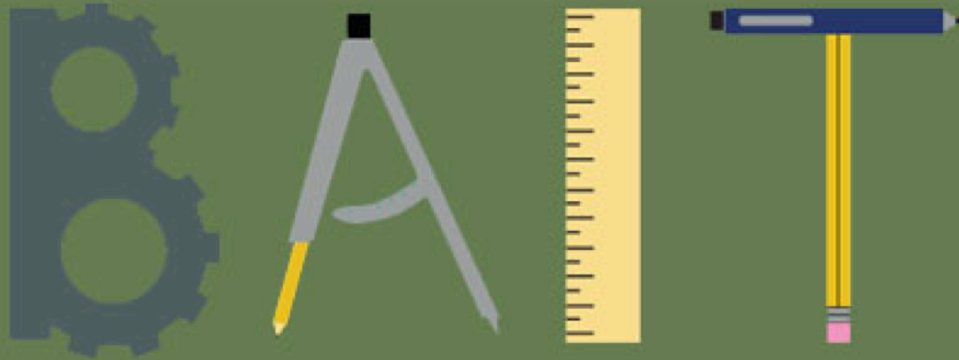




building assets through  
**BAIT**  
integrated technology

Canoga's  
Award Winning  
California  
Partnership Career  
Academy

**OUR ACADEMY PROVIDES ACADEMIC AND CAREER SKILLS THAT HELP TO BUILD A POSITIVE SCHOOL CAMPUS. A COUNSELOR, COORDINATOR, TEACHERS, AND STUDENTS WILL SHARE HOW WE DO IT.**



BAIT stands for:

**B**UILDING **A**SSETS THROUGH **I**NTEGRATED GRAPHIC **T**ECHNOLOGY

WE ARE IN THE *MANUFACTURING AND PRODUCT DEVELOPMENT* INDUSTRY SECTOR.

OUR CAREER PATHWAY IS *INTEGRATED GRAPHIC TECHNOLOGY*.

BAIT ACADEMY <http://baitacademy.org>

## BAIT STUDENTS:



building assets through  
**BAIT**  
integrated technology

**BAIT students will:**

- take inventory of aptitude for career pathways
- learn leadership skills
- produce a portfolio of services / competencies
- learn to create and recognize opportunities
- graduate ready for college



- LEARN LEADERSHIP SKILLS
- GRADUATE READY FOR COLLEGE
- TAKE INVENTORY OF APTITUDE FOR CAREER PATHWAYS
- RECOGNIZE RESOURCES AND OPPORTUNITIES
- PRODUCE A PORTFOLIO
- EARN CERTIFICATION OF COMPETENCIES

# BAIT SCHOOL/ COLLEGE COLLABORATION INTRODUCTION:



The screenshot shows a web browser window displaying a website titled "Discrimination". The website has a dark background with a central image of a group of people standing behind a metal barrier. Above the image, the word "Discrimination" is written in a stylized font, and the word "home" is visible in the background. To the left of the image, there is a navigation menu with buttons for "home", "Videos", "Discussions", "Blogs", and "Creators". Below the image, the definition of "Discrimination" is provided, including its pronunciation and two numbered definitions.

Discrimination

home

home  
Videos  
Discussions  
Blogs  
Creators

Dis-crim-i-na-tion  
[dih-skrim-uh-ney-shuhn]  
-Noun  
1. Unfair treatment of a person, racial group, minority, etc, action based on prejudice.  
2. The act of insulting or abusing others for characteristics they have no control over.

WIX.com This Website was created using wix.com Create your own website Go

## ***INTEGRATED GRAPHIC TECHNOLOGY INCLUDES:***

***INTEGRATED TEXT, GRAPHIC, AUDIO, AND VIDEO, ENTERPRISES***

- ***ON-DEMAND PUBLISHING, DESKTOP PUBLISHING***

- ***INTEGRATED GRAPHIC DESIGN, DIGITAL IMAGING***

  - ***COLOR SEPARATION THEORY***

- ***COMMUNICATION TECHNIQUES (E.G., ADOBE PHOTOSHOP)***

- ***ELECTRONIC PREPRESS, ELECTRONIC IMAGE ASSEMBLY***

  - ***ANALOG AND DIGITAL VIDEO***

- ***MEDIA DISTRIBUTION, PROTECTION AND STORAGE***

# CTE STANDARDS FOR INTEGRATED GRAPHIC TECHNOLOGY:

## STRAND B1.0

STUDENTS UNDERSTAND THE APPLICATION OF **BASIC INTEGRATED GRAPHIC DESIGN PRINCIPLES** TO ACHIEVE SPECIFIC GOALS.

## STRAND B2.0

STUDENTS UNDERSTAND INTEGRATED GRAPHIC **MULTIMEDIA FUNCTIONS AND APPLICATIONS** OF ELECTRONIC IMAGING **SOFTWARE**.

