of the United States Post Office.

(g) To require all persons entering or leaving Building, during such hours as Landlord may from time to time reasonably determine, to identify themselves to a watchman by registration or otherwise and to establish their right to enter or leave, and to exclude or expel any peddler, solicitor or beggar at any time from Premises or Building.

(h) To decorate and to make at any time or times, at its own expense, repairs, alterations, additions and improvements, structural or otherwise, in and to Premises, Building or part thereof as Landlord may deem necessary or desirable and to perform any acts related to the safety, protection or preservation thereof, and during such operations to take into and through Premises or any part of Building all material and equipment required; and to close or temporarily suspend operation of entrances, doors, corridors, elevators or other facilities, provided that Landlord shall cause only such inconvenience or annoyance to Tenant as is reasonably necessary in the circumstances.

(j) To do or permit to be done any work in or about Premises or Building or any adjacent or nearby building, land, street or alley.

(k) To grant to anyone the exclusive right to conduct any business or render any service in Building.

(l) To designate and approve, prior to installation, all types of window shades, blinds, drapes, awnings, window ventilators and other similar equipment, and to control all internal lighting that may be visible from the exterior of Building.

(n) To have and retain a paramount title to Premises free and clear of any act of Tenant.

25) DEFAULT

The following events shall be deemed to be events of default by Tenant under this Lease.

(a) Tenant shall fail to pay any installment of rent hereby reserved and such failure shall continue for a period of ten days after written notice of non payment. Notice shall be given to Tenant after the 10th day of the month and Tenant shall have ten days as described

above to make payment in full plus any late fee charges that have accrued.

(b) Tenant shall fail to comply with any term, provision or covenant of this Lease, other than the payment of rent, and shall not cure such failure within fifteen days after written notice thereof to Tenant.

(c) Tenant shall desert or vacate any substantial portion of Premises.

**26) ESTOPPEL
CERTIFICATE
BY TENANT**

From time to time, upon not less than ten (10) days prior request by Landlord, Tenant shall execute and deliver to Landlord a statement in writing certifying (a) that Tenant is in possession of leased Premises as defined in paragraph 3, (b) that this Lease is unmodified and in full force and effect (or if there have been modifications that the same is in full force and effect as modified and certifying the modifications), (c) the commencement and ending dates of the lease and the dates to which the rent and other charges have been paid, and (d) that so far as the person making the certificate knows, Landlord has completed preparation of the space and is not in default under any provision of this Lease.

27) BROKER

Tenant represents that Tenant has dealt directly with Moses Tucker Real Estate, Inc., Little Rock, Arkansas, ("LANDLORD'S BROKER") as broker in connection with this Lease and insofar as Tenant knows, no other brokers negotiated or participated in the negotiations of this Lease or submitted or showed the Premises or is entitled to any commission in connection with this Lease. Tenant shall indemnify, defend and hold Landlord harmless from any against all costs, expenses, attorney's fees, liens and other liability for commissions or other compensation claimed by any broker or agent claiming the same by, through, or under Tenant. The foregoing indemnity shall survive the expiration or earlier termination of the Lease.

**28) RENEWAL OR
AMENDMENT**

No amendment or renewal of this Lease shall be binding on either party unless it is in writing and signed by Landlord and Tenant.

**29) WAIVER OF
LIABILITY**

As part of the consideration for this Lease, Tenant hereby releases Landlord and all other tenants in the premises & building from all liability for damage to any property of Tenant located in or upon Building. Also, as part of the consideration for this Lease,

Landlord hereby releases Tenant from all liability for damage to any property of Landlord located in or upon Building which results from the negligence of Tenant.

Tenant and Landlord further covenant that any insurance maintained by either party shall contain an appropriate provision whereby the insurance company or companies consent to the foregoing mutual release of liability and so waive insurance subrogation rights to the extent of the agreement contained in this paragraph; provided that Landlord's release shall only be operative upon proof of insurance coverage accepted by Landlord and its insurer.

30) COVENANTS

All covenants, conditions, agreements and undertakings in this Lease contained shall extend and inure to the benefit of the Landlord and its successors and assigns, and, with the written consent of Landlord, to the heirs, executors, administrators, successors and assigns of Tenant the same as if they were in every case named and expressed; and except as herein otherwise provided, all said covenants, conditions and agreements shall be binding upon the successors and assigns, heirs, executors, and administrators of the respective parties.

**31) DAMAGE BY
FIRE OR OTHER
CASUALTY**

If any part of Premises or a material portion of building in which Premises are located which affects Tenant's occupancy is rendered untenable by fire or other casualty, Landlord and/or Tenant shall give to the other party notice of same within a reasonable time.

