

Inspire

School of Arts and Sciences

A California Public Charter School

Final Version

**Submitted to the Governing Board of
The Chico Unified School District**

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Founding Group

Faculty and staff from the Chico Unified School District (CUSD) and the California State University, Chico (CSUC) have collaborated in the initial design for a locally funded charter school. This charter, currently being called the Inspire School of Arts and Sciences (ISAS), is designed to combine the best features of the district's large, comprehensive high schools (including the range of academic and extracurricular opportunities) with the more personalized environment of a self-contained school-within-a-school. This college-preparatory high school option is intended to complement the district's existing comprehensive high schools and alternative education programs. ISAS will provide an exceptional opportunity for students in and around the CUSD to build a strong academic foundation and to discover the personal talents, skills, and interests that will help to assure their success in postsecondary education and careers. The CUSD faculty listed on the following page have expressed their agreement to be a part of the planning year (2009-10), and their meaningful interest at this point to be a part of the teaching staff beginning in 2010-11. Additional staff, students, and parents will be welcomed and encouraged to participate in finalizing the planning for the proposed charter school during the 2009-10 school year. Applications for enrollment and for teaching positions will be open to all for the school year that begins in August of 2010.

The application for a charter school should in no way be viewed as a criticism of the existing high schools or high school staff within the Chico Unified School District. Rather, it is motivated by the belief that one size does not fit all for students, and that having multiple educational alternatives is a positive situation for students and families. It is the hope of the founders that a dependent charter high school can co-exist with existing high schools as a fifth high school alternative within the Chico Unified School District.

REQUIRED SIGNATURES

50% of the number of appropriately credentialed teachers expected to be employed during the first year of operation, in the form required by law. (Ed Code 47605(a))

We, the undersigned teachers in the Chico Unified School District, have read the attached charter proposal. We are interested in collaborating on further charter design and development during the 2009-

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10 planning year, and at this point are meaningfully interested in teaching in and/or being a part of the charter when it opens in the fall of 2010.

Printed Name	Current School	Credential(s)	Signature
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
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Affirmations

1. Inspire School of Arts and Sciences (ISAS) shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools.
2. ISAS shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations.
3. ISAS shall not charge tuition.

4. ISAS shall not discriminate on the basis of race, ethnicity, national origin, religion, gender, sexual orientation, perceived sexual orientation, home language, or disability.
5. ISAS shall admit all students who wish to attend the school, and who submit a timely application, unless the School receives a greater number of applications than there are spaces for students, in which case each applicant will be given an equal chance of admission through a lottery process, as described in Section IX of this document.
6. ISAS shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1974, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Act.
7. ISAS shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary.
8. ISAS shall ensure that teachers in the school hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers.
9. ISAS shall at all times maintain all necessary and appropriate insurance coverage.
10. ISAS shall follow any and all other federal, state, and local laws and regulations that apply to the charter school.

I. Educational Philosophy and Program

A description of the educational program of the school designed, among other things, to identify those whom the school is attempting to educate, what it means to be an 'educated person' in the 21st century, and how learning best occurs. The goals identified in the program must include the objective of enabling pupils to become self-motivated, competent and lifelong learners.

Mission

The mission of the Inspire School of Arts and Sciences is to provide high levels of learning and support within a personalized environment that allows students to explore their interests and develop their talents.

To accomplish this mission, our vision is to provide learning opportunities for all students designed to do the following:

1. Create a learning environment in which teachers and other adults know the needs, interests, and aspirations of each student, closely monitor each student's progress, and provide the academic and other support each student needs to succeed.
2. Provide foundational skills in core academic areas through an engaging and challenging college preparatory curriculum.

3. Focus on applying skills and knowledge to real-world problems and situations wherever possible, thereby modeling for students how real practitioners (such as scientists, historians, physicians, legal experts) approach their craft.
4. Promote student academic, social, and emotional well-being, self-efficacy, and independence.
5. Provide opportunities for acceleration and enrichment, through partnerships with Butte College and CSU Chico. These partnerships may team high school and college teachers in designing and teaching curriculum, and will allow students to obtain college credit through articulation agreements.
6. Foster deep and ongoing engagement with parents, families, and community members. This will be accomplished through such activities as parent and community advisory groups, community and parent mentorships, opening classrooms and labs for activities that engage parents, students, faculty, and community members, and performances and outreach activities into the community.
7. Create a professional learning community among teachers, administrators, and other school leaders (both at the school site and within the district at large) that emphasizes cooperative professional learning.
8. Maintain a focus on promising educational practices and on the conditions necessary to bring about change in the learning skills, achievement, and success opportunities of historically underserved learners.
9. Enable students to become self-motivated, competent, and life-long learners.

Targeted School Populations

The Inspire School of Arts and Sciences will open in the fall of 2010/11 as a school serving approximately 245 students in grades 9 through 12 (105 freshmen, 70 sophomores, 35 juniors, and 35 seniors) and will expand to serve up to 340 students by the 2012/13 school year. The school size within the 9-12 program will not exceed 400, which small-schools researchers suggest is the optimal size to reap the benefits of small learning environments. The school may expand further to serve students in grades 6-8 and possibly K-5 in subsequent years, if that seems to best meet the needs of CUSD, students, families, and staff. Such an expansion would take place only after extensive discussion with and approval by the majority of involved stakeholders, including the CUSD board. If students younger than ninth grade are eventually included in the charter, the entire school would most likely move to a smaller, self-contained site.

The school will draw from the Chico area as a whole, and will enroll a cross-section of students that represents Chico's diversity in terms of ethnicity, socio-economic status, linguistic background, and nationality. Many students living in Chico, whatever their background, face obstacles to attending college or pursuing their career goals. For some, these include language barriers, lack of resources, poor study habits, and limited success in mastering academic skills. Others, feeling the pressure to fit an increasing number of college-prep classes into a six-period day, cannot find room in their schedules for the range of elective classes that would allow them to explore their own personal passions and discover their unique talents. Still others prefer a smaller, more personalized learning environment than that provided by a large comprehensive high school. ISAS's educational program is based on the instructional needs of this diverse population: students who are looking for greater academic challenge, more academic support, a more connected environment, and more opportunities to discover the possibilities of their futures.

Attendance

The academic calendar, number of instructional minutes and number of days in the school year will be finalized during the planning year; however, all will be in compliance with the existing CUSD/CUTA contract. The academic calendar will be consistent with CUSD.

What it means to be an "Educated Person" in the 21st Century

Because one of the most fundamental characteristics of the new millennium is ever-accelerating change, it is essential that students not only learn, but learn *how* to learn. The educational program of the ISAS has been designed to help students to become self-motivated, competent and life-long learners. It consists of a challenging core curriculum designed to equip students with the knowledge and skills they need for postsecondary success. This core curriculum will be supplemented by a body of elective classes and enrichment experiences—at the high school, through Butte College and CSUC, and in the community—providing students the opportunity to discover personal talents and explore future careers.

The California content standards form the basis of the students' educational program, and define the general academic skills we believe are important for an educated person. Our goal is that all students will graduate having fulfilled the a-g coursework required for admission to the CSU or UC systems. Recognizing that some students may need additional time and support to attain those standards, we will provide a graduated menu of short-term and long-term interventions for students, similar to the Dufours' Pyramid of Interventions.

In addition, the school aims to foster in its students specific non-academic skills and qualities, including intellectual curiosity, analytic ability, creative thinking, self-confidence, empathic action, and awareness of oneself as a member of a community, a diverse society, and an interconnected world. Inspire School of Arts and Sciences expects its students to explore ideas, collect information, and think systematically and critically about what they know. The expression of student thinking may come in the form of an essay, a painting, a poem, a song, a film, an oral presentation, a one-act play, a mathematical argument, or a scientific rebuttal. By creating opportunities for the application of classroom knowledge to real-world situations, we hope to enable students to respond critically and thoughtfully to whatever realities or problems they face.

How Learning Best Occurs

Framework for Instructional Design:

ISAS's instructional design will incorporate many features that have been successful in other smaller learning community programs within the district. Further research and site visits during the planning year will enable staff to modify this design, but key features identified by the founders include

- *A personalized learning environment where students are well known by adults in the school*
 - The school operates as a small learning community structure, serving 245 to 400 students, grades nine through twelve.
 - Students and instructors are teamed in smaller groupings, e.g., career focus, grade level.
 - A 40-minute advisory period embedded into the school day provides students the opportunity to access academic interventions, seek additional help with class assignments, meet with on-line course supervising teachers, make up tests, or receive academic or career guidance from staff
 - Personalized learning for each student includes a rigorous curriculum, community connections, and college coursework;
 - Faculty, staff, and administration nurture learning and student success, and provide support and academic intervention as necessary
 - Staff take on multiple roles, including advisor, mentor, counselor, teacher, and student advocate.
- *A rigorous curriculum, with high expectations for all students and an explicit focus on college preparation*

- The curriculum challenges students to use their minds, and to apply learning across different disciplines
- High expectations are explicitly applied to all students and reinforced through coursework and counseling/advising
- All students will take the necessary coursework to meet the “a-g” requirements for admission to the University of California and the California State University systems;
- All students have the opportunity to earn college credits through articulated (2+2) courses taught on the high school campus, and through taking college courses at CSU Chico through the High School Scholars program or similar high school/college agreements.
- Some courses, especially electives, may be co-developed and/or co-taught by CSU Chico professors, Butte Community College faculty and high school teachers.
- Academic and advisory programs, including AVID strategies, will emphasize college readiness.
- *A strong connection with the community and local neighborhood*
 - Students will participate in community-oriented projects that address community needs and interests and enhance the quality of life of families and citizens;
 - Students may have the opportunity to become an intern in an elementary school classroom, a business, not-for-profit organization or governmental agency;
 - Students will become a contributing member of at least one club or team.
- *A strong connection to the University, its faculty, and the School of Education, evident through*
 - Exemplary and on-going professional development in partnership with the university for ISAS teachers
 - Curriculum development in partnership with CSUC faculty and staff
 - A focus on the conditions necessary for all students to engage in the learning process and to succeed in postsecondary education options including 2 and 4 year colleges.
- *A learning environment that is physically and emotionally safe*
 - The school’s small size creates connections across ages and classrooms, and encourages a strong sense of community within classrooms and throughout the school.
 - A school-wide discipline plan focuses on student learning and social responsibility
 - Staff are part of a dynamic and supportive professional learning community
- *Scaffolding and structure is used to support student learning*
 - Professional development and coaching focus on how teachers can best scaffold assignments so that students at all ability levels have access to the curriculum
 - Vertical professional learning community teams develop four-year sequenced instruction designed to build on previously-learned skills
 - Cross-curricular professional learning communities allow teachers to collaborate on lessons that integrate across subject areas
 - Patterns of student achievement are discussed with individual students, their families, and teachers.
 - Struggling students are identified early so that they can be provided the support they need to help them attain standards-based curriculum.
- *Assessment that is clear and transparent, and used formatively to guide instruction as well as summatively to assess mastery of essential standards*

- Success within the curriculum is defined by students' ability to demonstrate mastery on assessments
- Course assessments are based on clear rubrics that highlight essential learning targets for each unit
- Ongoing classroom assessments are used formatively to guide instruction and identify whether learning has occurred.
- Authentic assessments, including portfolios and presentations, allow students to demonstrate mastery of essential skills and application of knowledge. These assessments will be in a public forum wherever possible.

Instructional Approaches and Strategies

ISAS staff will use the following strategies and teaching methods as a part of the educational program. Additional instructional approaches and strategies will be developed during the planning year. These approaches have been chosen as the most likely to support high student achievement, thereby enabling students to achieve the objectives specified in the charter and master the academic content standards in core curriculum areas.

- *Looping:* In most courses, teachers will have the same group of students for more than one year. This enables teachers to form a deeper relationship with students and with families. It also maximizes instructional time in the second year, as teachers know students' strengths and weaknesses and can better prepare lessons and interventions to meet student needs.
- *Advisory:* A 40-minute advisory period is built into each school day (see "Framework for Instructional Design," above)
- *Block Scheduling:* A modified A/B block schedule (see attachment D) will create opportunities for students to take additional high school-level academic courses, elective courses, or courses at CSU Chico or BCC. Students will take three 80-minute classes in the mornings, alternating days so that periods 1-3 meet one day and periods 4-6 the next day. After lunch, students will have a 56-minute period for a seventh class (an elective, AVID, leadership, online AP or a college class). Students can also access specialized classes at the host site during this period if mutually agreeable (RSP, ELD, music, etc).
- *Inquiry-based instruction:* Teachers will teach through inquiry-based instruction. Inquiry-based instruction strategies involve asking students to structure problems, pursue information and investigations, pose and test hypotheses, collect and analyze various kinds of data, and draw inferences and conclusions for themselves. The subject matter will be relevant to the students' lives, and may often include outside audiences. As appropriate, other instructional strategies will also be used, including lectures, explanations and demonstrations through which students are asked to acquire concepts, instructions and information, learn to take notes, ask questions and clarify ideas in a whole class, small group, or one-on-one format.
- *Service-learning:* Considering issues in their own community will afford students the opportunity to apply their learning in real world settings, to build relationships with adults, and to make contributions to their communities. Student interests will drive the selection of community-based subjects to explore, and may range from needs related to local childcare to problem-solving at local businesses.
- *Technology as a tool for learning:* All ISAS students will enjoy access to state-of-art technology, which will be used as learning tools throughout students' courses. This technology will provide ISAS students with access to information for investigation and research, and to multiple media-related tools for expression of their understanding. Technology will also be integrated through instruction that calls for the use of technology as a tool to support academic learning.

