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WBE.NET Global Internet Trade Course

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W B E NET

WBE.NET Global Internet Trade Course

CURRICULUM GUIDE

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CURRICULUM GUIDE

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Introduction

In 1987, entrepreneur Roosevelt Roby created The World Business Exchange Network as a test-market advertisement for a short-wave radio broadcast that reached the farthest corners of the world. The message stated:

> *"We can be your eyes and ears in America. If you want to buy products From the USA we can be your agent."*

In the first thirty days, he received over 9,000 responses from entrepreneurs and small business people from around the globe who wanted to do business with Americans. The problem was, they didn't know who to contact or how to locate the products and services they needed.

Mr. Roby created a database of the respondents to the ad, complete with contact information , banking references, business affiliations, and specific demands that each required. At that time, he used a computer bulletin board system that used a dial-up connection via modem. This was a costly and time consuming connection that restricted the flow of business.

In the early 1990's when the World Wide Web became available to everyone, WBE.NET was the first commercial Web site to offer a global trade association. Throughout his term in office, **President Bill Clinton** was a proponent of trade, signing over 240 trade agreements and loaning billions of dollars to foreign countries that had to be spent back with the US in export trade. **Vice President Al Gore** advocated technology as the driving force that would connect us to foreign countries at lightening fast speed. The time for advancement in trade education had arrived.

Through a cooperative effort with the US Department of Commerce, Roby's database continued to grow. He developed a training program using **www.wbe.net** on the Internet to teach US entrepreneurs how to be Trade Agents. His data and training had provided thousands of WBE members with the ability to earn into the millions of dollars for over a decade locating products and services for people around the world.

In 1998, Roby and his staff along with Los Angeles educators developed the **WBE.NET Global Internet Trade Course for Students**. Since the course's inception, it has inspired thousands of students to achieve and excel in their careers.

Program Description

The WBE.NET Global Internet Trade Course (GITT) is a California Standards-based curriculum that has captured the interest of students, parents, and educators through the use of the Internet. The GITC has created *excitement in the classroom* by identifying and evaluating import/export trade opportunities while integrating school studies with its *focus on improving literacy skills.* The program also seeks to fulfill the needs of communities across America that face high drop out rates and high unemployment rates by providing exposure to entrepreneurial opportunities in environments and cultures outside of the United States.

The WBE.NET GITC curriculum has been implemented in varying degrees in seven schools in Los Angeles and one school in Sacramento with plans to bring additional schools on board before Fall 2005. It has helped schools exceed their Adequate Yearly Progress (AYP) and helped schools to meet or exceed their Academic Performance Index (API). **This two semester, one-year program provides students with hands-on vocational training using reading, mathematics, geography and social studies in the import/export global market place.** Students learn to locate and negotiate trade deals between buyers and sellers of goods by accessing the World Business Exchange Network's online trading bloc, which has been licensed for use as an integral part of the course curriculum. The students evaluate trade leads and handle all details of shipping through freight forwarders.

As our society has recently changed from an industrial to an information age, a national economy to a global economy, and a modification from hierarchies to networking, the methods and curriculum used in educating students must address these changes. **The future of the global economy depends upon an effective school-to-career transition.** The WBE.NET GITC curriculum has been proven to equip its students with proper training skills, a formal education, and the motivation necessary to succeed in our highly competitive society.

The WBE.NET Global Internet Trade Course Curriculum Guide facilitates classroom implementation.

- **In grades K-5**, the guide serves as a readiness enrichment program in preparing the student to understand the basics of international trade and cultural differences. The emphasis at this level will be in developing skills needed for understanding diversity and cultural differences.

- **In Grade 6-8** middle school, students are able to participate in understanding basic theoretical and practical applications of international trade. Cultural understanding is also addressed but the curriculum is more focused in preparing students to use skills in a trade business setting.

- **In Grade 9-12,** students are more able to understand the theory of actual use of international trade in our economy. The course is offered for two semesters at this level. The first semester— **Theory**, students learn international shipping terms, conduct market research, develop effective global business skills, etc. The last semester **Simulation and Application**—students will participate in "real" transactions utilizing buyers and suppliers from the WBE.NET Database.

Curriculum Objective

Elementary Grades K-5

1. Participate In Cooperative Learning Groups and Team Projects
2. Students will understand and use technical terminology in communication
3. Gather information from various resources
4. Utilize search engines to locate pertinent and appropriate information
5. Students will be able to search, process, and organize information
6. Recognize and understand cultural differences and create relationships
7. Understand and use technology for communication

Middle School Grades 6-8

1. Gather information from various resources
2. Participate in cooperative learning groups and team projects
3. Understand and use technical terminology in communication
4. Recognize and understand cultural differences and create relationships
5. Identify and compare trade information
6. Compare and contrast trade leads provided on Internet database
7. Understand and use technology for communication, research multimedia presentation, database management and word processing.
8. Produce and interpret graphs and tables
9. Search process and organize information
10. Utilize search engines to locate pertinent and appropriate information

High School Grades 9-12– Global Internet Trade 1 A

1. Interview and gather information from industry experts and community of world trade professionals (Part I)
2. Search, process and organize information from multiple sources and databases
3. Understand technical documents
4. Be able to write a clear Business Letter using proper international trade vocabulary

High School Grades—12—Global Internet Trade 1 B

1. Identify and apply the basic theories of international trade
2. Interview and gather information from industry experts and community of world trade professionals (Part II)
3. Recognize the evolving global nature of the economy
4. Understand and use technology for communication, research, multi-media
5. Presentations, database management and word processing.

