

# THE REIS FOUNDATION

A Non Profit Organization

*Presents*

## **WBE.Net Global Internet Trade Course**



## **PROGRAM GUIDE**

### **The REIS Foundation**

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## Introduction

As we enter the 21st Century, we are squarely in the Information Age, where effectiveness in a global economy is dependent upon the packaging and use of information and knowledge. The ultimate power of this new paradigm lies in the International Trade Industry. With the Internet and other new technologies as the commonplace, more than ever there is a profound need for individuals and/or companies to exploit this knowledge and to use information to create strategic and competitive advantage. In the spirit of re-engineering the role of the international trade, the future of globalization lies in our vision to enable youth to obtain useful information today which will enable them to become tomorrow's successful entrepreneurs.

In 1985, Roosevelt Roby established The World Business Exchange Network. Mr. Roby had a vision to educate youth about international trade and along with the Alfonzo Clifton Webb, II developed the WBE.Net Global Internet Trade Course which serves as an instrument for developing, training, and guiding interested students into import/export, entrepreneurship, international banking, languages and related fields.

The course is an educational Internet-based program that has stimulated interest and enthusiasm of students who are lead to discovering a global marketplace while narrowing the digital divide, building confidence and self-esteem.

The program was first taught at Alain LeRoy Locke High School in February 1998. The principal, Mrs. Annie Webb spearheaded the project while Mr. Alfonzo Webb developed and taught the course to a group of at risk students. By the end of the semester, students who participated in the program improved reading, writing, and communication skills. They also increased their computer knowledge and learned more about today's technology, mathematics, geography and different cultures.

In July 1999, Former President Bill Clinton, along with California Governor Gray Davis, local politicians and community leaders visited Locke High School and was presented with a demonstration of the program. These prestigious guests enthusiastically embraced the concept of the program. In fact, shortly after his visit, President Clinton was prompted to mention his experience during several interviews with national news organizations.

By the end of 1999, additional schools signed on and joined Locke High School as models for the experimental course. In February 2000, The WBE.Net Global Internet Trade Course committee was formed to develop and organize the Instructional Curriculum Guide for grades K-12.

The WBE.Net Global Internet Trade Course for Students was developed by a committee comprised of educators from the Los Angeles Unified School District, REIS Foundation, and community leaders.

Roosevelt Roby	Founding Developer	The REIS Foundation, Chairman & CEO
Alfonzo C. Webb II	Founding Developer	King Drew Magnet High School of Medicine & Science
Shirley Bryant	Teacher Coordinator	Consultant
Rudy Barbee	Facilitator/Director	Unite L.A. School to Career
Eugene Blunt	Educator	Mid-City Magnet School
Dr. Clarence Clarkson	Principal	Mid-City Magnet School
Mildred Miller	Educator	Mid-City Magnet School
Jesus Corral	Educator	LA Men's Central Juvenile Hall High School
Edward Jacobson	Educator	David Starr Jordan High School

## Program Description

The REIS Foundation in partnership with the Los Angeles Unified School District, Grant Joint Union School District in Sacramento and the World Business Exchange Network presents the WBE Global Internet Trade Course, an Internet based program that has captured the interest of students, integrating basic school studies, while identifying and evaluating import/export trade opportunities. The program also seeks to fulfill the needs to communities across America that face high drop out rates and little exposure for teens to environments and cultures outside of their town.

The program has been implemented in varying degrees in seven schools in Los Angeles and one school in Sacramento with plans to bring three additional schools on board before September 2001. This two semester, one-year program provides students with hands-on vocational training using 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. In addition, all profit earned as middlemen will be placed into a trust account at each school site for the purposes of funding college and business institute scholarships for the students participating within the course.

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 issues. The future of the global economy depends upon an effective school-to-career transition. Students must be equipped with proper training skills, a formal education, and the motivation necessary to succeed in our highly competitive society. Support from the business and political arenas is such an integral component of the success of the WBE.Net Global Internet Trade Course in that businesses can provide teachers with the tools to better prepare students.