- *Project-based instruction:* Students will apply classroom learning to real-world problems, carry out research, analyze and synthesize information across disciplines, and create written and oral final products.
- *Mentorships and internships:* As students begin to identify personal interests that might develop into college or career choices, they will be given the opportunity to learn more through mentorships and internships. These placements, typically during the summer or after school, will give students a closer look at different aspects of the job market, local government, community agencies, or non-profits.
- *Online Advanced Placement courses:* ISAS staff will offer Advanced Placement courses as a part of the regular curriculum taught during the school day, depending on teacher expertise. In addition, the school will provide online AP courses through the University of California College Prep program (UCCP). UCCP courses are UC approved, College Board certified, and may be licensed and used free of charge by school districts and/or county offices of education. This will allow smaller groups of students to take advantage of AP course options, as well as providing more AP options than what might typically be provided in a small school.
- *University-school partnerships:* Plans are still being developed for these partnerships, but the chairs of the CSUC Department of Education and Department of Computer Science have expressed their enthusiasm about partnering with ISAS staff to develop and team-teach courses.
- *AVID:* To help create a college-going culture we intend to implement the AVID program as an elective for our students, or to infuse AVID skills (Cornell note-taking, etc.) into the curriculum of English or other academic courses.
- *Extended Day:* Labs will typically be open until 5 p.m. for student access. Student leadership organizations, clubs, and/or specialized electives or activities may be offered during this time. Details will be finalized during the planning year.

Basic Learning Environment:

While the majority of instruction will take place face-to-face, with students in courses taught by ISAS teachers, we will also use the planning year to investigate options for enrichment and acceleration that may include online Advanced Placement courses and courses through CSU Chico and Butte College. These enrichment courses may be offered during or outside the traditional school day.

Curriculum:

The Inspire School of Arts and Sciences will provide a fifth high school option within the Chico Unified School District (in addition to Chico High, PV High, Fair View High/AFC, and Oakdale Independent Study). At this point, we intend to seek approval from the CUSD during our planning year to use the same core academic curriculum as that offered in the other high schools, including the same courses and course descriptions currently used at Chico High and Pleasant Valley High to meet the requirements of standards-based courses in English, mathematics, science, social science, PE, foreign language, and visual/performing arts. In addition, we may develop additional courses, particularly in elective areas, to meet the needs of our students. Students will take seven classes during the year rather than six, though because we intend to implement a block schedule, they will generally have only four classes in any given day (see sample bell schedule, attachment D). Instructors will teach six classes per semester rather than five. Teachers will be encouraged to develop electives in their areas to supplement the core curriculum, such as Creative Non-Fiction, Cultural Geography, French Film, or Music Appreciation.

The full curriculum for all courses to be taught will be submitted prior to the opening of school (no later than February of 2010). As an example of the type of curriculum that will be provided, we are including the curriculum for two integrated courses in Attachment C. Both courses have UC a-g approval—one in English, one in visual and performing arts—and one receives Butte College credit through an articulation

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agreement. The course descriptions, year-long course plan, and three sample units (with a unit overview, schedule, and learning targets for each) are included.

Plan for Students Who are Academically Low-Achieving

ISAS will offer a variety of means to provide students the extra time and support needed to master the skills and knowledge necessary to meet the rigorous standards set forth by the school. These will include differentiated instruction, an advisory period at the end of each day when students can seek additional help, and embedded interventions during the school day. During the planning year, the founders will research professional development opportunities in differentiated instruction, embedded intervention, and scaffolding, and ensure that all teachers hired are provided professional development in these areas so that they can consistently provide structures and scaffolding to students who are struggling, and modifications for students with disabilities. Before the opening of the ISAS, staff will identify and put into place a pyramid of interventions that will ensure that all students receive the support they need.

Plan for Students who are Academically High-Achieving

Differentiated instruction will also address the needs of high-achieving students. All performance assessments and rubrics will specifically define criteria for high-achieving students to demonstrate knowledge and skill beyond the standard and achieve “expert” ratings. Projects leading to products will be purposefully open-ended to enable all learners to achieve their best. Partnerships with CSUC have been identified, and we are continuing to explore partnerships with Butte College; as MOUs are developed, we will be sure that they include opportunities for high-achieving students to accelerate their learning at a pace that is best for them. This might include university coursework, online AP coursework, and / or other options to be designed during the planning year.

Plan for English Learners

ISAS will assess English learners annually using the California English Language Development Test (CELDT) to evaluate students’ ability to listen, speak, read, and write in English. CELDT results will be used to create program placements. To ensure success in the mainstream English classrooms, ISAS will utilize the following strategies:

- Provide teachers with information about their students’ English Language Development (ELD) levels, and information about instructional strategies most appropriate for the different levels.
- Provide staff development on differentiated instruction for English Learners
- Group English Learners by ELD level in every classroom for differentiated instruction
- Develop ELD Assessment portfolios to record student progress at each grading period
- Promote the active involvement of the parents of English Learners
- Develop an English Learners Advisory Committee (ELAC) to provide input into the school’s ELD program
- Provide written and oral translations of school documents for parents
- Teach parents how to support their students at ISAS

ELD instruction will be provided during the afternoon elective and/or advisory period by the ISAS English teacher. Alternatively, and if it is mutually agreeable and best serves the needs of students and the host site, ISAS may develop an agreement with its host site for ELD services.

Plan for Special Education Students

Inspire School of Arts and Sciences believes that all students, including those with disabilities, have the right to participate in free appropriate public education pursuant to Education Code Section 56000. ISAS will work in cooperation with CUSD and Butte County Office of Education to provide special educational

instruction and services for qualifying students to ensure them of the right to an appropriate educational opportunity to meet their unique needs.

Inspire School of Arts and Sciences will adhere to all laws affecting individuals with disabilities, including all provisions of the Americans with Disabilities Act, the Individual with Disabilities Educational Act of 2004 (IDEA) and its amendments, Section 504 of the Rehabilitation Act, and Office for Civil Rights mandates. All students will be given equal access to the school, regardless of their disabilities, and Inspire School of Arts and Sciences will not discriminate against any student based on his or her disabilities in accordance with the requirement to provide Free, Appropriate Public Education (FAPE). Pursuant to federal requirement of Least Restrictive Environment (LRE), all the students with exceptional needs will be educated within the general education program unless due to the nature or severity of the disability, proper education cannot be achieved satisfactorily even with the use of supplementary aids and services.

ISAS intends to be a public school within the CUSD and the Butte County SELPA for purposes of providing special education services to its students. ISAS will enter into a Memorandum of Understanding (MOU) with CUSD which delineates the operational and financial relationship between the parties for the provision of special education services, including referral, assessment, instruction, and due process. The MOU will include, pursuant to California law, that Inspire School of Arts and Sciences will receive from CUSD its equitable share of special education funding and/or services to support the educational needs of students with disabilities enrolled in the charter school. Also, in accordance with the law, Inspire School of Arts and Sciences will contribute an equitable share of its charter school block grant funding to support the district-wide special education costs.

Student Success Team

ISAS will utilize a Student Success Team (SST) process in fostering collaboration between the school and the home to facilitate maximum student success.

Section 504/ADA

ISAS will be solely responsible for its compliance with Section 504. It will further be the responsibility of the SST/504 Team to determine appropriate accommodations for disabled students. All facilities of the School shall be accessible for all students with disabilities in accordance with the ADA. Any issues with ADA compliance shall be mutually addressed by the charter and the host site.

Implementing Student IEPs

It is the intent of ISAS to provide a free appropriate public education for all students with disabilities in the least restrictive environment. To do this, ISAS intends to facilitate provision of special education services to students with disabilities in general education classrooms consistent with individual education plans (IEPs) of the students. ISAS intends to establish a learning center within the school which will be primarily staffed by the school resource specialist. The resource specialist, along with District itinerant special education staff (such as speech therapists and school psychologists), will assist students and teachers with intervention strategies and be the case manager for implementing IEPs. The resource specialist will incorporate student IEP goals into the learning expectations to ensure all students benefit from the educational program at ISAS.

Informing Parents:

The School will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements through a letter sent at the beginning of each

school year to the parents of students who will be in grades 9-12. This information will also be provided to parents through an Inspire School of Arts and Sciences handbook, brochures, information on the ISAS's website, and an orientation.

II. MEASURABLE PUPIL OUTCOMES

The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all students of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program.

Measurable Student Outcomes

The School seeks to graduate students who possess the academic and personal habits desired of an educated citizenry: intellectual curiosity, analytic ability, creative thinking, self-confidence, self-awareness of personal talents and skills, an understanding of their potential as a contributing member of society, and empathetic action. So that faculty, students, and parents may assess student progress toward these goals, we have identified the following measurable student exit outcomes, aligned to the school's mission:

- To acquire foundational skills and knowledge in core academic areas (as defined by proficiency in state content and performance standards)
- To demonstrate awareness of and readiness for post-secondary options, as measured by successful completion of UC/CSU a-g requirements and career exploration opportunities including mentorships and internships
- To demonstrate leadership skills and qualities
- To be effective communicators, skilled at using verbal, written, and media tools
- To engage in community improvement activities on a local and global scale
- To demonstrate the ability to think logically and solve problems
- To demonstrate the ability to use technology as a tool to acquire and communicate information

During the planning year, benchmark skills and specific classroom-level skills will be identified. As curriculum and assessments are developed, the charter developers will ensure that the exit outcomes remain aligned to the school's mission, curriculum, and assessments. School-wide performance goals (including projected attendance levels, dropout rate, graduation rate goals, etc.) will be established during the planning year, and modified during the first year of implementation using the baseline data derived from the students who enroll. ISAS recognizes that school-wide performance goals and exit outcomes will need to be revisited regularly, and will likely need to be modified over time to continue to ensure that the program is reflective of and responsive to student need.

Graduation Requirements:

The ISAS's goal is for all our graduates to complete all UC a-g requirements. However, as we are committed to serving a student body that represents the diversity of our community, we are aware that some students will find the goal of completing all a-g requirements challenging. We will provide the time and support to help students attain these goals through interventions embedded into the school day. Although completion of a-g requirements is our goal, our minimum graduation requirements will mirror those of the Chico Unified School District. Specifically, coursework requirements for graduation will include

- Social Science 3 years
 - World History

- US History
- Economics (1 semester)
- US Government (1 semester)
- English / Language Arts 4 years
- Mathematics (Algebra I or equiv.) 1 years
- Lab Science 2 years
 - Physical Science:
 - Life Science:
- Visual / Performing Arts
or Non-English Language 1 year
- Physical Education 2 years
- Health 1 semester

Credits:

- 225 credits will be required to earn a diploma

Other Requirements:

- Passing score in English and in math on the High School Exit Exam
- Passing grades in Algebra B or Algebra I
- Passing enhanced computer-related technical competencies at ninth grade; specific competencies to be determined during planning year, but examples might include (but are not limited to) word processing, multimedia presentation, information retrieval, spreadsheet, 2D and 3D animation, video production, and audio production.

Accreditation

During the planning year, ISAS will begin the process for Western Association of Schools and Colleges (WASC) accreditation. It is our goal that ISAS will be an initial WASC candidate by fall 2010, when we first serve students, so that all students are able to graduate with University of California/California State University (UC/CSU) approved coursework. Our budget includes funding to begin this process.

III. HOW PUPIL OUTCOMES WILL BE MEASURED:

The method by which pupil progress is to be measured in meeting pupil outcomes.

The Inspire School of Arts and Sciences will utilize student achievement data continuously to monitor and improve the ISAS's educational program, and to ensure that each student receives the attention he or she deserves in making advances toward educational goals. Evaluation will be ongoing and continuous, using classroom-based and school-wide assessments. Performance assessments will be evaluated with the use of common benchmarks and rubrics. Staff will assess student progress using multiple measures, including academic achievement data (standardized and classroom test scores, grades, performance assessments, benchmark assessments, and classroom-level formative assessments) and other student outcome and perception data (suspension rates, attendance, and survey data measuring student satisfaction) to obtain an overall picture of student satisfaction and achievement. This data will, in turn, inform ongoing professional development, curriculum development and modification, and direction. In

addition, grade-level professional learning teams will collaborate weekly so that staff can analyze achievement data in their own classroom; they will then use this data to create action plans related to their practice.

The ISAS plans to develop an MOU with the Chico Unified School District to utilize the CUSD's student information system. The list below is an example of the kinds of data that the ISAS will collect annually for the school as a whole. (In some cases, the data will only apply to a subset of students: for example, although the results of the state physical fitness tests will be collected annually, this test is only required of students in grades five, seven, and nine. Thus, physical fitness testing data submitted annually from ISAS will only be for that year's freshman class).