Curriculum Outline

CLASS TITLE: The WBE.Net Global Internet Trade Course for Students

1st SEMESTER:
> **THEORY**
> Defining basic elements of International Trade
> > A. Using the 16 Chapters of *Export Encyclopedia* – WBE.NET on the Internet
> > > 1. What is International Trade?
> > > 2. What are the "tools" of trading? (Letters of credit, etc.)
> > > 3. What is an Agent/Middleman/Dealmaker?
> > B. Using *The 12 Steps to Financial Success* in a *Home/Office* Business

2nd SEMESTER:
> **SIMULATION**
> Using the WBE.NET on the Internet (hands on training)
> > A. Overview of WBE.NET
> > B. Market Research – Choosing the right product line or services
> > C. Searching the WBE.NET Trading Bloc
> > D. Finding potential buyers
> > E. Responding to potential buyers
> > F. How to relocate suppliers (manufacturing and distributors)
> > G. Pricing – Commissions
> > > 1. Wholesale or Factory Price
> > > 2. Distributor's Price
> > > 3. Jobber's Price

> **APPLICATION**
> Understanding Cultural Mistakes
> > A. Common Business Mistakes
> > B. Business Etiquette – Multicultural
> > C. Relationship Building
> > > 1. How to establish relationships with foreign buyers
> > > 2. How to establish relationships with foreign and domestic suppliers
> > > 3. Importance of Networking and Follow-up
> > D. CASE STUDY: Creating the Transaction – Actual Session

> **REVIEW**
> > A. Travel Expectations
> > B. Finance
> > C. CASE STUDY: Evaluation Session

Program Acceptance – Implementation Stage

- Alain LeRoy Locke High School, Los Angeles, CA
- King/Drew Magnet High School of Medicine and Science, Los Angeles, CA
- Mid City Magnet Central School, Los Angeles, CA
- Los Angeles Men's Juvenile Hall High School, Los Angeles, CA
- Grant Joint Union High School, Sacramento, CA

Program Acceptance – Planning Stage

- David Starr Jordan High School, Los Angeles, CA
- John C. Fremont High School, Los Angles, CA
- Crenshaw High School, Los Angeles, CA
- El Monte High School, El Monte, CA
- Thomas Jefferson High School, Los Angeles, CA
- George Washington Preparatory High School, Los Angeles, CA

Uniqueness

The WBE.NET Global Internet Trade Course is an innovative course that gives access to an on-line database retrieved via the Internet. The database houses tens of thousands of overseas buyers searching for U.S. products and services. Approved by the Los Angeles Unified School District and Grant Joint Union High School District this program goes beyond traditional courses currently offered in public schools. The course provides a key to unlock the door and access information on global trade opportunities for everyone.

Target Audience

The Global Internet Trade Course targets high potential, low opportunity students that demonstrate high potential for motivation and an interest in business. Over 90% of our students are minorities, and over 85% come from low to moderate socioeconomic communities.

Program Outcomes

Studies have shown that the GITC has made a significant impact on the lives of the students involved. The following information was gathered since the programs inception in 1998:

- 100% of GITC students graduate from high school.
- 100% of GITC alumni stated that GITC helped them learn and utilize leadership skills.
- 95% stated that the GITC helped them to further develop their career goals.
- 95% GITC alumni believe the GITC helped them set higher education goals for themselves.
- 79% GITC alumni believe the GITC helped them understand the value of a college education.
- 82% of GITC alumni are now enrolled in universities and colleges.
- Several students have actually established their own businesses that utilize the international trade resources and contacts gained from their participation in the GITC.
- 60% are employed.

METHODOLOGY

The WBE.NET Global Internet Trade Course promotes a safe learning environment that is conducive to academic excellence, community service, and a competitive spirit. From the time students enroll in the course they are driven to think, act, and dress professionally.

The course is provided over a one-year period.

During the first semester of the course, *International Trade Theory*, students are introduced to the process of international trade and e-commerce by locating buyers, suppliers and conducting market research through the WBE.NET website database. Throughout the second semester of the course, *Simulation and Application of International Business*, the emphasis is placed upon simulating and organizing a successful company. Students have an opportunity to prepare marketing plans, interact with industry specialists through class visits, field trips, teleconferences, e-mail, and the Internet, and establish contact with manufactures and suppliers. This course further prepares students for school-to-career opportunities in entrepreneurship and/or employment in related fields.

SEMESTER 1   International Trade Theory

Students will:
- ❖ Explore current foreign policy issues that impact international trade.
- ❖ Emphasize opportunities and risks related to doing business globally through intercultural research papers and Microsoft PowerPoint presentations.
- ❖ Engage in cooperative learning groups to reinforce the importance of good attendance and being responsible members within their group.
- ❖ Organize and maintain a professional portfolio of student work.
- ❖ Develop business relationship with sponsors, suppliers, buyers, and international trade professionals.
- ❖ Research U.S. Trade agreements with foreign countries.