(a) If said damage is to such extent that it reasonably appears to the Landlord that rebuilding or repair cannot be completed within 90 days of said casualty, then this Lease shall terminate at the option of either Landlord or Tenant upon written notice to the other party within thirty (30) days after said casualty occurs. Upon such notice, this Lease shall terminate and all Tenant's financial obligations hereunder shall be abated effective as of the date of the casualty. In the event the option to terminate is not so exercised, this Lease shall remain in full force and effect and Landlord shall proceed with due diligence to repair and restore the Premises to substantially the same conditions prior to such casualty, and other charges hereunder shall be abated to the extent Tenant is prevented from using the Premises until the Premises have been so repaired or restored.

(b) If the Premises shall be damaged by fire or other casualty, but to such extent that the Landlord determines rebuilding or repair can

be completed within 90 days of the casualty, this Lease shall not terminate. In such event, Landlord shall proceed with reasonable diligence to rebuild and repair the Premises to substantially the condition in which they existed prior to said casualty. Rent hereunder shall be abated to the extent Tenant is prevented from using the Premises until the Premises have been so repaired or restored. Should Landlord fail to complete said repairs and rebuilding within 90 days after the date of said casualty, Tenant may, at its option, terminate this Lease upon written notice to Landlord, whereupon all rights and obligations hereunder shall cease and expire.

32) NOTICES

Any notice required or desired to be given in connection with this Lease shall be in writing and shall be: (1) mailed by first class, United States Mail, postage prepaid, certified, with return receipt requested, and addressed to the parties hereto at the address specified below; (2) hand delivered to the intended addressee; (3) sent by a nationally recognized overnight courier service; (4) sent by facsimile transmission during normal business hours followed by a copy of such notice sent in another manner permitted hereunder. All notices shall be effective upon the earlier to occur of actual receipt, one (1) business day following deposit with a nationally recognized overnight courier services, or three (3) days following deposit in the United States Mail. Such notice shall be sent to the persons at the address reflected below or any other persons or addresses designated in writing by any such person entitled to receive notice pursuant to the terms of this Lease:

LANDLORD:

BY: _____

TITLE: _____

DATE: _____

TENANT:

BY: _____

TITLE: _____

DATE: _____

It shall be the obligation of all persons entitled to receive any notice pursuant to this Lease to provide proper names and addresses to the person required to give such notice. All persons required to give such notices shall be deemed to have satisfied their duties to give notice by giving notice to the name at the address so provided. If no name and address is given by a mortgagee, secured party or other creditor then Tenant and Landlord have no duty to give notice to that particular mortgagee, secured party or other creditor failing to give the proper name and address until such is provided

33) INSURANCE

Tenant at its expense is required to carry for the protection of the Tenant, Landlord and Landlord's agents as their interests may appear, general public liability and vandalism insurance with limitations of not less than \$2,000,000 for any one person injured in any one accident and not less than \$2,000,000 for more than one person injured in any one accident and not less than \$250,000 for property damage per accident covering any accidents for which Tenant is legally liable, with a responsible insurance company, qualified to do business in the State of Arkansas, copy of certificates of insurance to be furnished to Landlord.

**34) UTILITY
DEREGULATION**

a) Landlord Controls Selection. Landlord has advised Tenant that presently Entergy ("Electric Service Provider") is the utility company selected by Landlord to provide electricity service for the Building. Notwithstanding the foregoing, if permitted by Law, Landlord shall have the right at any time and from time to time during the Lease Term to either contract for service from a different company or companies providing electricity service (each such company shall hereinafter be referred to as an ("Alternate Service Provider") or continue to contract for service from the Electric Service Provider.

b) Tenant Shall Give Landlord Access. Tenant shall cooperate with Landlord, the Electric Service Provider, and any Alternate Service Provider at all times and, as reasonably necessary, shall allow Landlord, Electric Service Provider, and any Alternate

Service Provider reasonable access to the Building electric lines, feeders, risers, wiring, and any other machinery within the Premises.

c) Landlord Not Responsible for Interruption of Service. Landlord shall in no way be liable or responsible for any loss, damage, or expense that Tenant may sustain or incur by reason of any change, failure, interference, disruption, or defect in the supply of character of the electric energy supplied by the Electric Service Provider or any Alternate Service Provider is no longer available or suitable for Tenant's requirements, and no such change, failure, defect, unavailability, or unsuitability shall constitute an actual or constructive eviction, in whole or in part, or entitle Tenant to any abatement or diminution of rent, or relieve Tenant from any of its obligations under the Lease.

35) TIME

Time is of the essence in this Lease.

36) CAPTIONS

The captions used in this Lease are for convenience only and do not in any way limit or amplify the terms or provisions hereof.