- Student demographics (including but not limited to: ethnicity, gender, home language, free/reduced lunch qualification, nationality) (on-going)
- Student attendance (eight times each year)
- Student Grades (6 times each year—at each formal progress report period)
- Student Promotion
- Progress toward Senior Portfolio and Defense, and/or Senior Exhibition
- Graduation rate
- Drop-out rate
- Retention rate (the number and rate of students retained in the school each year)
- Participation in extra-curricular activities, including sports, clubs, ambassador program, student government
- Reasons for transferring out by Exit Survey (on-going)
- PSAT and SAT scores (annually)
- College application rates (annually)
- College acceptance rates (annually)
- CELDT (annually)
- CAHSEE (annually)
- Advanced Placement tests (annually)
- California Standards Tests (annually)
- State Physical Fitness Test (annually)
- Grade 9 and 11 Writing Proficiencies (annually)
- CSU Early Assessment Program (annually)
- API Similar Schools Ranking (annually)
- AYP

The following assessment methods will measure progress toward exit outcomes. Minimal required performance levels and will be established during the planning year.

Outcome	On-going Measurements	Exit Assessment(s)
Students will acquire foundational skills in core academic areas (as defined by State Standards)	<ul style="list-style-type: none"> • Individual course outcomes (grades) • STAR test results • College acceptance rates • Common formative assessments • Benchmark assessments in individual courses 	<ul style="list-style-type: none"> • CAHSEE • Completion of a-g requirements
Students will be prepared for college	<ul style="list-style-type: none"> • Rate of UC-eligible 	<ul style="list-style-type: none"> • CAHSEE

	graduates <ul style="list-style-type: none"> • College application rate • College acceptance rate 	<ul style="list-style-type: none"> • Completion of a-g requirements
Students will demonstrate leadership skills and qualities	<ul style="list-style-type: none"> • Individual course outcomes (grades) • Leadership course outcomes (grades) • Leadership role in clubs and/or sports 	<ul style="list-style-type: none"> • Senior Project or Exhibition
Students will be effective communicators using oral, written, and media tools	<ul style="list-style-type: none"> • Ninth grade writing proficiency • Eleventh grade writing proficiency • Results of performance assessments in content and elective classes (graded on rubrics) 	<ul style="list-style-type: none"> • Senior Project or Exhibition • Passage of computer competencies
Students will engage in community improvement activities on a local and global scale	<ul style="list-style-type: none"> • Participation in one service-learning activity at each grade level 	<ul style="list-style-type: none"> • Senior service-learning or community-improvement project
Students will think logically and solve problems	<ul style="list-style-type: none"> • Junior Project or Exhibition • Individual course outcomes • Common school-wide rubrics (e.g. Audience, Community Service) 	<ul style="list-style-type: none"> • Senior Project or Exhibition
Students will demonstrate the ability to use technology as a tool to acquire and communicate information	<ul style="list-style-type: none"> • Passage of computer competencies • Computer Foundations course outcomes • Performance-based assignments incorporating technology 	<ul style="list-style-type: none"> • A rubric that measures how effectively technology is integrated into senior project or exhibition

ISAS will report data on student achievement to school staff, parents, and guardians through student/parent conferences, School Accountability Report Cards, and individual report cards.

IV. GOVERNANCE STRUCTURE

The governance structure of the school including, but not limited to, the process to be followed by the school to ensure parental involvement.

Parent Involvement:

The staff of ISAS is committed to working in partnership with parents in the governance of the school. One avenue for involvement is through participation on the Board of Directors and School Site Council. Additional avenues for involvement include:

- *Advisory:* membership on Board of Directors, School Site Council, and site PTSA; participation in annual surveys assessing the school's program
- *Fundraising:* Working with school staff to raise funds to support student and school programs
- *Volunteer:* Parents will be encouraged to share their time and expertise through classroom lectures, participation on panels to judge student portfolios and work, attending field trips, serving on parent committees, serving as mentors or providing internships to parents

- *Advocacy*: communicating the school's program and needs to the public, educators and policy makers and advocate for necessary policies and resources.

During the planning year, parents will be invited to take part in an ongoing advisory group to identify potential barriers to involvement, and ways those barriers might be removed.

Board of Directors:

Inspire School of Arts and Sciences will be governed by its Board of Directors whose members have a legal, fiduciary responsibility for the well-being of the organization. The ISAS Board of Directors will be composed of a broad cross-section of the school community and the community at-large, including parents, professionals, and community leaders.

The number of people serving on the Board of Directors, the length of terms, and the selection process for future Boards of Directors will be specified in the ISAS Board of Director Bylaws. It is the intent of ISAS that the initial Board of Directors shall consist of seven (7) voting members and up to two (2) non-voting members acting in an advisory capacity. Six (6) of the voting members will reflect constituencies within our school community and the community-at-large, and may include representatives of local post-secondary faculty; community members with a strong background in the arts and/or sciences; the ISAS parent community; the local professional business community; and teachers. Consistent with Education Code section 407604(b), "The governing board of the school district that grants a charter for the establishment of a charter school formed and organized pursuant to this section shall be entitled to a single representative on the board of directors." Thus, the seventh ISAS board member will be one of the Chico Unified School District Trustees, selected by the other CUSD Trustees to serve the ISAS Board. The ISAS Principal will serve as a non-voting member of the board. In addition, one (1) Chico Unified School District administrator, acting in an advisory capacity, may serve on the Board of Directors.

The Board's roles and responsibilities will include but not be limited to establishing board policies that affect the Inspire School of Arts and Sciences such as hiring staff, approving the school's annual budget, and overseeing the school's financial affairs. Board Members have a responsibility to solicit input from, and opinions of, the parents of students, the faculty and staff, regarding issues of significance and to weigh the input and opinions carefully before taking action.

The Board of Directors will also be responsible for hiring a Principal who will be responsible for management of the day-to-day affairs of the School and will serve as an advisory consultant to the Board. Principal candidates must be approved by a majority vote of the teaching staff. On an annual basis, the Principal will present to the District an overview of the measurable objectives. The Principal will report to the Board of Directors and be evaluated by the Board of Directors on a quarterly basis. Final authority for all matters dealing with the administration of the Inspire School of Arts and Sciences shall reside with the Board of Directors.

Proposed by-laws and policies

The Board of Directors will develop and adopt bylaws consistent with the Charter Schools Act, the terms of this charter, and all other applicable laws. The bylaws shall provide details in the voting rights, term of office, etc. of the members of the Board of Directors. The Board of Directors may establish committees or task forces deemed necessary from time to time.

Selection of initial governing board:

The initial Board of Directors will be selected during the planning year, and will begin meeting at least by spring of 2010. The initial selection will be made by a committee formed during the planning year. This

committee will be comprised of 50% ISAS founders, and the other 50% representatives from the CUSD and the constituency groups that comprise the board, as noted above. Board members shall serve two-year terms. Half of the initial board members selected will be chosen, by lot, to serve a three-year term, ensuring that from then on terms will be staggered (and will be two years with the exception of that initial three-year term for half the board).

Compliance with Brown Act, Public Records Act, and Conflict of Interest Policy:

Members of the Board of Directors will be required to comply with any conflict of interest laws and regulations such as Government Code Section 1090 et seq., and the Political Reform Act (Government Code §§87100, et seq.). The School shall also comply with the Public Records Act and Education Code section 47604.3. All meetings of the Board of Directors shall comply with the Ralph M. Brown Act (Chapter 9, commencing with Section 54950, of Division 2 of Title 5 of the California Government Code).

School Site Council

The School Site Council will be the primary advisory group to the Principal. The School Site Council will have broad representation of parents, teachers, and other staff, community members and students. The composition of the Site Council will be the same as is required for other high school site councils in the Chico Unified School District: half made up of equal numbers of parents and students; the other half made up of school personnel, including four teachers, the principal, and one other staff member (e.g., counselor, clerical staff, custodial staff, resource teacher). Members shall be nominated and elected by their constituencies (e.g., students will nominate and elect students, teachers will nominate and elect teachers, etc.) The School Site Council may make recommendations about issues related to the School and participate in reviewing parental and community concerns. The council will also be responsible for planning, monitoring and evaluating activities and expenditures for Consolidated Application programs operated at the school. The Principal will be responsible for communicating all School Site Council policy recommendations to the Board of Directors.

Legal organization of the school:

The ISAS intends to operate as a dependent charter school within the Chico Unified School District. Please see Attachment B.

Structure for providing business and administrative services

It is the intention of the ISAS to seek an agreement with the Chico Unified School District so that the District will provide personnel, accounting, and payroll services to the ISAS. An MOU to that effect will be developed during the planning year. Please see Attachment B.

V. EMPLOYEE QUALIFICATIONS

The qualifications to be met by individuals to be employed by the school.

Qualifications for prospective employees:

The School will recruit and hire professional, effective, and qualified personnel to serve in administrative, instructional, instructional support, and non-instructional support capacities. Employees will meet specific qualifications for employment as outlined in their job descriptions. These documents shall be maintained on file at the Inspire School of Arts and Sciences and shall be subject to periodic inspection by the District. All requirements for employment set forth in applicable provisions of law will be met, including but not limited to credentials, as necessary.

In addition to the requirements listed above, successful applicants will possess the following qualities:

- Leadership and management abilities
- A commitment to students and to learning
- A strong knowledge of their subject matter
- The ability to be reflective in their practice
- The ability and desire to collaborate with staff, parents, IHE and community partners, and students as a part of a team
- Flexibility and resourcefulness
- A strong commitment to academic rigor
- A strong commitment to the ISAS program and its philosophy, as outlined in section I
- A willingness and ability to collaborate and integrate across disciplines
- Ongoing engagement in professional growth and development
- A willingness to participate in co-curricular and extra-curricular activities such as serving as an advisor to a student club, traveling with students to student leadership organization conferences, etc
- The ability to creatively and effectively facilitate student learning

Recruitment and hiring practices will be consistent with CUSD policies, with openings first posted internally and then, if a suitable candidate is not found, posted externally. All applicants will be paper-screened and then interviewed by a committee that will be comprised of a cross-section of stakeholders (which may include teachers, students, and parents) as well as the principal. During the planning year, the planning team will determine whether a demonstration lesson will be required as a part of the interview process.

Key Positions and Additional Qualifications: Final job descriptions will be developed during the planning year, but the descriptions below provide an idea of key positions and qualifications:

- Site Principal: At a minimum, the Site Principal's qualifications will include outstanding communication skills, a strong knowledge of curriculum development and program design, and the ability to build consensus and community. Applicants must hold at least a bachelors degree, and have at least five years' experience in teaching, with some experience in program or school administration preferred. A masters degree and administrative credential is strongly preferred.
- Teacher: All ISAS teachers will be required to hold a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in other public schools would be required to hold. Teacher credentialing must also satisfy the requirements for "highly qualified teachers" under the No Child Left Behind Act. All teachers serving English language learner students must hold their CLAD or BCLAD certification.
- School Office Administrator: The office administrator will work with parents, students, staff, and the community, and be responsible for all administrative clerical duties related to the school. Personal qualifications include strong organizational, time management, and multi-tasking skills; excellent interpersonal and communication skills; and ability to work independently and as part of a team. Applicants must hold at least an A.A. degree, and have at least three years experience in an administrative support position. Experience in a school setting is preferable; proficiency in Microsoft Office is required.

Core academic courses: Core and college preparatory classes are defined for purposes of this charter as English, reading or language arts, mathematics, science, foreign languages, civics and government,

economics, arts, history, and geography. The Inspire School of Arts and Sciences may contract with other personnel on a volunteer or consultant basis who will possess experience and expertise to provide instruction or student support in non-core academic areas (e.g., web design). The role of any such personnel will be to bring real-world expertise to the classroom and to enrich the program; they will not supplant any certificated or classified personnel, and will be supervised when working with students by a credentialed teacher employed by the charter school.

VI. HEALTH AND SAFETY PROCEDURES

The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures will include the requirement that each employee of the school will furnish the school with a criminal record summary as described in Education Code Section 44237

Criminal Record and TB verification: The School will comply with the provisions of Education Code 44237: Fingerprints and Criminal Records Summary. Each new employee not possessing a valid California State teaching credential must submit two sets of fingerprints to the Department of Justice for the purpose of obtaining a criminal record summary. In addition, the Inspire School of Arts and Sciences will conduct criminal background checks of vendors as required by Education Code section 45125.1. Faculty and staff will also be required to furnish proof of an examination for tuberculosis as required by law. The above requirements constitute conditions of employment.

Health Services: An MOU will spell out how health services will be provided to all students, preferably through an agreement with the host site. All ISAS students will receive health services comparable to those provided to other students within the district.

Healthy and Safety Practices: All new students will be required to show proof of necessary immunizations as a condition of School admittance to the same extent as would apply if pupils attended non-charter public schools. The School will provide screening of students' vision and hearing and the screening of students for scoliosis to the same extent as would be required if students attended a non-charter public school. Records of staff and student immunizations will be maintained.

The School is committed to providing a safe school environment and the School will develop a comprehensive school safety plan. This plan, to be developed during the planning year and available for review no later than February, 2010, will include but not be limited to the following topics:

- Immunization records
- Natural disasters and emergencies
- Blood-borne pathogens
- Facilities requirements
- Drug, alcohol, and tobacco free school
- Criminal background checks for employees
- Mandated child abuse reporting
- Sexual harassment
- Pesticide use
- Internet use
- IIPP Plan
- Safety training
- Emergency and first-aid response
- Asbestos awareness

These policies will be incorporated into the staff and student handbooks and will be reviewed on an ongoing basis in the school's staff development efforts and policy updates. Trainings will be provided in

all areas required by the district and/or by state law, either in conjunction with district trainings or covering equivalent material.