Throughout the second semester of the course, *Simulation and Application of International Business*, the emphasis is placed upon simulating and organizing a successful company. Students have an opportunity to prepare marketing plans, interact with industry specialists through class visits, field trips, teleconferences, e-mail, and the Internet, and establish contact with manufactures and suppliers.

SEMESTER 2   Simulation and Application of International Business

Students will:
- ❖ Gain further understanding of international business functions and market research.
- ❖ Conduct simulated and actual international trade transaction for a student-ran company.
- ❖ Prepare trade documentation.
- ❖ Prepare correspondence and pro forma invoices for buyers.
- ❖ Create database on foreign protocol and culture.
- ❖ Further develop effective global business skills.
- ❖ Demonstrate their projects at the culmination of the program.
- ❖ Participate in summer internships

WBE.NET Global Internet Trade Course 1A

1. COURSE DESCRIPTION

The major emphasis of this course is an introduction to the effective practices of international trade, to provide opportunities for students to learn the theory of import/export using the Internet. The course provides an interdisciplinary approach utilizing the Internet as a tool for global trading.

The first semester emphasizes export strategy, global market research and export regulations. Student teams have the opportunity to investigate import statistics and identify products and services in demand by global customers. Students will interact with industry specialists through class visits, field trips, teleconferences, e-mail and the Internet. This course lays the groundwork for school-to-career opportunities for students desiring to pursue entrepreneurship and/or employment in related fields.

2. STUDENT LEARNING STANDARDS

The course adheres to the California State Board of Education's **English-language Arts Content Standards** for Reading, Writing, Written and Oral English Language Conventions, Listening and Speaking as designated for Grades Nine & Ten and Grades Eleven & Twelve. [*See Appendix for Standards.*]

3. REPRESENTATIVE OBJECTIVES

All students will:
- Assess products for export potential and locate emerging markets using past and current data.
- Analyze current trade practices and agreements, e.g. NAFTA.
- Produce multimedia presentations to share their research findings.
- Prepare critical analyses of trade articles and journals.
- Study, analyze and understand the characteristics of various business structures.
- Write a mission statement, a preliminary business plan and sample letters of introduction.
- Develop workforce skills: teaming, consensus building, sensitivity to groups.

Understand and utilize U.S. customary and metric systems of measurement to construct simple quotations and pro-forma invoices using spreadsheets.

4. APPLICATION OF BASIC SKILLS

The student will be able to:
- Gather information from the facilitator, resource personnel, current publications, the Internet and multi-media resources.
- Participate in cooperative learning and team projects
- Present and discuss theories and concepts
- Interview and use technology in communication
- Document tasks in journals and portfolios; produce reports
- Understand technical documents
- Search, process and organize information from multiple resources and databases
- Utilize search engines to locate pertinent information
- Produce and interpret graphics and tables
- Compare and contrast trade leads provided over an Internet database

5. PERFORMANCE SKILLS

The student will:
- Demonstrate the use and appropriate selection of computer applications (software) for specific tasks/projects
- Gather, record, manage and process data to produce reports, tables and graphs for evaluation and analysis
- Select and use the appropriate communication/information (fax and e-mail) productivity tools to manage and process information
- Record observations, organize information and evaluate tasks/projects for individual portfolios
- Incorporate and apply interdisciplinary skills in the performance of tasks/projects.

6. Units

Units	Hours
Introduction	2
Part A. Before the Sale	
Chapter 1. Export Strategy	5
Chapter 2. Export Advice	5
Chapter 3. Market Research	5
Chapter 4. Methods of Exporting and Channels of Distribution	5
Chapter 5. Preparing products for Export	5
Chapter 6. Service Exports	5
Chapter 7. Making Contacts	5
Chapter 8. Business Travel Abroad	5
Part B. Making the Sale	
Chapter 9. Selling overseas	5
Chapter 10. Pricing, quotations, and terms	5
Chapter 11. Export regulations, customs benefits, and tax incentives	5
Part C. After the Sale	
Chapter 12. Documentation, shipping and logistics	5
Chapter 13. Methods of payments	5
Chapter 14. Financing export transactions	5
Chapter 15. After-sales service	5
Chapter 16. Technology licensing and joint ventures	5
Presentations	8
Total Hours	**90**

7. Suggested Textbooks, Other Instructional Materials, and Field Trips

All student materials are located on the Internet at www.wbe.net, on CD-ROM and student handbook. A facilitator's manual shall also be provided.

Field trips and school site visits by industry experts, i.e. Dept. of Commerce, Port authorities, customs, shipping and logistics, banking and insurance, freight forwarding, manufacturing, agents, middleman, brokers, and cultural diversity counselors.

8. Unique Capabilities of Teacher/Support staff presently at school site (optional)

- Analyze current trade practices and agreements.
- Produce multimedia presentations to share their research findings.
- Prepare critical analyses of trade articles and journals.
- Study, analyze and understand the characteristics of various business structures.
- Write a mission statement, a preliminary business plan and sample letters of introduction.
- Develop workforce skills, teaming, consensus building, sensitivity to groups.
- Understand and utilize U.S. customary and metric systems of measurement to construct sample quotations and pro-forma invoices using spreadsheets.