**37) ELECTRICAL
METERING**

Access to building standard electrical power is available. However, any additional or upgrades of electrical power, including but not limited to additional electrical circuits, installation of auxiliary HVAC, Uninterruptible Power Source/UPS, (the System), must be approved in writing by Landlord prior to such work. The System's power consumption may be determined by any means mutually determined by the parties to be reasonable, accurate and efficient, including metering, sub-metering, sample measurement or other means. The meter, its installation, metering, maintenance and associated utility costs with the System, shall be at the sole expense of Tenant

**38) FORCE
MAJEURE**

Other than for Tenant's obligations under this Lease that can be performed by the payment of money (e.g., payment of Rent and maintenance of insurance), whenever a period of time is herein prescribed for action to be taken by either party hereto, such party shall not be liable or responsible for, and there shall be excluded from the computation of any such period of time, any delays due to strikes, riots, acts of God, shortages of labor or materials, war, terrorism, governmental laws, regulations, or restrictions, or any

other causes of any kind whatsoever which are beyond the control of such party.

**39) HAZARDOUS
MATERIALS**

Tenant shall not generate, use, treat, store, handle, release or dispose of, or permit the generation, use, treatment, storage, handling, release or disposal of Hazardous Materials (as defined by applicable law) on the Premises, or the Building, or transport or permit the transportation of Hazardous Materials to or from the Premises or the Building except for limited quantities of household cleaning products and office supplies used or stored at the Premises and required in connection with the routine operation and maintenance of the Premises, and in compliance with all applicable environmental laws.

**40) CONDITIONS
PRECEDENT**

The above terms and provisions are subject to approval by Landlord. This proposal of a lease agreement will remain in effect until December 31, 2007.

This lease proposal is a solicitation for an offer and does not constitute and shall not be deemed to constitute an offer. In accordance therewith, Landlord reserves the right to issue lease proposals with respect to the same premises to any number of parties at any time and from time to time, the terms and conditions of each individual lease proposal to be determined by Landlord in its sole discretion. Only upon Landlord's execution and delivery of a lease agreement shall such offer be deemed accepted and shall a valid and binding contract (and lease) exist. At any time prior to such execution and delivery of a lease agreement by Landlord, Landlord shall have the right (without any recourse) to (i) conduct simultaneous negotiations with any third party or parties for the leasing of the same premises and (ii) enter into a lease agreement with any third party covering the same premises, the terms and conditions to be deemed appropriate by Landlord in its sole discretion.

IN TESTIMONY WHEREOF, the above named Landlord and the above named Tenant have executed this instrument on the day and year set forth above in this Lease.

LANDLORD:

By: _____

Name: _____

Date: _____

TENANT:

By: _____

Name: _____

Date: _____

eSTEM, Inc. Building Scope of Work

Estimate is based on historical data and accounts for current material and labor costs. The estimate provided includes minimum level of finish. It is based on a needs level for what would be the minimum required to get the school open and functional.

References to square footage indicate portion of space where renovations are needed.

Playground and laboratory expenses are reflected in school annual budgets.

The following list is an idea and not an absolute for what is included in each of the following broad categories. Once again please keep in mind that the estimate provided should be used as a guideline for evaluating the project. Architect fees of approx. 7.5% and an owner contingency of approx. 10% as the below estimate is not exact.

Level 1 - 15,000sf @ \$40/sf = \$ 600,000

- New walls to provide proper classroom layout
- Existing HVAC Systems to remain and rework ductwork for new wall layout
- Existing Electrical System to remain and re-route wiring as needed for new walls for lecture classrooms.
- New flooring in classrooms.
- Paint as needed for new walls and full finish
- Corridors to remain as are.

Level 2 - 16,872sf @ \$22/sf = \$ 371,000

- New walls to provide proper classroom layout. Utilize as much of the existing wall and ceiling structure as possible.
- Existing HVAC Systems to remain and rework ductwork for new wall layout
- Existing Electrical System to remain and re-route wiring as needed for new walls for lecture type classrooms.
- Re-use existing flooring
- Paint as needed for new walls and full finish
- Corridors to remain as are.

Level 3 - 18,055sf @ \$40/sf = \$ 722,000

- New walls to provide proper classroom layout
- Re-work existing electrical for classroom
- New flooring in classrooms.
- Paint as needed for new walls and full finish
- New HVAC cost included in separate line item below.
- Corridors to remain as are.

HVAC 3rd Floor - \$180,000

- Install approx. 60 tons of HVAC with Roof Top unit to the 3rd floor where there is currently no HVAC system or ductwork

Bathrooms - \$240,000

- Allowance of \$240,000 accounts for 6 men's and 6 women's restrooms per floor based on roughly calculated occupant load of between 325 and 350 students per floor. Small fluctuations in the occupant load should not have a large affect on this calculation.

Elevator Allowance - \$100,000

- Install new elevator in existing service elevator shaft way
- Capacity of elevator to be approx 2500 lbs.
- Work on existing small west passenger elevator is not included in this budget.

Fire Sprinkler - 61,000sf @ \$3/sf = \$ 183,000

- SF price for installation of new fire sprinkler system.

Exterior Work – \$30,000

- Exterior Work is an allowance for minor repairs to help weather proof the building. (Patch Roofing, Seal Windows, Seal and penetrations.)

Corporate Structure of eSTEM Organizations