VII. MEANS TO ACHIEVE A RACIAL AND ETHNIC BALANCE

The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.

Believing that heterogeneity is beneficial for academic achievement and important for leadership development, our staff will make a particular effort to recruit a student body that reflects the diversity of the area in terms of ethnicity, socio-economic status, language, parents' educational levels, and nationality. These procedures may include enrollment timelines that allow for a broad-based application process, the distribution of promotional materials across the district, and outreach meetings in local geographic areas. Promotional materials will be printed in English, Spanish, and Hmong, and will feature students representing the diversity of our local population. Existing networks that offer a bridge to college for students traditionally underrepresented in IHEs (MESA, Talent Search, etc.) will be tapped. Borrowing a strategy from existing CHS SLC programs, we will recruit students who represent the demographic and gender diversity of the school by including students of all ethnicities and balanced between genders on our recruitment teams to the feeder middle schools and at informational evenings.

VIII. ADMISSION REQUIREMENTS AND POLICIES

The Admission requirements, if applicable.

The Inspire School of Arts and Sciences will be nonsectarian in its programs, admission policies, employment practices, and all other operations, and will not charge tuition nor discriminate against any student based on race, ethnicity, national origin, religion, gender, sexual orientation, perceived sexual orientation, home language, or disability.

Inspire School of Arts and Sciences shall admit all pupils who wish to attend the school within the Chico Unified School District. As space allows, students may also be admitted from surrounding districts in Butte County.

If the number of pupils who wish to attend Inspire School of Arts and Sciences exceeds the school's capacity, attendance shall be determined by a public random lottery. As permitted by state and federal charter law, students currently in the charter and their siblings shall be exempt from the lottery. Students who reside within the CUSD boundaries shall be given special consideration in the lottery over those students who do not. Special consideration shall also be given to students protected by Title VI of the Civil Rights Act, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, or the Equal Protection Clause of the United States Constitution, to comply with both state and federal charter law.

It is not permissible under charter law to give special consideration to students whose backgrounds and circumstances traditionally create barriers to college-going: low-income families as determined by eligibility for Free and Reduced Lunch program, students whose parents did not graduate from college, students attending feeder schools designated underperforming, or students whose primary home language is other than English (except insofar as they are protected by Title VI of the Civil Rights Act).

However, as discussed in section VII above, ISAS is committed to enrolling and graduating a student body representing Chico's diversity, and will target outreach and recruitment efforts to these groups in addition to others.

IX. FINANCIAL AUDIT

The manner in which an annual audit of the financial and programmatic operations of the school is to be conducted.

Financial Audits:

Because Inspire School of Arts and Sciences is an independent legal arm of the CUSD, audits will be performed each fiscal year as part of the annual audit process of CUSD. Such an audit will at a minimum verify the accuracy of the school's financial statements, revenue-related data collection and reporting practices, and examine the Inspire School of Arts and Sciences's internal controls. To the extent required under applicable Federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars. It will also include a review of average daily attendance. The audit will be completed by December 15 following the close of the fiscal year and that a copy of the auditor's findings will be forwarded to the Secretary of the Board.

Any disputes regarding the audit, in either exceptions or deficiencies will be reviewed by the ISAS Board and reported to the CUSD Board of Trustees about their resolution. Any disputes regarding the resolution of audit exceptions and deficiencies will be resolved using the process outlined in Element 14 of this Charter.

The audit committee will review any audit exceptions or deficiencies and report to the Board of Directors with recommendations. The Board of Directors will submit a report to the District and County describing how the exceptions and deficiencies have been or will be resolved.

Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in this charter. The Inspire School of Arts and Sciences will resolve any audit exceptions and deficiencies (if any) to the satisfaction of the Chico Unified School District by the end of the fiscal year following the audit.

X. PUPIL SUSPENSION AND EXPULSION

The procedures by which pupils can be suspended or expelled.

The Inspire School of Arts and Sciences will use the same comprehensive set of student discipline policies as the Chico Unified School District. These policies will be printed and distributed as part of the school's parent, student and teacher handbooks and will describe the school's expectations regarding school rules, attendance, substance abuse, violence, safety, and the dress code. Each student and their parent or guardian will be required to verify that they have reviewed and understand the policies prior to enrollment by signing a statement at the beginning of each academic year.

Any student who engages in repeated violations of the school's behavioral or academic expectations will be required to attend a meeting with the Principal or their designee and the student's parent or guardian. The school will prepare a specific, written remediation agreement outlining future student conduct expectations, timelines, and consequences for failure to meet the expectations which may include, but are not limited to, suspension or expulsion. The school's policies provide students with an opportunity for due process, pursuant to applicable federal law regarding students with disabilities.

The Principal or their designee may, pursuant to the school's adopted policies, discipline and suspend students. If students fail to comply with the terms of a remediation agreement, the Principal may recommend expulsion to the ISAS Board of Directors. The school's governing Board of Directors will utilize the CUSD Hearing Officer to handle the expulsion process at ISAS, in accordance to all procedures and policies adopted by Chico Unified School District and the California Education Code. The Hearing Officer will notify the ISAS Board of Directors of any pending expulsions. ISAS will include suspension and expulsion data in its annual performance report and this information will also be forwarded to CUSD for the district's data collection purposes. Students who present an immediate threat to health and safety may also be immediately suspended by the ISAS Principal or their designee and later expelled by the ISAS Board of Directors upon recommendation by the Hearing Officer.

The following are grounds for suspension and expulsion:

- *Physical Injury:* Caused, attempted to cause, or threatened to cause physical injury to another person (Ed. Code 48900(a)(1)) or Willfully used force or violence upon the person of another, except in self-defense. (Ed. Code 48900(a)(2)) Notification to police required for students in grades K-12.
- *Weapons, Explosives, Dangerous Objects:* Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal. (Ed.Code 48900(b)) Notification to police required for students in grades K-12.
- *Controlled Substances/Alcohol:* Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind. (Ed.Code 48900(c)) Notification to police required for students in grades K-12.
- *Substances in Lieu of Controlled Substances:* Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant. (Ed.Code 48900(d)) Notification to police required for students in grades K-12.
- *Robbery or Extortion:* Committed or attempted to commit robbery or extortion. (Ed.Code 48900(e)) Notification to police required for students in grades K-12.
- *Damage to Property:* Caused or attempted to cause damage to school property or private property. (Ed. Code 48900(f)) Notification to police required for students in grades K-12.
- *Theft of Property:* Stole or attempted to steal school property or private property. (Ed. Code 48900(g)) Notification to police required for students in grades 4-12.
- *Tobacco:* Possessed or used tobacco, or any product containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless

tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products. (Ed.Code 48900(h))

- *Obscenity/Profanity*: Committed an obscene act or engaged in habitual profanity or vulgarity. (Ed.Code 48900(i))
- *Drug Paraphernalia*: Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code. (Ed.Code 48900(j)) Notification to police required for students in grades K-12.
- *Disruption/Defiance*: Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, or other school personnel engaged in the performance of their duties. (Ed.Code 48900(k)) Notification to police required for students in grades K-12.
- *Received Stolen Property*: Knowingly received stolen school property or private property. (Ed.Code 48900(l)) Notification to police required for students in grades 4-12.
- *Imitation Firearm*: Possessed an imitation firearm. (Ed. Code 48900(m)) Notification to police required for students in grades 4-12. (The definition of “Imitation Firearm” is a replica of a firearm that is so substantially similar in physical properties to an existing firearm to lead a reasonable person to conclude that the replica is a firearm. (Ed.Code 48900(m)).
- *Sexual Assault/Sexual Battery*: Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code. (Ed.Code 48900(n)) Notification to police required for students in grades 4-12. (The definition of sexual assault includes rape, various types of sexual abuse, and lewd and lascivious conduct. (Penal Code 261, 266c, 286, 288, 288a, 289.) The definition of sexual battery is the touching of an intimate part of another person, if the touching is against the will of the person touched, and is for the specific purpose of sexual arousal, sexual gratification, or sexual abuse. (Penal Code 243.4)).
- *Harassment of Witness*: Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both. (Ed.Code 48900(o))
- *Sexual Harassment*: Committed sexual harassment. (Ed.Code 48900.2) (The definition of sexual harassment is an act which, upon review of a reasonable person of the same gender as the victim, is determined to be sufficiently severe or pervasive so as to cause negative impact on one’s academic performance or to create an intimidating, hostile or offensive educational environment. Notification to police required for students in grades 4-12. The limitations are that the sexual harassment must be unwelcomed by the recipient in order to constitute a violation of Education Code 48900.2, and only students in grades 4-12 are subject to suspension for sexual harassment.
- *Hate Violence*: Caused, attempted to cause, threatened to cause, or participated in an act of hate violence. (Ed.Code 48900.3) Notification to police required for students in grades K-12. (The definition of hate violence is the use of force or threat of force to intimidate a person in the

exercise of a constitutional or statutory right, or damage or destruction of property for the purpose of intimidating or interfering with a person because of that individual's "race, color, religion, ancestry, national origin, disability, gender, or sexual orientation.")

- *Intentional Harassment:* Created a hostile educational environment (Ed.Code 48900.4) (The definition of intentional harassment is the engaging in harassment, threats or intimidation, directed against a student or group of students, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting a classroom, creating substantial disorder, and invading the rights of the students or group of students by creating an intimidating or hostile educational environment).
- *Terrorist Threats Against School Officials and/or Property:* Committed a terrorist threat against school officials, school property or both (Ed.Code 48900.7) (The definition of a terrorist threat includes any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in: death; great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000.00), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for: his or her own safety, his or her immediate family's safety, the protection of school property, and/or the personal property of the person threatened or of his or her immediate family.
- *Hazing:* Engaged in hazing activities or any act that causes or is likely to cause personal humiliation or disgrace (Ed.Code 32050-32052)
- *Vandalism/Malicious Mischief:* Defaced, damaged or destroyed any school property including, books, supplies of all kinds, equipment, buildings and grounds. Note: Parents can be held financially liable for damages up to \$10,000 and shall also be liable for the amount of any reward not exceeding \$10,000 pursuant to Section 53069.5 of the Government Code (Ed.Code 48904).

XI. RETIREMENT SYSTEM

The manner by which staff members of the Charter Schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or the Federal Social Security program.

Non-certificated staff at ISAS will be eligible to participate in the federal social security system and / or the Public Employees Retirement System will have access to other school-sponsored retirement plans according to policies developed by the ISAS Board of Directors and adopted as the school's employee policies. Certificated staff at ISAS will be eligible to participate in the State Teachers' Retirement System and coordinate such participation, as appropriate, with the social security system or other reciprocal systems in the future. As long as ISAS continues to contract with CUSD for payroll services, ISAS shall pay CUSD for Indirect Costs and Oversight to be addressed in a Memorandum of Understanding, negotiated on an annual basis.

XII. PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

*Inspire School of Arts and Sciences
– Revised November 4, 2009*

The public school attendance alternative for pupils residing within the District who choose not to attend charter schools.

Students who opt not to attend the Inspire School of Arts and Sciences may attend other district schools (if they reside within the CUSD boundaries) or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district of residence. The parent or guardian of each student enrolled in the charter school shall be informed that the student has no right to admission in a particular school of any local educational agency (or any program of any local educational agency) as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the local educational agency.

XIII. DESCRIPTION OF EMPLOYEE RIGHTS

A description of the rights of any CUSD employee upon leaving the employment of the District to work in a charter school, and of any rights of return to the District after employment at a charter school.

Rights of School District Employees

No employee currently employed by CUSD shall be required or assigned to work at ISAS. Any employee who so desires will be considered for employment through an open application process. Because ISAS is a school within the Chico Unified School District, employment at ISAS will not affect any CUTA or CSEA member's status as a CUSD employee. Thus, ISAS staff who transfer from employment within another CUSD school will retain right of return to an identical position at another school in the district, service credit, sick leave, and vacation days in accordance with their respective contracts. In addition, it is our intent that any classified or certificated staff member hired by ISAS will be subject to provisions of the collective bargaining agreements in effect for CUTA or CSEA, including those related to salary and benefits.

XIV. DISPUTE RESOLUTION PROCESS RELATING TO PROVISIONS OF THE CHARTER

Dispute Resolution Process, Oversight, Reporting, and Renewal

Intent

The intent of this dispute resolution process is to (1) resolve disputes within the school pursuant to the school's policies, (2) minimize the oversight burden on the district, (3) ensure a fair and timely resolution to disputes, and (4) frame a charter oversight and renewal process and timeline so as to avoid disputes regarding oversight and renewal matters.

Public Comments

The staff and governing board members of ISAS and CUSD agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. Both shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Disputes Arising from within the School

Disputes arising from within ISAS, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and governing board members of the school, shall be resolved pursuant to policies and processes developed by the school. The district shall not intervene in

any such internal disputes without the consent of the governing board or Principal of ISAS for resolution pursuant to the school's policies. The district agrees not to intervene or become involved in the dispute unless the dispute has given the district reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, or unless the governing board of the school has requested the district to intervene in the dispute.