WBE.NET™ Global Internet Trade Course 1B

1. **COURSE DESCRIPTION**

    The major emphasis of this course is to provide opportunities for students to simulate effective practices of international trade using the Internet. The course provides an interdisciplinary approach utilizing the Internet as a tool for global trading.

    The **second semester** emphasizes the successful organization of an import/export business structure through simulated trade transactions. Student teams have the opportunity to evaluate existing trade related companies; establish model companies; prepare marketing plans and materials; interact with industry specialists through class visits, field trips, teleconferences, e-mail, and the Internet; and, establish contact with manufacturers and suppliers. This course further prepares the student for school-to-career opportunities in entrepreneurship and/or employment in related fields.

2. **STUDENT LEARNING STANDARDS**

    The course adheres to the California State Board of Education's **English-language Arts Content Standards** for Reading, Writing, Written and Oral English Language Conventions, Listening and Speaking as designated for Grades Nine & Ten and Grades Eleven & Twelve. [*See Appendix for Standards.*]

3. **REPRESENTATIVE OBJECTIVES**

    All students will:
    - Create fictitious business entities
    - Prepare legal documents, i.e., non-circumvention agreements, pro-forma invoices.
    - Expand written business plans
    - Analyze current trade practices and agreements, e.g. NAFTA.
    - Assess products for export potential and locate emerging markets using past and current data.
    - Prepare correspondence for buyers and suppliers
    - Produce multimedia presentations to share their research findings.
    - Prepare critical analyses of trade articles and journals.
    - Refine workforce skills; teaming, consensus building, sensitivity to groups.

4. **APPLICATION OF BASIC SKILLS**

    The student will be able to:
    - Gather and apply information from the facilitator, resource personnel, current publications, the Internet and multi-media resources
    - Participate in cooperative learning and team projects
    - Debate current trade related issues
    - Present and discuss theories and concepts
    - Interview and gather information from industry experts and community resources
    - Understand and use technology for communication, research, multi-media presentations, database management and word processing
    - Understand and use technical terminology in communication
    - Document tasks in journals and portfolios; produce reports
    - Produce technical and legal documents
    - Search, process and organize information from multiple resources and databases
    - Utilize search engines to locate pertinent information
    - Produce and interpret graphs and tables
    - Compare and contrast trade leads provided over an Internet database

5. PERFORMANCE SKILLS

The student will:
- Demonstrate the mastery of computer applications (software) for specific tasks/ projects
- Gather, record, manage and process data to produce reports, tables and graphs for evaluation and analysis
- Select and use the appropriate communication/information (fax and e-mail) productivity tools to manage and process information
- Record observations, organize information and evaluate tasks/projects for individual portfolios
- Incorporate and apply interdisciplinary skills in the performance of tasks/projects

6. SUGGESTED INSTRUCTIONAL UNITS THAT RELATE TO REPRESENTATIVE OBJECTIVES

UNITS	HOURS
Business entities	15
Legal documents	4
Business plans	20
Current trade practices and agreements	10
Buyers & suppliers	23
Shipping & logistics	2
PRESENTATIONS	16
	===
TOTAL HOURS	**90**

7. SUGGESTED TEXTBOOKS, OTHER INSTRUCTIONAL MATERIALS, AND FIELD TRIPS

All student materials are located on the Internet at www.wbe.net or on CD ROM.

Field trips to and school site visits by industry experts, i.e., Dept. of Commerce, Port authorities, customs, shipping and logistics, banking and insurance, freight forwarding, manufacturing, agents, middlemen, brokers, cultural diversity counselors.

8. UNIQUE CAPABILITIES OF TEACHER/SUPPORT STAFF PRESENTLY AT SCHOOL SITE

The World Business Exchange Network personnel have trained the facilitator.

9. ADDITIONAL BUDGET BEYOND ROUTINE EXPENDITURES

Additional expenditures are covered in **Global Internet Trade 1A**

Appendix

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Items:

1. California English-language Arts Content Standards used in the WBE.NET Global Internet Trade Course

2. Letters in support of the WBE.NET Global Internet Trade Course

California STATE BOARD OF **EDUCATION**

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development
Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.

Vocabulary and Concept Development
1.1 Identify and use the literal and figurative meanings of words and understand word derivations.

1.2. Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.

1.3 Identify Greek, Roman, and Norse mythology and use the knowledge to understand the origin and meaning of new words (e.g., the word *narcissistic* drawn from the myth of Narcissus and Echo).

2.0 Reading Comprehension (Focus on Informational Materials)
Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in *Recommended Literature, Grades Nine Through Twelve* (1990) illustrate the quality and complexity of the materials to be read by students. In addition, by grade twelve, students read two million words annually on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information. In grades nine and ten, students make substantial progress toward this goal.

Structural Features of Informational Materials
2.1 Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.

2.2 Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents. *Comprehension and Analysis of Grade-Level-Appropriate Text*

2.3 Generate relevant questions about readings on issues that can be researched.

2.4 Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.

2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.

2.6 Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites on the Internet).

Expository Critique
2.7 Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.

2.8 Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material).

3.0 Literary Response and Analysis
Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent patterns and themes. The selections in *Recommended Literature, Grades Nine Through Twelve* illustrate the quality and complexity of the materials to be read by students.

Structural Features of Literature
3.1 Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue).