The WBE.Net Tm 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. The profit gained will be donated back to their schools.

## **Curriculum Objectives**

### **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 the 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 Presentations, database management and word processing.

## CURRICULUM OUTLINE

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

### **1<sup>st</sup> SEMESTER: THEORY**

Defining basic elements of International Trade

- A. Using the 16 Chapters of the *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*

### **2<sup>nd</sup> 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

## The Pilot Program

The program was first implemented in 1998 at Alain LeRoy Locke High School in South Central Los Angeles. The inaugural class included 60 students, grades 9 through 12, considered "at risk" due to issues affecting their community such as low socio-economic status and crime-infested neighborhoods. During its implementation, standardized reading and mathematics test scores of 99% of the students involved were below the 50<sup>th</sup> percentile within the nation.

### The Results

Participating Students  
Alain LeRoy Locke High School (Grades 9-12)

The program evaluation at Locke High School (pilot program) focused on student needs and performance goals.

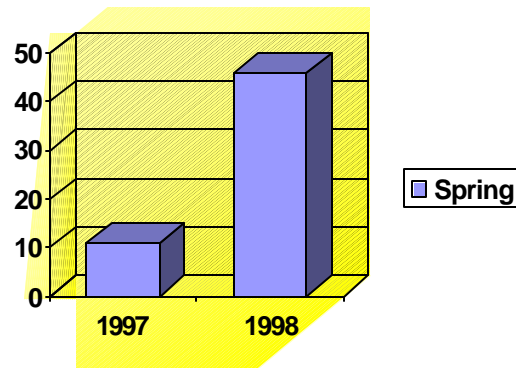


Figure 1

*The above chart displays the vast increase in the number of students that had Grade Point Average about 2.0 in the Spring of 1997 versus the Spring of 1998.*

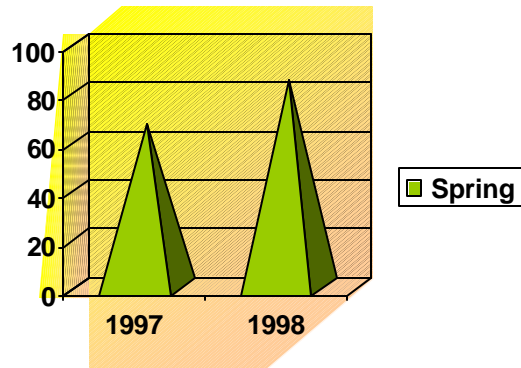


Figure 2

*The Attendance rate of the classes improved from 67% to 85% for the students involved within the program.*

Note: Students were identified using the LAUSD Student Information Systems. The data illustrates the improvement as matched pairs at the .01 level. (n = 60)

### Stanford 9 Percentile Scores

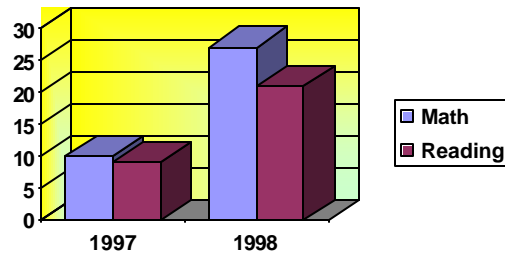


Figure 3

*By the end of the Spring Semester (1998), there had been a significant increase of academic performance as demonstrated by the students' increased scores on the Stanford 9 Exam.*

As students complete more work based assignments and gain more insight into the international trade industry, expectation levels of the students are raised which leads to higher performance and higher motivation on the part of the students. The benefits to students are as follows:

- Students recognize their role within the global economy and the U.S. trade deficit by exporting products.
- Students become effective communicators, critical thinkers, and good citizens who act as role models for other teenagers.
- Students' work to benefit family, school, and community.
- Students recognize the linkages within various disciplines through integrated projects.
- Students recognize the importance of good attendance, academic achievement and responsibility by working in cooperative learning groups.