Disputes between ISAS and CUSD

In the event that ISAS or CUSD have disputes regarding the terms of this charter or any other issue regarding the school and grantor's relationship, both parties agree to follow the process outlined below. In the event of a dispute between ISAS and CUSD, the staff and governing board members of the school and district agree to first frame the issue in written format and refer the issue to the Superintendent of the district and Principal of the school. In the event that the grantor believes that the disputed relates to an issue that could lead to revocation of the charter, this shall be specifically noted in the written dispute statement.

The Principal and Superintendent shall informally meet and confer in a timely fashion in an attempt to resolve the dispute. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two governing board members from their respective boards who shall jointly meet with the Superintendent of the district and the Principal of the school and attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, the Superintendent and the Principal shall meet to jointly identify a neutral, third party arbitrator. The format of the arbitration session shall be developed jointly by the Superintendent and the Principal, and shall incorporate informal rules of evidence and procedure unless both parties agree otherwise. The findings or recommendations of the arbitrator shall be non-binding, unless the governing boards of the school and grantor jointly agree to bind themselves.

Oversight, Reporting, Revocation, and Renewal

The Chico Unified School District may inspect or observe any part of the school at any time, but shall provide reasonable notice to the Principal of ISAS prior to any observation or inspection. The CUSD shall provide such notice at least three working days prior to the inspection or observation unless the school's board or Principal agrees otherwise. Inspection, observation, monitoring, and oversight activities may not be assigned or subcontracted to a third party by CUSD without the mutual consent of the governing board of ISAS.

If the governing board of the district believes it has cause to revoke this charter, the board agrees to notify the governing board of ISAS in writing, noting the specific reasons for which the charter may be revoked, and grant ISAS reasonable time to respond to the notice and take appropriate corrective action. ISAS agrees to receive and review the annual fiscal and programmatic audit and annual performance report as specified in Element IX. Within two months of the receipt of this annual review, CUSD must notify the governing board of ISAS as to whether it considers the school to be making satisfactory progress relative to the goals specified in this charter. This annual notification will include the specific reasons for the charter-granting agency's conclusions.

XV. LABOR RELATIONS

A declaration of whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school

For purposes of labor relations Inspire School of Arts and Sciences shall be deemed the exclusive public school employer of the employees of the charter school in accordance with the objectives of the Education Employment Relations Act (EERA).

The ISAS desires to work with both the CUTA and the CSEA during the planning year and beyond to create flexibility within the existing contracts. It is our hope that language can be mutually agreed upon to provide flexibility to association members working within ISAS, enabling ISAS staff to create alternatives that best meet student need within the charter structure. For CUTA members, this flexibility may include such things as block scheduling and an increased number of teaching periods during the school day. For both CUTA and CSEA members, it may also include utilizing personnel not currently employed by the district, on a volunteer or stipend basis, who have specific expertise that would enrich the students' experience (for example, bringing in a recording engineer to work with students in sound design). It may also include creating new job descriptions that might combine existing job descriptions (for example, a custodial and grounds coordinator). In a small school, such creative reconfiguration of job responsibilities will maximize limited resources to best serve students. Such contract flexibility is specific to the ISAS and not to other schools within the district, unless the bargaining unit members and the CUSD mutually determine otherwise.

XVI. SCHOOL CLOSURE

A description of the procedures to be used if the school closes, including a final audit of the school to determine the disposition of all assets and liabilities, plans for disposing of any net assets, and plans for the maintenance and transfer of pupil records.

Should the Inspire School of Arts and Sciences cease operation, all assets secured from the appropriation of public funds shall be returned to the Chico Unified School District. All other assets will be distributed in compliance with all portions of Education Code 47605(b)(5)(P), including the requirement that there shall be "a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records." Further,

- The Inspire School of Arts and Sciences will notify parents, students, the California Department of Education, and the Butte County Office of Education;
- The Inspire School of Arts and Sciences Board of Directors shall adopt resolutions electing to dissolve the School;
- The Inspire School of Arts and Sciences of Directors shall set aside a cash reserve for the payment of estimated expenses, taxes, unascertained or contingent liabilities, and expenses and costs of distribution of assets, and dissolution; and
- All student records will be transferred to the District and/or temporary "close-down" headquarters for the Charter School.

1

The Inspire School of Arts and Sciences Board of Directors will designate a School employee(s) to remain on the payroll of the School beyond the school closing for the purpose of overseeing the transfer of student records, distribution of assets, as well as matters related to the close-down procedures.

SUPPLEMENTAL INFORMATION

- A. Financial Plan
- B. Impact Statement
- C. Sample Curriculum
- D. Sample Bell Schedule
- E. Sample Student Schedule

A. Financial Plan

The Inspire School of Arts and Sciences proposes to operate as a dependent charter within the Chico Unified School District. As such, ISAS intends to enter into a Memorandum of Understanding with the CUSD, outlining and defining the operational and financial relationship between the charter school and the district. The proposed MOU will rest on some basic assumptions:

- It is the mutual intent of the District and the charter school that charter school apportionments based on ADA will flow to the District.
- It is also intended that the charter will be provided services that are provided to other schools, including business services, IT services, website hosting, audit services, facility lease, liability, and utilities and others as identified in the budget. In return, the district will receive from charter revenue 1% oversight. The district will also receive indirect costs on all charter revenue, including ADA revenue, at the approved indirect cost rate (4.2% for 2009-10).
- It is further intended that, because a charter high school generates more revenue per student than does a non-charter high school, the MOU will specify a formula for sharing the additional revenue between the charter school and the district. This formula will mutually benefit the CUSD and the charter.

In addition:

- The ISAS intends to apply for a three-year planning and start-up grant from the state for \$450,000. If awarded, disbursement of this grant (within the guidelines provided by the funder) would be determined by the ISAS staff, and would be for costs associated with charter planning, development, and start-up (materials, etc.)
- The ISAS agrees to request permission from the CUSD board before enrolling students in grades 8 or below in the charter. The district will assess the economic viability of including younger grades, based on the revenue that would be generated.
- Additional grants will be actively sought and applied for in both the planning and implementation years.

A four-year budget, including planning year assumptions, is attached at the end of this document.

B. Impact Statement

Estimated Number of Students:

The Inspire School of Arts and Sciences will open in the fall of 2010/11 as a school serving approximately 245 students in grades 9 through 12 (105 freshmen, 70 sophomores, 35 juniors, and 35 seniors) and will expand to serve up to 340 students by the 2012/13 school year. The school may expand further to serve students in grades 6-8 and possibly K-5 in subsequent years, if that seems to best meet the needs of CUSD, students, families, and staff. Such an expansion would take place only after extensive discussion with and approval by the majority of involved stakeholders, including the CUSD board. If students younger than ninth grade are eventually included in the charter, the entire school would most likely move to a smaller, self-contained site.

Relationship with the District and Proposed Memorandum of Understanding:

As stated in the Financial Plan (Attachment A), the Inspire School of Arts and Sciences proposes to operate as a dependent charter within the Chico Unified School District. As such, ISAS intends to enter into a Memorandum of Understanding with the CUSD, outlining and defining the operational and financial relationship between the charter school and the district. The proposed MOU will spell out suggested processes and policies for fees, annual review process and site visits, regular, ongoing fiscal and programmatic performance monitoring and reporting, and the content, process, timelines and criteria for charter renewal. In addition, the MOU will rest on some basic assumptions:

- It is the mutual intent of the District and the charter school that charter school apportionments based on ADA will flow to the District.
- It is also intended that the charter will be provided services that are provided to other schools, including business services, IT services, website hosting, audit services, facility lease, liability, and utilities and others as identified in the budget. In return, the district will receive from charter revenue 1% oversight. The district will also receive indirect costs on all charter revenue, including ADA revenue, at the approved indirect cost rate (4.2% for 2009-10).
- It is further intended that, because a charter high school generates more revenue per student than does a non-charter high school, the MOU will specify a formula for sharing the additional revenue between the charter school and the district. This formula will mutually benefit the CUSD and the charter.

Facilities:

Inspire School of Arts and Sciences staff proposes to utilize existing facilities on the Chico High School campus presently occupied by the Academy of Communications and Technology (ACT) program. Details will be finalized during the planning year and formalized in an MOU with the district and with the school, but may include:

- 10 standard classrooms
- 1 office space that includes an area for a principal's office and teacher work space
- 2 computer video/audio/animation production computer labs (additional lab to be occupied in 2010/11 school year as new building is completed on the Chico High School site).
- 1 audio studio with isolation booth and large sound stage area. (will be expanded to two studio control rooms and three isolation booths through 1D Facilities funding-approved March 2008)
- Storage space for instructional materials and office supplies

- Parking adequate for the needs of 10-12 staff members and 100-150 students (in general, we assume that freshmen and sophomores will not need parking and that many students will ride their bikes or take a city bus)
- Boys' and girls' restrooms, staff restrooms (may be shared with host site by mutual agreement)
- Indoor and outdoor physical education facilities (possibly to be shared with host site, if mutually agreed)
- 1 drama facility (will be expanded to include a TV production facility through 1D Facilities funding-see above)

Should the Chico Unified School District decide to relocate the ISAS to another location within the district, the District will inform the ISAS one year prior to the effective date of the move.

If a mutual agreement cannot be reached during the planning year regarding location on a comprehensive school site, the ISAS may elect to be housed in another location. Details will be worked out with the CUSD and any other potential host site.

Proposed Legal Status of the School, Risk Management, and Potential Civil Liability Effects:

The ISAS proposed to be a legal arm of the Chico Unified School District, but with its own Board of Directors. Because it has a separate Board, it is considered an independent charter for insurance purposes; however, as long as the district handles the charter's fiscal services, it is eligible for insurance coverage through Northern California Schools Insurance Group (NSCIG). The charter will ensure that its application for coverage is approved in a timely manner, and before the opening of the school, through NSCIG, ReLIEF, and SELF.

B. Sample Curriculum

As indicated within the charter petition, it is the intention of the charter developers to adapt the core curriculum used within the Chico Unified School District at the District's comprehensive high schools. However, during the planning year, a subcommittee will be charged with developing in-depth curriculum for each area. While the CUSD texts and the state standards will obviously form the basis of the curriculum offered to students, we intend that in many cases the curriculum developed may expand and extend the existing curriculum, and where appropriate integrate across disciplines.

Attached is the curriculum for two courses currently taught within the ACT program at Chico High. These two courses are designed to be taken concurrently and to be taught as a block. The English course (Literature and Film) is a college-prep twelfth grade English class; the technology course (Advanced Studio Production) is articulated with Butte College, and is also UC approved. The two courses are

separate yet complementary. These two courses may or may not be a part of the charter, depending on discussions and decisions during the planning year. However, they exemplify the types of advanced-level and "out of the box" opportunities we intend to make available to students in the Inspire School of Arts and Sciences.

Attached please find:

- 1) Course Description: Advanced Studio Production (the description that earned the course UC approval)
- 2) Learning Objectives: Hollywood Style. (These are the specific objectives for an introductory unit in the course, corresponding with Course Objective #5 on p. 2 of the course description, "learn about the history of film, including the impact of the Hollywood style on American society and on the world (VPA Standard 3.0, Historical Context).
- 3) Course Description: Literature and Film (UC-approved English course)
- 4) Overview of Course Content: Literature and Film
- 5) Sample Curriculum for Three Units:
 - a. The Hero's Journey: Unit Overview and Schedule
 - b. The Hero's Journey: Learning Objectives
 - c. Film Noir: Unit Overview and Schedule
 - d. Film Noir: Learning Objectives
 - e. Comedy and Satire: Unit Overview and Schedule
 - f. Comedy and Satire: Learning Objectives

Course Description

A. COVER PAGE

1. Course Title Advanced Studio Production	9. Subject Area <input type="checkbox"/> History/Social Science <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input type="checkbox"/> Language other than English <input checked="" type="checkbox"/> Visual & Performing Arts <input type="checkbox"/> College Prep Elective
2. Transcript Title / Abbreviation Studio Production	10. Grade Level(s) 12
3. Transcript Course Code / Number	
4. School Chico High School	
5. District Chico Unified School District	
6. City Chico	
7. School / District Web Site www.chs.chico.k12.ca.us	11 Seeking "Honors" Distinction? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
8. School Course List Contact Name: Karri Carter Title/Position: Registrar Phone: (530) 891-3035 Ext.:	12. Unit Value <input type="checkbox"/> 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent)

Inspire School of Arts and Sciences
– Revised November 4, 2009

E-mail:	kcarter@chicousd.org	<input type="checkbox"/> Other
13. Was this course previously approved by UC? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, check all that apply:		
<input type="checkbox"/> Course reinstated after removal within 3 years. Year removed from list? _____ Same course title? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, previous course title? _____		
<input type="checkbox"/> Identical course approved at another school in same district. Which school? _____ Same course title? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, course title at other school? _____		
<input type="checkbox"/> Alternative course title for course with identical content at this school Title of previously-approved identical course: _____		
<input type="checkbox"/> Advanced Placement (AP) or International Baccalaureate (IB) course		
<input type="checkbox"/> Approved UC College Prep (UCCP) Initiative course		
<input type="checkbox"/> Approved P.A.S.S. course		
<input type="checkbox"/> Approved ROP/C course. Name of ROPIC? _____		
<input type="checkbox"/> Other. Explain: _____		
14. Is this a re-submission of a course that was previously NOT approved by UC? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
15. Is this course modeled after an UC-approved course from another school outside your district? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If so, which school(s)?		
16. Pre-Requisites Successful completion of Computer Foundations and Introduction to Electronic Media OR approval from instructor.		