3.2 Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic.

Narrative Analysis of Grade-Level-Appropriate Text
3.3 Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.

3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.

3.5 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.

3.6 Analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks).

3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.

3.8 Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.

3.9 Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.

3.10 Identify and describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature.

Literary Criticism
3.11 Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism. (Aesthetic approach)

3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period. (Historical approach)

Writing

1.0 Writing Strategies
Students write coherent and focused essays that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose. Students progress through the stages of the writing process as needed.

Organization and Focus
1.1 Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.

1.2 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.

Research and Technology
1.3 Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.

1.4 Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).

1.5 Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).

1.6 Integrate quotations and citations into a written text while maintaining the flow of ideas.

1.7 Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals (e.g., *Modern Language Association Handbook, The Chicago Manual of Style).*

1.8 Design and publish documents by using advanced publishing software and graphic programs.

Evaluation and Revision
1.9 Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.

2.0 Writing Applications (Genres and Their Characteristics)
Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

Using the writing strategies of grades nine and ten outlined in Writing Standard 1.0, students:

2.1 Write biographical or autobiographical narratives or short stories:
  a. Relate a sequence of events and communicate the significance of the events to the audience.
  b. Locate scenes and incidents in specific places.
  c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings.
  d. Pace the presentation of actions to accommodate changes in time and mood.
  e. Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.

2.2 Write responses to literature:
  a. Demonstrate a comprehensive grasp of the significant ideas of literary works.
  b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
  c. Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created.
  d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

2.3 Write expository compositions, including analytical essays and research reports:
  a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
  b. Convey information and ideas from primary and secondary sources accurately and coherently.
  c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
  d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.
  e. Anticipate and address readers' potential misunderstandings, biases, and expectations.
  f. Use technical terms and notations accurately.

2.4 Write persuasive compositions:
  a. Structure ideas and arguments in a sustained and logical fashion.
  b. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).
  c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning.
  d. Address readers' concerns, counterclaims, biases, and expectations.

2.5 Write business letters:
  a. Provide clear and purposeful information and address the intended audience appropriately.
  b. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.
  c. Highlight central ideas or images.
  d. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.

2.6 Write technical documents (e.g., a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, minutes of a meeting):
  a. Report information and convey ideas logically and correctly.
  b. Offer detailed and accurate specifications.
  c. Include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide).
  d. Anticipate readers' problems, mistakes, and misunderstandings.

Written and Oral English Language Conventions

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

1.0 Written and Oral English Language Conventions
Students write and speak with a command of standard English conventions.

Grammar and Mechanics of Writing
1.1 Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).

1.2 Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).

1.3 Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.

Manuscript Form
1.4 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.

1.5 Reflect appropriate manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations.

Listening and Speaking

1.0 Listening and Speaking Strategies
Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.

Comprehension
1.1 Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.

1.2 Compare and contrast the ways in which media genres (e.g., televised news, news magazines, documentaries, online information) cover the same event.

Organization and Delivery of Oral Communication
1.3 Choose logical patterns of organization (e.g., chronological, topical, cause and effect) to inform and to persuade, by soliciting agreement or action, or to unite audiences behind a common belief or cause.

1.4 Choose appropriate techniques for developing the introduction and conclusion (e.g., by using literary quotations, anecdotes, references to authoritative sources).

1.5 Recognize and use elements of classical speech forms (e.g., introduction, first and second transitions, body, conclusion) in formulating rational arguments and applying the art of persuasion and debate.

1.6 Present and advance a clear thesis statement and choose appropriate types of proof (e.g., statistics, testimony, specific instances) that meet standard tests for evidence, including credibility, validity, and relevance.

1.7 Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.

1.8 Produce concise notes for extemporaneous delivery.

1.9 Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques (e.g., voice, gestures, eye contact) for presentations.

Analysis and Evaluation of Oral and Media Communications
1.10 Analyze historically significant speeches (e.g., Abraham Lincoln's "Gettysburg Address," Martin Luther King, Jr.'s "I Have a Dream") to find the rhetorical devices and features that make them memorable.

1.11 Assess how language and delivery affect the mood and tone of the oral communication and make an impact on the audience.

1.12 Evaluate the clarity, quality, effectiveness, and general coherence of a speaker's important points, arguments, evidence, organization of ideas, delivery, diction, and syntax.

1.13 Analyze the types of arguments used by the speaker, including argument by causation, analogy, authority, emotion, and logic.

1.14 Identify the aesthetic effects of a media presentation and evaluate the techniques used to create them (e.g., compare Shakespeare's *Henry V* with Kenneth Branagh's 1990 film version).

2.0 Speaking Applications (Genres and Their Characteristics)
Students deliver polished formal and extemporaneous presentations that combine the traditional rhetorical strategies of narration, exposition, persuasion, and description. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the speaking strategies of grades nine and ten outlined in Listening and Speaking Standard 1.0, students:

2.1. Deliver narrative presentations:
    a. Narrate a sequence of events and communicate their significance to the audience.
    b. Locate scenes and incidents in specific places.
    c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of characters.
    d. Pace the presentation of actions to accommodate time or mood changes.