For teachers, the program allows them to:

- Participate in work based training exercises with international trade industry professionals.
- Utilize and develop work based curriculum that gives students the opportunity to reason analytically to solve problems, define their personal goals and develop plans to reach them, and use technology advantageously.
- Utilize a variety of international trade industry educator resources available via the World Business Exchange Network website.

### **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 Angeles, 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.

## 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 World Business Exchange Network's 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 manufacturers 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.

### 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 organized by the REIS Foundation.

## 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

Upon completion of this course students will be able to:

#### History/Social Science:

1. Apply economic concepts, relationships, data and analysis, and cost-benefit to contemporary and historical issues. These could include scarcity, trade-off, markets, international cooperation, decision-making and cost-benefit analysis.
2. Analyze how different societies and civilizations have set their economic goals and resolved their own issues by applying economic analysis concepts and data.

#### Language Arts:

1. Speak to achieve intended effect using formal and informal conventions of the English language appropriate to varied purposes and audiences.
2. Read interpretively to determine both literal and implied meaning in increasingly complex and varied reading materials, both assigned and independently selected.
3. Write clearly — using the format conventions of the English language, including grammar, spelling, punctuation, capitalization, sentence structure, word choice, paragraphing and figurative language — in a variety of writing styles suitable to particular situations.
4. Use of the writing process independently including prewriting, drafting, evaluating, revising, editing and publishing to develop and express ideas.
5. Locate, evaluate, and synthesize information for specific purposes, using a variety of sources, including interviews, the library/multimedia center, and a range of current technology.
6. Listen critically and respond to informal and formal situations and develop a point of view on a variety of issues and ideas.

#### Math:

1. Use operations (addition, subtraction, multiplication and division), estimation, mental arithmetic and number sense to solve problems using whole numbers, integers, fractions, decimals, rational numbers and scientific notation.
2. Use both the U.S. customary and the metric systems of measurement to determine geometric and non-geometric measures of length, weight, mass, monetary values, time and temperature.
3. Summarize data from real-world situations by collecting, organizing and analyzing data; draw statistical inferences from charts, tables and graphs.

### **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.

<b>6. Units</b>	<u>Hours</u>
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	<u>8</u>
Total Hours	90

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

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

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, 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

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

#### History/Social Science:

1. Apply economic concepts, relationships, data and analysis, and cost-benefit to contemporary and historical issues. These could include scarcity, trade-off, markets, international cooperation, decision-making, and cost-benefit analysis.
2. Analyze how different societies and civilizations have set their economic goals and resolved their own issues by applying economic analysis concepts, and data.

#### Language Arts

1. Speak to achieve intended effect using formal and informal conventions of the English language appropriate to varied purposes and audiences.
2. Read interpretively to determine both literal and implied meaning in increasingly complex and varied reading materials, both assigned and independently selected.
3. Write clearly—using the formal conventions of the English language, including grammar, spelling, punctuation, capitalization, sentence structure, word choice, paragraphing, and figurative language—in a variety of writing styles suitable to particular situations.
4. Use the writing process independently including prewriting, drafting, evaluating, revising, editing, and publishing to develop and express ideas.
5. Locate, evaluate, and synthesize information for specific purposes, using a variety of sources, including interviews, the library/multimedia center, and a range of current technology.
6. Listen critically and respond to informal and formal situations and develop a point of view on a variety of issues and ideas.

#### Math

1. Use operations (addition, subtraction, multiplication, and division), estimation, mental arithmetic, and number sense to solve problems using whole numbers, integers, fractions, decimals, rational numbers, and scientific notation.
2. Use both the U.S. customary and the metric systems of measurement to determine geometric and non-geometric measures of length, weight, mass, monetary value, time, and temperature.
3. Summarize data from real-world situations by collecting, organizing, and analyzing data; draw statistical inferences from charts, tables, and graphs.