17. Co-Requisites

Simultaneous enrollment in Literature and Film

18. Brief Course Description

In this course, designed to be taken concurrently with Literature and Film, students will study film as an art form and as a means of communication. The curriculum in the two classes will be integrated, so that projects and exercises created in Advanced Studio Production will demonstrate students' understanding of both narrative and formal conventions of filmmaking. Students will learn to "read" and analyze the language of film, including camera movement, visual and auditory imagery, composition, editing, and shot choice, and articulate how these elements contribute to the overall effect. They will study the works of well-known filmmakers, and examine the history of Hollywood and its role in both shaping and reflecting American culture. They will be exposed to the various careers available in the film and video production industry through guest speakers, field trips, and a research paper. They will study the vocabulary of film, and use it to express themselves in discussion and formal writings about film. Along with written film analyses and a major research paper focused on a specific genre, students will create seven short films (individual and/or small group) representing the genres studied, and a final, longer film project that showcases what they have learned about narrative and filmic elements.

B. COURSE CONTENT

Please refer to instructions

19. Course Goals and/or Major Student Outcomes

- Understand the artistic effect of film form and style—including narrative forms, lighting, shot composition, cinematography, editing, and sound—on the film as a whole.
- Understand the conventions of specific genres, and create films using those conventions.
- Investigate and study the history of film and its role in both shaping and mirroring American and world culture.
- Critically analyze films, both student produced and commercial.
- Explore careers in the film and video production industry.

20. Course Objectives

Upon completion of this course, students will be able to:

1. Examine films by recognized filmmakers, and identify, analyze and discuss the effect of specific filmic techniques on the overall mood, tone, impact, or meaning of their works (Standard 1.0, Artistic perception—particularly 1.2, 1.3, 1.6, 1.8)
2. Create short films that demonstrate understanding of the conventions of particular genres (Standard 2.0, Creative Expression)
3. Create and screen short films that use specific filmic techniques for a particular effect (Standard 2.0, Creative Expression—particularly 2.1, 2.2, 2.3, 2.4, 2.6)
4. Identify contemporary filmmakers, and discuss the extent to which their work both reflects and shapes culture (Standard 3.0, Historical Context—particularly 3.2)
5. Learn about the history of film, including the impact of the Hollywood style on American society and on the world (Standard 3.0, Historical Context).
6. Identify and analyze how society influences the interpretation and message of a film (Standard 4.0, Aesthetic valuing—particularly 4.3)
7. Develop a written criteria for selecting exemplary films from among those they have created (Standard 4.0, Aesthetic valuing—particularly 4.6)
8. Compare and contrast films by different filmmakers or in different genres (Standard 5.0, Connections, Relation, and Application)
9. Use the criteria developed in Goal #5, above, to select one or more short films for exhibition at a film festival and inclusion in individual portfolio (Standard 5.0, Connections, Relations, and Applications—particularly 5.3)

10. Research the types of careers available in film and video production (Standard 5.0, Connections, Relations and Applications).

NOTE: VPA Standards referenced are those for grades 9-12 Advanced.

21. Course Outline

1. Film form, Style, and Effect
 - a. Narrative as a Formal System
 1. equilibrium/disequilibrium
 2. characters and goals
 3. segmentation
 4. nonnarrative formal systems
 - a. categorical
 - b. rhetorical
 - c. abstract
 - b. Formal elements
 1. The shot
 2. Shot composition
 3. Mise-en-scene
 4. cinematography
 - a. image
 - b. framing
 5. editing
 - a. continuity
 - b. montage
 - c. dimensions
 6. sound
 - a. basics
 - b. functions
 - c. diegetic and non-diegetic sound
 - c. Applications
 1. Conflict/Resolution Film
 2. Mise-en-Scene Exercise
 3. Three-Shot Exercise
2. Film Production Basics (note: course assumes familiarity with Ulead, Premier, or other video editing program)
 - a. Storyboards
 - b. Shot list
 - c. Logline and Treatments
 - d. Screenplays
3. Genre Studies
 - a. The Western
 1. Narrative Conventions
 2. Formal Conventions
 3. Application: Creating a Western Film
 - b. The Romantic Comedy
 1. Narrative Conventions
 2. Formal Conventions
 3. Application: Creating a Romantic Comedy Film
 - c. Film Noir
 1. Narrative Conventions
 2. Formal Conventions
 3. Application: Creating a Film Noir Film
 - d. The Combat Film

1. Narrative Conventions
2. Formal Conventions
3. Application: Creating a Combat Film
- e. Documentaries
 1. Narrative Conventions
 2. Formal Conventions
 3. Application: Creating a Documentary
4. Film History
 - a. Early Cinema
 - b. The Influence of German Expressionism and French Impressionism
 - c. The Advent of Sound
 - d. French New Wave and its Influence on Classical Hollywood Style
 - e. The Studio System
 - f. The Star System
 - g. The Blacklist and the Motion Production Code
 - h. The Film School Generation: Spielberg, Lucas, Scorsese
 - i. The Edge of Hollywood: Independent Filmmaking
5. Critical Analysis of Film
 - a. Sample Analyses
 1. Classical Narrative Films
 2. Documentary Form and Style
 3. Developing criteria to analyze own films

22. Texts & Supplemental Instructional Materials

Core Texts:

1. Belton, John, *American Cinema, American Culture* (McGraw-Hill, 1994)
2. Bordwell, David, and Kristin Thompson, *Film Art* (McGraw-Hill, 1997)

Supplemental Instructional Materials:

1. Boorstin, Jon. *Making Movies Work* (Silman-James Press, 1995)*
2. Giannetti, Louis, and Scott Eyman, *Flashback: A Brief History of Film* (Prentice-Hall, 1996)*
3. Katz, Steven D. *Film Directing Shot by Shot* (Michael Wiese Productions, 1991)*
4. Videos from the American Cinema/American Culture series (PBS)
5. Various films (VHS and/or DVD) as determined by instructor. Note that some will be assigned for out-of-class viewing, some will be shown in their entirety, and most will be shown in excerpted form to illustrate specific generic conventions or filmic technique. Partial list includes
 - a. American Graffiti
 - b. Big Sleep, The
 - c. Birth of a Nation
 - d. Bringing Up Baby
 - e. Casablanca
 - f. Citizen Kane
 - g. Gone With the Wind
 - h. Goodfellas
 - i. Grand Hotel
 - j. Meet Me in St. Louis
 - k. Notorious
 - l. Othello (both Welles and Branagh versions)

- m. Psycho
- n. Rear Window
- o. Red River Valley
- p. Robin Hood (Errol Flynn)
- q. Scarface
- r. Searchers, The
- s. Shadow of a Doubt
- t. Some Like it Hot
- u. Star Wars
- v. The Lost Weekend
- w. The Ten Commandments
- x. The Terminator
- y. Vertigo
- z. Wizard of Oz, The

**Indicates books used as reference, not as core texts.*

23. Key Assignments

- 6. Nine film assignments:
 - 1. Conflict/Resolution
 - 2. Epic Hero Film
 - 3. Western
 - 4. Romantic Comedy
 - 5. Film Noir
 - 6. Combat
 - 7. Documentary
 - 8. Final Multimedia Presentation (to accompany presentation on a genre not studied)
 - 9. Final major film
- 7. Various film exercises, as determined by instructor and by student need. May include
 - 10. Mise-en-Scene activity
 - 11. Three-Shot Film
 - 12. Montage vs. Continuity Editing
- 8. Non-video assignments
 - 13. storyboarding
 - 14. treatments
 - 15. loglines
 - 16. screenplays
- 9. Chapter tests and quizzes
- 10. Written film analyses
- 11. Career exploration paper on a career connected to the film production industry
- 12. Final 10-page research paper on a film genre not studied (assigned in both Film Art and Production and in Literature and Film)

24. Instructional Methods and/or Strategies

- 1. Lecture
- 2. Discussion
- 3. Viewing of selected portions of films to illustrate filmic techniques (note that very few films will be screened in their entirety in this class—see note in “Text and Supplemental Materials” section).
- 4. Small group work on videos and on exercises

5. Writing assignments
6. Individual final presentations
7. Reading, discussing and notetaking from text and from other resources
8. Guest lectures by: professionals in the field

25. Assessment Methods and/or Tools

1. Writing
 - a. at least 4 essays to assess students understanding of formal and narrative filmmaking conventions, genre conventions, and ability to analyze a film using their knowledge of these conventions
 - b. one final 10-page research paper
 - c. essay tests
2. Tests—one per unit
 - a. Objective
 - b. Essay
3. Quality of film assignments, exercises, and non-video exercises, as specified in “Key Assignments” above
4. Final Project:

An independent, quarter-long major research project on a genre not studied in class. Final product will include the research paper mentioned above, analyses of ten films viewed in that genre, and a 30-minute presentation on the genre which includes a 10-15 minute multi-media piece that incorporates both clips from representative films and expository information on the genre.
5. Final career portfolio

C. HONORS COURSES ONLY

Please refer to instructions

26. Indicate how this honors course is different from the standard course.

D. OPTIONAL BACKGROUND INFORMATION

Please refer to instructions

27. Context for Course (optional)

Concurrent enrollment in the English class “Literature and Film” is required. These two courses will be offered in consecutive hours, and so that the teachers of the courses have prep periods during the time that the other course is taught. Thus, students are able to do a great deal of their work in blocked periods, i.e., two hours in English one day followed by two hours in Film Art and Production the next. The blocking and team teaching allow for very close integration between the two courses.

Learning Objectives: Classical Hollywood Style *Literature and Film/Studio Production*

*This is the main content knowledge we will be covering in our first unit (which will last approximately 3-4 weeks). For each of these statements, please rate your knowledge **before** we begin instruction. Keep this sheet, and as we work through the unit, check yourself periodically as to what you still need clarification on.*

- + ***I understand this concept perfectly***
- ? ***I've heard of it before, but couldn't explain it (or if I did, it would be an educated guess)***
- ***I have no clue***

Pre	Objective	Post
	I can understand and explain the basic features of Classical Hollywood Style	
	I can describe the central narrative and formal features of classical Hollywood style.	
	I can explain the most basic narrative pattern of a classical Hollywood movie.	
	I can explain what seamless editing means.	
	I can explain what segmentation is, and why it's important.	
	I can identify the dramatic unities, and give examples of movies organized according to each	
	I can segment a film	
	I can understand and explain the "grammar of film," and discuss how specific shots, movement, angles and stylistic choices contribute to the overall meaning of a film.	
	I can explain when a director might use the following specific shots:	
	A long shot	
	A medium shot	
	A close-up	
	I can explain when a director might use the following specific angles:	
	High angle	
	Eye-level	
	Low-angle	
	I can explain when a filmmaker would use a tracking shot rather than a zoom shot	
	I can identify and appropriately use an establishing shot	
	I can identify and appropriately use a two-shot	
	I can identify and appropriately use a reverse-angle shot	
	I can identify three ways a film editor matches within scenes	
	I can define and give an example from a film of mise-en-scene	
	I can understand and explain the concept of form in film, as outlined in <i>Film Art</i>	
	I can explain the importance of elements or patterns in evaluating a film	
	I can explain unity and disunity and the importance it holds in a film	
	I can explain the difference between referential, explicit, implicit, and symptomatic meaning	
	I can apply the information above to the evaluation of a film (my own or another)	
	I can elaborate on Martin Scorsese's idea that, in American film, everything is at the service of the narrative	
	Drawing from the knowledge above, I can write or tell why my group made specific choices (in terms of story structure or technically or both) in our first film.	
	Drawing from the knowledge above, I can write a screening report analyzing how technical and narrative aspects enhance each other in a film that I watch.	

Chico Unified School District

INSPIRE SCHOOL OF ARTS AND SCIENCES

Course Title:	Literature and Film	Department:	English
Course Length:	Year	Credits:	10 (variable)
Prerequisites:	None		
UC approval:	yes		
CSU approval:	yes		

I. COURSE DESCRIPTION:

In this course, students will draw upon significant works of literature from a variety of genres, both classical and contemporary, to develop and refine their skills in literary critique and analysis, oral communication, and composition. Students will study the history of film, looking in depth at seven genres (the western, the epic hero, comedy/satire, film noir, suspense, and combat), using Belton's *American Cinema/American Culture* (Corporation for Public Broadcasting, 1994) as the main text. Students will closely examine textual and film versions of selected works in order to compare and evaluate how effectively literary elements and genres are treated in each medium. During the third quarter, students will study and practice writing for film (including treatments and screenplays), and develop their own films from the concept through filming to the final editing. The fourth quarter will be focused on student independent projects on specific genres, actors, or directors.

Works to be examined include, but are not limited to, *Beowulf*, *Shane*, *The Maltese Falcon*, *Candide*, *Othello*, and various short stories and expository non-fiction. Class time will be primarily devoted to discussion, writing, and reading; students should plan to spend additional time out of class viewing films.

This course is intended to be taken concurrently with Advanced Studio Production.