2.2 Deliver expository presentations:
    a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
    b. Convey information and ideas from primary and secondary sources accurately and coherently.
    c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
    d. Include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs.
    e. Anticipate and address the listener's potential misunderstandings, biases, and expectations.
    f. Use technical terms and notations accurately.

2.3 Apply appropriate interviewing techniques:
    a. Prepare and ask relevant questions.
    b. Make notes of responses.
    c. Use language that conveys maturity, sensitivity, and respect.
    d. Respond correctly and effectively to questions.
    e. Demonstrate knowledge of the subject or organization.
    f. Compile and report responses.
    g. Evaluate the effectiveness of the interview.

2.4 Deliver oral responses to literature:
    a. Advance a judgment demonstrating a comprehensive grasp of the significant ideas of works or passages (i.e., make and support warranted assertions about the text).
    b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
    c. Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created.
    d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

2.5 Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects):
    a. Structure ideas and arguments in a coherent, logical fashion.
    b. Use rhetorical devices to support assertions (e.g., by appeal to logic through reasoning; by appeal to emotion or ethical belief; by use of personal anecdote, case study, or analogy).
    c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
    d. Anticipate and address the listener's concerns and counterarguments.

2.6 Deliver descriptive presentations:
    a. Establish clearly the speaker's point of view on the subject of the presentation.
    b. Establish clearly the speaker's relationship with that subject (e.g., dispassionate observation, personal involvement).
    c. Use effective, factual descriptions of appearance, concrete images, shifting perspectives and vantage points, and sensory details.

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development
Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.

Vocabulary and Concept Development
1.1 Trace the etymology of significant terms used in political science and history.

1.2 Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology.

1.3 Discern the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.

2.0 Reading Comprehension (Focus on Informational Materials)
Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in *Recommended Readings in Literature, Grades Nine Through Twelve* illustrate the quality and complexity of the materials to be read by students. In addition, by grade twelve, students read two million words annually on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information.

Structural Features of Informational Materials
2.1 Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices.

Comprehension and Analysis of Grade-Level-Appropriate Text
2.2 Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.

2.3 Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.

2.4. Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.

2.5 Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.

Expository Critique
2.6 Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion).

3.0 Literary Response and Analysis
Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent themes. The selections in *Recommended Readings in Literature, Grades Nine Through Twelve* illustrate the quality and complexity of the materials to be read by students.

Structural Features of Literature
3.1 Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.

Narrative Analysis of Grade-Level-Appropriate Text
3.2 Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.

3.3. Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both.

3.4. Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions.

3.5. Analyze recognized works of American literature representing a variety of genres and traditions:
    a. Trace the development of American literature from the colonial period forward.
    b. Contrast the major periods, themes, styles, and trends and describe how works by members of different cultures relate to one another in each period.
    c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.

3.6 Analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings (e.g., how the archetypes of banishment from an ideal world may be used to interpret Shakespeare's tragedy *Macbeth).*

3.7 Analyze recognized works of world literature from a variety of authors:
    a. Contrast the major literary forms, techniques, and characteristics of the major literary periods (e.g., Homeric Greece, medieval, romantic, neoclassic, modern).
    b. Relate literary works and authors to the major themes and issues of their eras.
    c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and, settings.

Literary Criticism
3.8 Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (e.g., suffrage, women's role in organized labor). (Political approach)

3.9 Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters. (Philosophical approach)

Writing

1.0 Writing Strategies
Students write coherent and focused texts that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose and progression through the stages of the writing process.

Organization and Focus
1.1 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.

1.2 Use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes.

1.3 Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.

1.4 Enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action.

1.5 Use language in natural, fresh, and vivid ways to establish a specific tone.

Research and Technology
1.6 Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).

~~1.7 Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies).~~

1.8 Integrate databases, graphics, and spreadsheets into word-processed documents.

Evaluation and Revision
1.9 Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.

2.0 Writing Applications (Genres and Their Characteristics)

Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

Using the writing strategies of grades eleven and twelve outlined in Writing Standard 1.0, students:

2.1 Write fictional, autobiographical, or biographical narratives:
    a. Narrate a sequence of events and communicate their significance to the audience.
    b. Locate scenes and incidents in specific places.
    c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings.
    d. Pace the presentation of actions to accommodate temporal, spatial, and dramatic mood changes.
    e. Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.

2.2 Write responses to literature:
    a. Demonstrate a comprehensive understanding of the significant ideas in works or passages.
    b. Analyze the use of imagery, language, universal themes, and unique aspects of the text.
    c. Support important ideas and viewpoints through accurate and detailed references to the text and to other works.
    d. Demonstrate an understanding of the author's use of stylistic devices and an appreciation of the effects created.
    e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

2.3 Write reflective compositions:
    a. Explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies (e.g., narration, description, exposition, persuasion).
    b. Draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life.
    c. Maintain a balance in describing individual incidents and relate those incidents to more general and abstract ideas.

2.4 Write historical investigation reports:
    a. Use exposition, narration, description, argumentation, exposition, or some combination of rhetorical strategies to support the main proposition.
    b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.
    c. Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.
    d. Include information from all relevant perspectives and take into consideration the validity and reliability of sources.
    e. Include a formal bibliography.

2.5 Write job applications and resumes:
    a. Provide clear and purposeful information and address the intended audience appropriately.
    b. Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.
    c. Modify the tone to fit the purpose and audience.
    d. Follow the conventional style for that type of document (e.g., resume, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document.