### 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**

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

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

All student materials are located on the Internet at [www.wbe.net](http://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**

## SUBJECT DESCRIPTION

The California Department of Education has published content frameworks in English-Language Arts, Foreign Language, Mathematics, Science and Social Studies.

### Science:

*Science is a field that is constantly adapting to new advances in basic knowledge, medicine, and technology...How the natural world works is important to everyone's education. Students need to understand the way of thinking and asking questions that is the essence of science.*

Investigations and Experimentation: Scientific progress is made by asking meaningful questions and conducting careful investigations. Students will investigate a science-based societal issue by researching the literature, analyzing the data, and communicating the findings. Examples of issues include irradiation of food, cloning of animals by somatic cell nuclear transfer, choice of energy sources, and land and water use decisions in California.

### Social Studies:

*The goals...fall into three broad categories: Knowledge and Cultural Understanding, incorporating learning from history and the other humanities, geography and the social sciences: Democratic Understanding and Civic Values, incorporating and understanding of our national identity, constitutional heritage, civic values, and rights and responsibilities; and skills Attainment and Social participation, including basic study skills, critical thinking skills, and participation skills that are essential for effective citizenship.*

- 10.11 Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, computers).
- 11.08 Students analyze the economic boom and social transformation of post-World War II America.
- 11.09 Students analyze foreign policy since World War II
- 11.11 Students analyze the major social problems and domestic policy issues in contemporary American society.
- 12.02 Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationship among them, and how they are secured (American Democracy).
- 12.02 Students analyze the elements of America's economy in a global setting (Economics).
- 12.02 Students analyze the elements of the U. S. labor market in a global setting (Economics).
- 12.06 Students analyze issues if international trade and explain how the economy affects, and is affected by, economic forces beyond the United State's borders.

### **Educational Career Planning (ECP) or Life Skill Course in the Los Angeles Unified School District (1 Semester course taken in the 9<sup>th</sup> Grade)**

*Life skills for the 21<sup>st</sup> century* is a mandatory 20-week course designed for the ninth graders. The major emphasis of this course is to have students learn and internalize values, attitudes, and behaviors that are essential in liver and for success in academic environments as well as the workplace. The course will help students understand high school graduation requirements and options for high education.

**English-Language Arts:**

*Language skills are essential tools not only because they serve as the necessary basis for further learning and career development but also because they enable the human spirit to be enriched, foster responsible citizenship, and preserve the collective memory of the nation.*

- 2.0 Reading comprehension (Focus on Information Materials)
- 2.1 Analyze both the features and the rhetorical devices of different types of public documents (eg. policy statements, speeches, debates, platforms) and the way in which authors use those features and devices.
- 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.
- 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.
- 3.8 Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (Political Approach).

**Foreign Language:**

*...schools in California as well as in other states need to develop more individuals with strong skills in a second language as a matter of long-range economic self-interest... (An) equally compelling reason to promote the study of a foreign language is the power of language to foster improved understanding between peoples of various cultural backgrounds. Culture is embedded in language.*

**Mathematics:**

*To compare successful in the worldwide economy and to participate fully as informed citizens, today's students must have a high degree of comprehension in mathematics... Mathematical reasoning cuts across all strands. It characterizes the thinking skills that students can carry from mathematics into other disciplines.*

- 25.0 Students use properties of the number system to judge validity of results, to justify each step of a procedure, and to prove or disapprove statements.
- 25.1 Students use properties of numbers to construct simple, valid arguments (direct and indirect) for, or formulate counterexamples to, claimed assertions.
- 25.2 Students judge the validity of an argument according to whether the properties of the real number system and the order of operations have been applied correctly at each step.
- 25.3 Given a specific algebraic statement involving linear, quadratic. Or absolute value expressions or equations or inequalities, students determine whether the statement is true sometimes, always, or never.

## **APPENDIX**

Los Angeles Unified Course Description  
Reference Letters  
Photos  
News Articles  
LAUSD Standard Covered  
CA Statewide Standards