COURSE GOALS:

1. To help students understand the classical narrative style employed by Hollywood films, and to recognize and appreciate variations on that style.
2. To deepen students' ability to analyze, interpret, and evaluate works of literature from various genres.
3. To increase students' effectiveness in using writing as a means of expression and as a tool for learning.
4. To increase students' oral communication skills, in both formal and informal situations.

III. OBJECTIVES¹: (Upon completion of this course, the student will be able to):

2. Conduct in-depth analyses of recurrent patterns and themes, rhetorical devices, conventions, and literary devices in various works of literature and film, as demonstrated by written assignments and class discussion.
3. Compare and contrast the patterns and themes, conventions, rhetorical devices, and literary devices in literature with those in film.
4. Demonstrate the ability to write each of the following types of essays as appropriate to audience, purpose, and assignment (at least three essays of 1,500 words each):
 - a) narrative
 - b) persuasive
 - c) expository
 - d) evaluative
5. Demonstrate the ability to write a treatment and a screenplay.
6. Prepare and deliver at least two focused and coherent formal oral presentations using gestures, tone, and vocabulary tailored to audience and purpose. At least one of these will be a multimedia presentation which combines text, images, and sound from a range of media.
7. Prepare and present a final independent project on a specific genre, actor, or director. The project will include screening notes on 7-10 representative films, brief response papers (which incorporate critical responses) on three of the films, a research paper (1,500 words) comparing a book in the same or a comparable genre with the film versions of the genre, and a 10-15 minute video which includes clips from at least three films and expository information about the genre, actor or director.

IV. EXTENT OF SKILLS DEVELOPMENT (1-extensive; 2-moderate; 3-minimal)

1	Reading	1	Vocabulary Development
1	Writing	2	Study Skills
1	Oral (speaking/listening)	3	Computation
1	Grammar	2	Career Awareness
		1	Technology Skills

¹ Note: please see sample learning objectives created for specific units in following pages.

ACT 12: Overview of Course Content

Unit 1: Classical Hollywood Style

Readings: Belton, Chapters 2 and 3
Screenings: *Casablanca*
Writing: Screening Report: Classical Hollywood Style

Unit 2: The Hero's Journey

Readings: *Beowulf*
Readings from Joseph Campbell
Screenings: *Star Wars* (plus three more, including either *The Matrix* or *The Wizard of Oz*, outside of class)
Writing: Screening report
Reflective essay (college essay or hero's journey)

Unit 3: Genre System and The Western

Readings: Belton, Chapter 10
Shane
Screenings: *The Searchers* (plus two more westerns, including one classic and one revisionist, outside of class)
Writing: Screening report
Close analysis of a western (3-5 pp)

Unit 4: Comedy, Parody, and Satire

Reading: *Candide* (Voltaire)
Swift's "A Modest Proposal"
Belton Chapter 7
Films: *It Happened One Night*
Some Like It Hot
Writing: Parody or Satire

Unit 5: Film Noir

Readings: Belton, Chapter 9
The Maltese Falcon (Hammet)
Screenings: *Notorious*
The Maltese Falcon
Writing: Literary notebook or in-class essay
Film review

Mini-Unit 1: The Studio System

Reading: Belton, Chapter 4
Screening: *Sunset Boulevard*
"American Cinema, American Culture" video on The Studio System

Unit 7: The Combat Film

Reading: Belton, Chapter 8
The Things They Carried, O'Brien
Screenings: *Good Morning, Vietnam* (in class; requires permission slip); *Bataan*
Writing: Persuasive essay: Hollywood and our attitudes on war

Mini-Unit 2: Suspense/Hitchcock

Reading: "The Birds", Daphne duMaurier
Screening: Hitchcock films
Writing: Comparative analysis: DuMaurier's and Hitchcock's "The Birds"

Tragedies and Epics

Reading: Shakespeare's *Othello*
Screening: Various film versions of *Othello*

Senior Project

Students will propose and carry out final projects that incorporate English and video production, intended to showcase what they have learned throughout the year (and throughout high school). These will include both a reading, a writing, and a technology component. More discussion and details will be forthcoming.—but students will be strongly encouraged to create a project that is authentic and ideally that provides a service to someone outside the class).

Literature and Film/Studio Production

The Hero's Journey: Unit Overview

“...the heroes of all time have gone before us. ... We have only to follow the thread of the hero path...”
--Joseph Campbell

For our first unit of the year, we are working not with a specific genre but with the idea of a *monomyth*—a story structure that is common to myths and stories throughout history and from all parts of the world. Joseph Campbell, in his famous *Hero With a Thousand Faces*, calls this story structure “The Hero’s Journey”; we can see it in stories from the *Odyssey* and *Beowulf* up through *The Lord of the Rings* (in fact, it’s said that George Lucas, after writing the first two drafts of *Star Wars*, re-read Campbell and had the outline for his movies). So if you’re ready, let’s follow the thread of the hero’s path...

Texts: *Beowulf*
Articles as assigned

Films: *Star Wars*
The Wizard of Oz or *The Matrix*
At least two others that exemplify the hero’s journey. Many films work—but check with me first.

Outcomes (what you will learn or do)

1. Understand and be able to explain the concept of archetypes (as proposed by Jung) and the monomyth or “hero’s journey” (as proposed by Campbell).
2. View and analyze at least three film examples of the hero’s journey. For each, you will identify the “hero’s journey” paradigm.
3. Read and analyze *Beowulf*, a classic example of the hero’s journey.
4. Write a 1500-word reflective essay dealing with the hero’s journey, in response to a prompt which I will assign. A rubric with further details will be forthcoming.
5. With a group, create a short epic hero film, showing your understanding of the conventions and elements of this kind of story. This film should also demonstrate all you have learned cinematographically so far. (Again, we will provide a detailed rubric).

Evaluation:

Your final grade for this unit will be based on

- The quality of your completed assignments
- The extent to which you use your class time productively.

Schedule

Week of September 5-8

	<i>English</i>	<i>Studio Production</i>
Sept. 5	Generic and Specific Examples Overview: Hero's Journey Unit	Formal Assignment: Dueling Dialogues film
Sept. 6	Peer edit screening reports Due: Screening report + 3 copies to peer edit	The Art of the Shot: <i>Casablanca</i> Work on Dueling Dialogues film
Sept. 7	Introductory lecture/notes: ▪ The Hero's Journey, archetypes, and the monomyth Intro to <i>Beowulf</i> Begin reading <i>Beowulf</i>	Work on Dueling Dialogues film Assign Hero's Journey viewing assignment
Sept. 8	BLOCKED PERIOD (ENGLISH): Screen <i>Star Wars</i> ; identify elements of the hero's journey paradigm *Due: Daybooks *Due: Final Screening Reports *Due: mise-en-scene description for DD film	

Week of September 11-15

Sept. 11	Assign Hero's Journey essay	Diegetic/non-diegetic sound Work on Dueling Dialogues
Sept. 12	BLOCKED PERIOD (TECH): Work on Dueling Dialogues	
Sept. 13	<i>Beowulf</i> , lines 1-1250 (pp. 1-89): quiz and discussion	Work on Dueling Dialogues
Sept. 14	Read <i>Beowulf</i>	Work on Dueling Dialogues
Sept. 15	Read <i>Beowulf</i> *Due: Daybooks	Due: Dueling Dialogues film Assign Hero's Journey film

Week of September 18-22

Sept. 18	Quiz: Epic Hero	Screen Dueling Dialogues *Due: paradigms of hero's journey as applied to <i>Star Wars</i>
Sept. 19		
Sept. 20	<i>Beowulf</i> , lines 1251-2199 (pp. 89-149): quiz and discussion *Due for conferencing: hero's journey essay	*Due: Reflection on your DD film Work on Hero's Journey Film
Sept. 21-22	Individual conferencing on hero's journey essay While I conference, you will work on your Hero's Journey film OR on reading <i>Beowulf</i> . *Due: paradigms of hero's journey as applied to two other films (besides <i>Star Wars</i>) *Due: daybooks	

Week of September 25-29

Sept. 25	<i>Beowulf</i> (Finish conferencing as necessary)	Hero's Journey film (finish conferencing as necessary)
Sept. 26		Hero's journey film
Sept. 27	<i>Beowulf</i> , to end (pp. 89-149) Final quiz: <i>Beowulf</i> and the hero's journey	Work on film
Sept. 28	Wrap up unit	Work on film

	*Due: Final Hero's Journey essay	
Sept. 29	Begin western unit? *Due: daybooks	Work on film (due October 13)

Learning Objectives: The Epic Hero *Literature and Film/Studio Production*

*This is the main content knowledge we will be covering in our second unit (which will last approximately 4 weeks). For each of these statements, please rate your knowledge **before** we begin instruction. Keep this sheet, and as we work through the unit, check yourself periodically as to what you still need clarification on.*

- +** *I understand this concept perfectly*
- ?** *I've heard of it before, but couldn't explain it (or if I did, it would be an educated guess)*
- *I have no clue*

Pre	Objective	Post
	I can understand the concept of archetypes and the monomyth or "hero's journey".	
	I can define the term Epic Hero	
	I can identify and define what a monomyth is.	
	I can identify the basic structure of a monomyth	
	I can identify the 8 steps in the journey of an epic hero.	
	I can identify the importance, across cultures, of the monomyth.	
	I can read and analyze an Epic Poem (Beowulf)	
	I can trace the elements of the hero's journey in <i>Beowulf</i> .	
	I can identify what an epic poem is and how it differs from other types of literature.	
	I can identify how epic poems were generally transmitted and why that is important.	
	I can define why it is important that we know the lineage of the main characters in <i>Beowulf</i> .	
	I can identify and explain both the Christian and Pagan influences in <i>Beowulf</i> .	
	I can identify the code of loyalty in <i>Beowulf</i> and explain why it is important to our understanding the poem.	
	I can identify and/or define the following words/people/places from <i>Beowulf</i> and why they are important:	
	Scop	
	Hrothgar	
	Heorot	
	Grendel	
	Beowulf	
	Wyrd	
	I can describe the poetic devices used in <i>Beowulf</i>	
	I can define what a kenning is.	
	I can create my own kennings.	

	I can define caesura.	
	I can write a reflective essay	
	I can identify the three parts of reflective essay.	
	I can describe a specific incident that uses concrete sensory detail.	
	Draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life	

January. Colder and drearier than the day your better half cleaned out your apartment, leaving only your Welsh Corgi and a jar of mayonnaise in the refrigerator. That is, the mayo was in the fridge. The dog was on the back porch.

But then you look up, and there it is. Bold. Brassy. Savvy as a gumshoe who knows which end is up. Demanding as that blonde you met last week on 42nd Street, and every bit as enticing. You can't resist. Before you know it, you're sucked in, like a moth to a flame, like a hack writer to a bad cliché.

Hang on, sweetheart. It's the unit on...

Film Noir

Texts: John Belton, *American Cinema, American Culture*: Chapter 9
 Dashiell Hammett, *The Maltese Falcon*
 Various handouts and online readings, as assigned (see links on website)

Films: At least one in class, and at least three on your own. Choose from the list in your book or from lists I have for you, but consider these possibilities:

- *Sunset Boulevard (1950)* (we will see this in class)
- *Double Indemnity (1944)*
- *Laura*
- *Maltese Falcon (1941)*
- *D.O.A.*
- *The Postman Always Rings Twice (1946)*
- *Notorious (1946)*
- *Rope (1948)*

Outcomes (what you'll learn or do):

1. Demonstrate your understanding of the conventions and characteristics of film noir, and their connection to American culture in the post-WWII and Cold War period.
2. Analyze *The Maltese Falcon* as a piece of literature, and compare the novel with the film.
3. Read and summarize articles as assigned on specific elements of film noir, including the role of women, the nature of heroism, key themes, and neo-noir.
4. View at least four films noirs.
5. Write and revise three one-page responses to literature dealing with character, style, and theme in noir films (prompts to be provided).
6. With your group, create a film that demonstrates what you have learned about film noir. Present your film to the class, along with an oral defense.