2.6 Deliver multimedia presentations:
    a. Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images).
    b. Select an appropriate medium for each element of the presentation.

c. Use the selected media skillfully, editing appropriately and monitoring for quality.
d. Test the audience's response and revise the presentation accordingly.

Written and Oral English Language Conventions

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

1.0 Written and Oral English Language Conventions
Students write and speak with a command of standard English conventions.

1.1 Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.

1.2 Produce legible work that shows accurate spelling and correct punctuation and capitalization.

1.3 Reflect appropriate manuscript requirements in writing.

Listening and Speaking

1.0 Listening and Speaking Strategies
Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.

Comprehension
1.1 Recognize strategies used by the media to inform, persuade, entertain, and transmit culture (e.g., advertisements; perpetuation of stereotypes; use of visual representations, special effects, language).

1.2 Analyze the impact of the media on the democratic process (e.g., exerting influence on elections, creating images of leaders, shaping attitudes) at the local, state, and national levels.

1.3 Interpret and evaluate the various ways in which events are presented and information is communicated by visual image makers (e.g., graphic artists, documentary filmmakers, illustrators, news photographers).

Organization and Delivery of Oral Communication
1.4 Use rhetorical questions, parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and aesthetic effect.

1.5 Distinguish between and use various forms of classical and contemporary logical arguments, including:
   a. Inductive and deductive reasoning
   b. Syllogisms and analogies

1.6 Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.

1.7 Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the text, and create skillful artistic staging.

1.8 Use effective and interesting language, including:
   a. Informal expressions for effect
   b. Standard American English for clarity
   c. Technical language for specificity

1.9 Use research and analysis to justify strategies for gesture, movement, and vocalization, including dialect, pronunciation, and enunciation.

1.10 Evaluate when to use different kinds of effects (e.g., visual, music, sound, graphics) to create effective productions.

Analysis and Evaluation of Oral and Media Communications
1.11 Critique a speaker's diction and syntax in relation to the purpose of an oral communication and the impact the words may have on the audience.

1.12 Identify logical fallacies used in oral addresses (e.g., attack *ad hominem,* false causality, red herring, overgeneralization, bandwagon effect).

1.13 Analyze the four basic types of persuasive speech (i.e., propositions of fact, value, problem, or policy) and understand the similarities and differences in their patterns of organization and the use of persuasive language, reasoning, and proof.

1.14 Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness (e.g., Orson Welles' radio broadcast "War of the Worlds").

2.0 Speaking Applications (Genres and Their Characteristics)
Students deliver polished formal and extemporaneous presentations that combine traditional rhetorical strategies of narration, exposition, persuasion, and description. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the speaking strategies of grades eleven and twelve outlined in Listening and Speaking Standard 1.0, students:

2.1 Deliver reflective presentations:
    a. Explore the significance of personal experiences, events, conditions, or concerns, using appropriate rhetorical strategies (e.g., narration, description, exposition, persuasion).
    b. Draw comparisons between the specific incident and broader themes that illustrate the speaker's beliefs or generalizations about life.
    c. Maintain a balance between describing the incident and relating it to more general, abstract ideas.

2.2 Deliver oral reports on historical investigations:
    a. Use exposition, narration, description, persuasion, or some combination of those to support the thesis.
    b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.
    c. Explain the perceived reason or reasons for the similarities and differences by using information derived from primary and secondary sources to support or enhance the presentation.
    d. Include information on all relevant perspectives and consider the validity and reliability of sources.

2.3 Deliver oral responses to literature:
    a. Demonstrate a comprehensive understanding of the significant ideas of literary works (e.g., make assertions about the text that are reasonable and supportable).
    b. Analyze the imagery, language, universal themes, and unique aspects of the text through the use of rhetorical strategies (e.g., narration, description, persuasion, exposition, a combination of those strategies).
    c. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
    d. Demonstrate an awareness of the author's use of stylistic devices and an appreciation of the effects created.
    e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

2.4 Deliver multimedia presentations:
    a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
    b. Select an appropriate medium for each element of the presentation.
    c. Use the selected media skillfully, editing appropriately and monitoring for quality.
    d. Test the audience's response and revise the presentation accordingly.

2.5 Recite poems, selections from speeches, or dramatic soliloquies with attention to performance details to achieve clarity, force, and aesthetic effect and to demonstrate an understanding of the meaning (e.g., Hamlet's soliloquy "To Be or Not to Be").

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COMMITTEE ON
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INFRASTRUCTURE

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SUBCOMMITTEE ON
EMPOWERMENT

DEMOCRATIC REGION ONE WHIP

CONGRESSIONAL WOMEN'S CAUCUS
CO-CHAIR WOMEN OWNED BUSINESS
LEGISLATIVE TEAM

August 11, 1999

Mr. Roosevelt Roby
The REIS Foundation
1748 Lincoln Blvd.
Santa Monica, CA 90404

Dear Mr. Roby:

I am writing in support of the WBE.NET International Trade Course that has been implemented at Alain Locke High School.

The ability of the WBE.NET to effectively prepare students for career paths in the International Trade Fields, and its ability to link school curriculums to other careers in the private sector, namely in the technology, scientific, and pharmaceutical industries is to be commended. I was pleased to work with you to obtain approval by the Los Angeles Unified School District, and was delighted to have President Clinton and Governor Davis witness this educational tool during their visit to Alain Locke High School on July 8, 1999. The President, Governor, and I view courses of this nature as a direct line to summer and post graduate jobs in many of these industries.

Therefore, I strongly support the WBE.NET International Trade Course for high school students, and look forward to working with you in the future.

Sincerely,

JUANITA MILLENDER-McDONALD
Member of Congress

WILLIAM JEFFERSON CLINTON

February 15, 2002

Roosevelt Roby
The World Business Exchange Network
Suite 300
5777 West Century Boulevard
Los Angeles, California   90045

Dear Roosevelt:

Thank you very much for the framed photo-
graph. I was so touched to receive it.

Thanks, too, for inviting my Foundation to
join with your organization in the effort to
close the digital divide that exists in our
country. I've shared your letter with my
staff at the Foundation for consideration.

Your thoughtfulness and support mean a lot
to me. I'm glad you took the time to write
and send my best wishes for continued
success in your important work.

Sincerely,

Bill Clinton

Care Consultants
A JUNIOR ACHIEVEMENT COMPANY

1601 East 120th Street, Los Angeles, CA 90059
Phone 323 566-0420   Fax 323 567-1429

June 19, 2003

Mr. Roosevelt Roby, President
REIS Foundation
5777 West Century, Suite 1685
Los Angeles, CA 90045

Dear Mr. Roby:

On behalf of all of us here at King Drew Magnet High School of Medicine and Science, we would like to express our sincere appreciation to Mr. Roosevelt Roby for his efforts in helping us apply the WBE.NET Global Internet Trade Course here at our school. Since taking your course this past year, we have learned collectively how to work together and also understand the importance of world trade on the global economy. In the past, we have not had the opportunity to learn about entrepreneurship.

Mr. Roby your course has taught us that no matter what race, creed, nor religious background that you come from you can do anything that you put your mind to. Other students, including our friends attending King Drew Magnet have marveled at the idea that we are able to take a class that is not only exciting but helpful in our other course work as well. The WBE.NET Global Internet Trade Course has helped us improve in areas like math, reading, science and world geography. Using your web-site and having access to interact with people from all different parts of the world was also exciting. Your database was current and helpful to us in conducting market research and locating buyers and sellers from all over the world. We learned how to predict what products are in demand, how to locate potential contacts, how to put together our business plans, and many other lessons from your International Trade Encyclopedia.

If it were not for your program, we probably would have never known about the incredible opportunities in International Trade. Since the U.S. is concerned with reducing the trade deficit, it would only seem appropriate that we as students take advantage of this program. On behalf of the seniors that will be graduating, we hope that the WBE.NET Global Internet Trade Course will remain available for the King Drew Family. We understand that you now face the possibility of losing funding for the program. We hope that you will continue your relentless efforts in bringing awareness about your program and how we as students can still have a chance to positively affect the world.

Sincerely,

King Drew Magnet High School of Medicine & Science
Global Internet Trade Course Students

(signature)
Nicole Toussaint
President

(signature)
Tiffanie Coleman
Accounts Payable Specialist

(signature)
Zahid Ahmed

(signature)
Uchenna Anyanwu

(signature)
Melanie Douglas

(signature)
Juan Escobar

(signature)
LaKeysha Hairsfield

(signature)
Joanna Jauregui

(signature)
Minhaz Khan

(signature)
Tarrance Maxie

(signature)
Charles McNeal

(signature)
Blanyn Reynaga

(signature)
Talisa Rivers

(signature)
Christopher Wilson
Vice President Human Resources

(signature)
Terra Dunn
Accounts Receivable Specialist

(signature)
Nicholas Alexander

(signature)
Danielle Dilhihunt

(signature)
Ndubuissi Emehogu

(signature)
Heather Garcia

(signature)
Johnell Holbert

(signature)
Robin Joseph

(signature)
Brandon Lawrence

(signature)
Brittany McNamee

(signature)
Edwin Reynaga

(signature)
Eric Riley

(signature)
Stanley Sweeting

Los Angeles County Office of Education

Darline P. Robles, Ph.D.
Superintendent

Los Angeles County
Board of Education

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Sophia Waugh

June 23, 2003

Roosevelt Roby, President & CEO
WBE.NET
World Business Exchange Network
4777 W. Century Blvd., Suite 300
Los Angeles, CA 90045

Dear Mr. Roby,

Thank you for the opportunity of working with your world trade program through the REIS Foundation. The information that the students gained from this program has been extremely valuable. The following areas provided needed training for incarcerated youth:

- Conflict resolution: Students with different ethnic and gang affiliations were able to work together to common goals.
- World Geography: Students became involved in learning how different areas of the globe were mutually dependent upon each other.
- Budget Management: Students learned the proper styles in preparing a business budget.
- Career Opportunities: Students gained skills in knowing how to establish a home-based business.

Along with the above indicated areas, other skills such as writing, mathematics, and business procedures were improved because of working with this program. The experience gained by incarcerated youth, through your program, could be replicated in detention facilities throughout the state of California.

Sincerely,

Arthur L. McCoy, Ed.D.,
Principal
Central Juvenile Hall School