Schedule and Key Due Dates:

Friday, January 11	Quiz on Belton, chapter 9
Mon-Wed, Jan. 14-16	Mini Unit on the Studio System (in preparation for senior trip)
Wednesday, January 23	<i>Maltese Falcon</i> quiz and discussion through chapter 10
Friday, January 25	Lit response #1 due
Wednesday, January 30	<i>Maltese Falcon</i> quiz and discussion through chapter 19
Friday, February 1	Lit response #2 due
Wednesday, February 6	<i>Maltese Falcon</i> quiz and discussion through end of book
February 11-18	NO SCHOOL
Wednesday, February 20	Lit response #3 due
Friday, February 22	Final test on unit (see pre-test/learning objectives)
Friday, February 22	Final noir films due for screening

<i>Week of</i>	<i>English</i>	<i>Studio Production</i>
January 7	Pre-test; unit overview Introductory notes Begin reading <i>Maltese Falcon</i> and <i>Belton ch. 9</i>	Form noir groups Intro to light kits
January 8	<i>American Cinema, Culture</i> video	Assign treatments; work on noir film
January 9	Work period: treatments; reading and Cornell notes, <i>Belton ch. 9</i> (for quiz Friday)	
January 10	Discuss: <i>Belton, ch. 9</i> *Due: Cornell notes, ch. 9	Work on treatments Demo light kits
January 11	*Quiz, chapter 9 (Belton)	Begin pitches/treatments (3)

<i>Week of</i>	<i>English</i>	<i>Studio Production</i>
January 14	Mini-unit: The Studio System	Work on films?
January 15	Screen <i>Sunset Boulevard</i>	
January 16	Work on films and/or finish up on the Studio System; final preparations for trip	
January 17-18	Senior Trip to studios	

<i>Week of</i>	<i>English</i>	<i>Studio Production</i>
January 21	Happy birthday Martin Luther King, Jr.	
January 22	Assign lit response #1 (character types in film noir)	Work on film; readings, themes
January 23	*Maltese Falcon quiz , through chapter 10	Work on films, lit response, reading
January 24	BLOCK TECH: In-class work on reading,	lit response or films
January 25	*Due: lit response #1	Work on films

<i>Week of</i>	<i>English</i>	<i>Studio Production</i>
January 28	BLOCK ENGLISH: Screen <i>Double Indemnity</i> ?	
January 29	Assign lit response #2 (visual motifs and iconography)	Work on films, lit response, reading
January 30	*Maltese Falcon quiz and discussion through chapter 19	
January 31	TBD	TBD
February 1	*Due: Lit response #2	

<i>Week of</i>	<i>English</i>	<i>Studio Production</i>
February 4	BLOCK ENGLISH: Screen <i>Double Indemnity</i> ?	
February 5	Assign lit response #3 (theme in <i>Maltese Falcon</i>)	Work on films, lit response, reading
February 6	*Maltese Falcon quiz and discussion through end of book	TBD; work on films
February 7	TBD	TBD

February 8	*Due: Lit response #3	Work on films
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<i>Week of</i>	<i>English</i>	<i>Studio Production</i>
February 11-18	No school ~ February break	
February 19	Work on final essays and study for test	Work on final films
February 20	*Due: Final essays (lit response 3)	Work on final films
February 21	Review for final noir and MF test	Finish final films
February 22	*Final noir and MF test	*Due: final films

Film Noir Links That May Help You:

“Introduction to Neo-Noir: Coining a Term”

<http://www.crimeculture.com/Contents/NeoNoir.html>

“High Heels on Wet Pavement: the Femme Fatale in Noir”

http://www.moderntimes.com/palace/film_noir/index.html

“Ten Shades of Noir” (a look at some key classic noir films)

<http://www.imagesjournal.com/issue02/infocus.htm>

“No Place for a Woman: The Family in Film Noir”

<http://www.lib.berkeley.edu/MRC/noir/np01intr.html>

A guide to slang from the classic noir period

www.miskatonic.org/slang.html

Film Noir: An Overview

<http://www.filmsite.org/filmnoir.html>

“What Is This Thing Called Film Noir, Anyway?”

http://www.bighousefilm.com/noir_intro.htm

Link to many other sites on film noir:

http://directory.google.com/Top/Arts/Movies/Genres/Film_Noir/

The Detective’s Code

<http://www.detnovel.com/DetectiveCode.html>

The Hard Boiled Hero or Heroine

<http://www.detnovel.com/Hero-Heroine.html>

Themes

<http://www.detnovel.com/Themes.html>

Villains

<http://www.detnovel.com/Villains.html>

Femme Fatale

<http://www.detnovel.com/FemmeFatale.html>

Imagery

<http://www.detnovel.com/Imagery.html>

Evolution of the Hard-Boiled Genre

<http://www.detnovel.com/LaterEvolution.html>

Learning Objectives: Film Noir

Literature and Film/Studio Production

For each of these statements, please rate your knowledge **before** we begin instruction. Keep this sheet, and as we work through the unit, check yourself periodically as to what you still need clarification on.

- + *I understand this concept perfectly*
 ? *I've heard of it before, but couldn't explain it (or if I did, it would be an educated guess)*
 - *I have no clue*

Pre	Objective	Post
	I can identify the narrative and stylistic conventions of film noir, and evaluate how they relate to the major themes and issues of postwar America.	
	I can describe the protagonist of a typical noir film.	
	I can describe the role of women in noir.	
	I can give at least three possible explanations for why protagonists and women played the roles they did in film noir.	
	I can list three basic plot elements common to films noirs, and incorporate them into a film I create.	
	I can identify four themes that recur in film noir, and for each give an example from a film I've seen.	
	I can identify at least five stylistic (formal) techniques commonly used in noir, and discuss how each contributes to the overall theme in a specific film.	
	I can identify at least three settings typical of film noir.	
	I can identify at least four examples of visual iconography associated with film noir, and discuss how each contributes to the overall theme in a specific film.	
	I can name five cultural, social, artistic, or historical influences on the development of film noir.	
	I can analyze the novel <i>The Maltese Falcon</i>, and evaluate how the plot, characters and setting were shaped by the political and social influences of the era in which it was written.	
	I can generalize about the role of women in film noir by examining the characters of Effie Perrine, Brigid O'Shaughnessy and Iva Archer.	
	I can discuss how the setting of the novel contributes both to the story and to the overall theme.	
	I can discuss whether Sam Spade is a hero or an anti-hero, using specific incidents from the novel to support my ideas.	
	I can discuss how the Flitcraft episode relates to the story as a whole, and particularly to the ending.	
	I can identify the following characters from <i>The Maltese Falcon</i> , and discuss how they interrelate and/or what each might represent:	
	Miss Wonderley	
	Brigid O'Shaughnessy	
	Sam Spade	

	Joel Cairo	
	Effie Perrine	
	Gutman	
	The Maltese Falcon	
	I can write responses to literature that show an understanding of the central ideas about character, visual iconography/imagery, and theme in specific films and/or <i>The Maltese Falcon</i>	
	I can develop a well-structured essay, using specific examples from film and/or literature to support a central assertion, and drawing from my knowledge of the conventions of film noir.	
	I can analyze the use of imagery, language, universal themes, and uniquely “noir” characteristics.	
	I can identify and assess the impact of perceived ambiguities, nuances and complexities within the text (film or print text).	
	I can revise my essays to improve sentence variety and style.	
	I can create a film that demonstrates my understanding of the narrative and stylistic conventions of film noir.	

Literature and Film/Studio Production

What’s So Funny? Revealing Society Through Our Comedy

All humour is about power. If jokes break rules, then breaking those rules is taking control and having understanding of them. In transgressing rules, jokes take the power.

--Susan Purdie, *Comedy: The Mastery of Discourse* (1993, chapter 7)

Comedy is tragedy—plus time.

--Carol Burnett

He that jokes, confesses.

--Italian proverb

What does a society’s comedy say about that society’s culture, values, soul, or personality? In our case, can we make any generalizations about the American identity by examining our comic films? For the next four weeks, these are the questions we will be attempting to answer, as we study comedy with a focus on satire. Because this unit is a quick one, your film will also be a short one. We will spend a majority of our time reading and analyzing examples of satire, including Voltaire’s *Candide*, Swift’s “A Modest Proposal,” and clips from contemporary satires.

Texts: Belton, *American Cinema, American Culture*: chapter 7
 Voltaire, *Candide*
 Swift, “A Modest Proposal”

Films: *Some Like It Hot*
 Clips from *The Simpsons*

General Outcomes (what you will learn or do)

- Understand the basics of comedic genre: its history, subgenres, and comic elements
- Recognize basic elements of satire in literature, film, and print media, and identify the comment each element is making about contemporary society
- Read and analyze *Candide* as a piece of satiric literature
- View and analyze at least three comedy films (including *Some Like It Hot*). For each, you will complete a response card or a screening report.
- Demonstrate your understanding of the elements of comedy by creating a comic treatment or a satiric essay.

11. Write a final, in-class essay synthesizing Belton's claims about the social purposes of comedy with your own ideas.

Evaluation:

Your final grade for this unit will be based on

- The quality of your completed assignments (including reading quizzes, response cards for films, essay, and final video product)
- The extent to which you use your class time productively.

Schedule and Homework:

Attached. Keep up with the reading and the film viewing—this unit goes quickly! Especially notice the reading schedule for the second week: if you stay up with the assigned reading every night, you should be fine.

Comedy Unit Schedule, February 2008

Week of February 25-29: Understanding comedy: history, subgenres, comic elements, satire

Date	English	Studio Production
2 5	New schedule and learning objectives Overview: ▪ History of comedy ~ Subgenres of comedy ▪ Elements of comedy and satire ~ Satire activity #1	
26	ENGLISH: ▪ Continue with satire from yesterday ▪ Satire activity #2: character analysis and comment on society	
27	▪ Finish satire activity 2 if needed ▪ Check out <i>Candide</i> .	TECH: Finish noirs
28	ENGLISH: • Background and reading: "A Modest Proposal" • Discuss final film and paper for this unit *Due: response card for comedy subgenre film #1	
29	TECH: Finish films noirs or screen <i>Some Like It Hot</i> .	

Week of March 3-7: Reading and discussing *Candide* as an example of satire (Please follow the reading schedule closely. Quizzes may happen at any time.)

	English	Studio Production
3	Background to <i>Candide</i> Read/discuss chapter 1. HW: chapters 2-5 (for tomorrow)	Screen film noirs
4	*Due/Discuss <i>Candide</i> 2-5 HW: read chapters 6-10	Screen film noirs
5	*Due/Discuss <i>Candide</i> chapters 6-10 HW: read chapters 11-15	Screen final noirs/work on satires
6	*Due/Discuss <i>Candide</i> chapters 11-15 HW: read chapters 16-19	Work on satires
7	*Due/Discuss <i>Candide</i> chapters 16-19 HW: read chapters 20-22	Work on satires *Due: response card for subgenre film #2

Week of March 10-14: Finish analyzing *Candide*

	English	Studio Production
10	*Due/Discuss <i>Candide</i> chapters 20-22 HW: read chapters 23-26	Comedy film

11	*Due/Discuss <i>Candide</i> chapters 23-26 HW: read to end	Comedy film
12	*Final discussion/quiz on <i>Candide</i>	
13	*Due: satire essays	
14	TBD or Tech block;	

Week of March 24-28: Wrap up unit

	English	Studio Production
24	No school ~ travel day from spring break	
25	TECH: wrap up comedy films *Due: response card for comedy subgenre film #3	
26	*Final test on comedy unit, including in-class essay	Tech
27	TECH: wrap up *Comedy films due EOP	
28	Screen comedy films	

Learning Objectives:
Comedy and Satire

- + *I understand this concept perfectly*
- ? *I've heard of it before, but couldn't explain it (or if I did, it would be an educated guess)*
- *I have no clue*

Pre	Objective	Post
	I can identify and analyze the characteristics of satire and parody as they are used in classical literature and contemporary film and media.	
	I can identify the three main periods of Greek comedy, and give the characteristics of each	
	I can trace the subgenres of modern comedy back to Greek comedy	
	I can name standard comic elements used to create humor.	
	I can identify the four techniques of satire	
	I can explain how the four techniques of satire contribute to the comment or criticism being made by a satirical work	
	I can analyze a contemporary satirical work to determine the comment or criticism being made about the subject it is ridiculing.	
	I can distinguish between satire and parody.	
	I can analyze Voltaire's <i>Candide</i> and Swift's "A Modest Proposal" as literature and in relation to the major political, religious, and social themes and issues of the eighteenth century.	
	I can identify the central conflict in <i>Candide</i> , and how it is resolved	
	I can discuss the social issues raised by <i>Candide</i> , and understand Voltaire's feelings about them	
	I can explain Leibniz's theory of optimism, and give examples of how this theory drives the story of <i>Candide</i> .	
	I can explain how <i>Candide</i> fits the definition of a picaresque novel	
	I can identify at least targets of Voltaire's satire in <i>Candide</i> , and identify the techniques he uses to satirize them.	
	I can explain Swift's central argument in "A Modest Proposal."	
	I can relate Swift's argument to the social and political issues in Ireland and England in the 18 th century.	
	I can identify examples of irony, exaggeration, understatement, reversal, and parody in "A Modest Proposal" and/or <i>Candide</i> , and analyze to what extent they make the satires effective.	
	I can evaluate Belton's notion that comedy in film is a way to deal with serious social issues. I can provide examples that prove or disprove each of the following statements about American film comedy:	
	That comedy releases what society tries to hold in check (pp. 135-136)	
	That comedy deals with how racial, ethnic & class differences are bridged to create a unified society (136-139)	
	That comedy disrupts social institutions by mocking them (139-141)	
	That comedy subsequently imposes order on the institutions it disrupted (141-143)	
	That American film comedy sees American society as egalitarian (143-45)	

	I can discuss the significance of screwball comedy, and discuss how it relates to high, low and middle comedy (pp. 150-155).	
	I can write an essay that effectively uses satirical technique (which could exaggeration, reversal, incongruity, parody, and implication) to achieve a purpose	

Belton, chapter 7: Key Ideas

American Screen Comedy lets us see our society as we would like to believe it is. It offers, among other things,

- a release from what society tries to repress
- a way to bring racism, prejudice and sexism into the open, where they can be dealt with
- an affirmation that anyone can become a part of our “democratic social structure”
- a celebration of change, and the ability of the characters (and of ourselves) to adapt to change
- a means to make social comments or criticism