## STRAND B3.0

STUDENTS **UNDERSTAND CONTEMPORARY PHOTOGRAPHY** AND IT'S APPLICATIONS IN INTEGRATED GRAPHIC MULTIMEDIA PROCESSES AND SYSTEMS.

## STRAND B4.0

STUDENTS **UNDERSTAND CONTEMPORARY VIDEO PRODUCTION**.

## STRAND B5.0

STUDENTS UNDERSTAND INTEGRATED GRAPHIC MULTIMEDIA TECHNOLOGIES.

# PRINCIPLES OF BRANDING, FOUNDATION STANDARDS:

## California's Career Technical Education Foundation Standards

### 1.0 Academic Foundations

Students understand the academic content required for entry into postsecondary education and employment within a selected industry sector.

### 2.0 Communications

Students understand the principles of effective oral, written and multimedia communication in a variety of formats and contexts.

### 3.0 Career Planning and Management

Students understand how to make effective decisions, utilize career information and manage personal career plans.

### 4.0 Technology

Students know how to use contemporary and emerging technological resources in diverse and changing personal, community and workplace environments.

### 5.0 Problem Solving and Critical Thinking

Students understand how to create alternative solutions using critical and creative thinking skills, logical reasoning, analytical thinking, and problem solving techniques.

### 6.0 Health, Safety, and Environmental Management

Students understand health and safety practices, policies, procedures and regulations, including equipment and hazardous material handling.

### 7.0 Responsibility and Flexibility

Students know and demonstrate the behaviors associated with responsibility and flexibility in personal, workplace, and community settings.

### 8.0 Ethics and Legal Responsibilities

Students understand professional, ethical and legal behavior consistent with applicable laws, regulations and organizational norms.

### 9.0 Leadership and Teamwork

Students understand effective leadership styles, key concepts of group dynamics, team and individual decision-making, and conflict resolution.

### 10.0 Technical Knowledge and Skills

Students understand the essential knowledge and skills common to all pathways within a specific industry sector.

## BRANDING OUR SCHOOL

### Ten Principles of Branding

#### 1. Know your customers

Get to know the dynamics of your customers inside out, only then can your marketing be successfully tuned in to their needs.

#### 2. Stand out from the crowd

Identify what values your brand has-your brand needs to have a clear message as to what it stands for.

#### 3. Spread the message

Make sure your brand message is consistently communicated through all "touchpoints". A "touchpoint" is anything in your school that your customer comes in contact with.

#### 4. Have a clear vision

Know where you want your brand to be in 5 years time.

#### 5. Champion your brand

You will only be successful if everyone in the school understands the brand. Everyone needs to be fully committed to the values and vision.

#### 6. Find your customers

Find the best way to reach your potential customers. The profile of the audience needs to be analyzed before you know what will be effective.

#### 7. Spread the word

Build awareness so that your brand message is reaching potential customers through the relevant media channels.

#### 8. Use your imagination

Never be afraid to discuss and try new ideas - some of them will work!

#### 9. Be genuine

Customers are suspicious of "hype" and "spin" and are looking for a school to make a stand on principles such as the environment and customer care.

#### 10. Keep It Simple

Simplicity of your brand is vital. Your customers need to find it simple to understand and use.

Article Source: [http://EzineArticles.com/?expert=Mark\\_Ellaway](http://EzineArticles.com/?expert=Mark_Ellaway)

# CA VAPA STANDARDS:

CA Department of Education Visual and Performing Arts: Visual Arts Content Standards	
<b>1.0 ARTISTIC PERCEPTION</b>	
<b>2.0 Processing, Analyzing, and Responding To Sensory Language and Skills Unique to the Visual Arts</b>	
<b>Develop Perceptual Skills and Visual Arts Vocabulary</b>	
1.1 Identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own.	
1.2 Describe the principles of design as used in works of art, focusing on dominance and subordination.	
<b>Analyze Art Elements and Principles of Design</b>	
1.3 Research and analyze the work of an artist and write about the artist's distinctive style and its contribution to the meaning of the work.	
1.4 Analyze and describe how the composition of a work of art is affected by the use of a particular principle of design.	
<b>Impact of Media Choice</b>	
1.5 Analyze the material used by a given artist and describe how its use influences the meaning of the work.	
1.6 Compare and contrast similar styles of works of art done in electronic media with those done with materials traditionally used in the visual arts.	
<b>3.0 CREATIVE EXPRESSION</b>	
<b>Creating, Performing, and Participating in the Visual Arts.</b>	
<b>Skills, Processes, Materials, and Tools</b>	
2.1 Solve a visual arts problem that involves the effective use of the elements of art and the principles of design.	
2.2 Prepare a portfolio of original two- and three-dimensional works of art that reflects refined craftsmanship and technical skills.	
2.3 Develop and refine skill in the manipulation of digital imagery (either still or video).	
2.4 Review and refine observational drawing skills.	
<b>Communication and Expression Through Original Works of Art</b>	
2.5 Create an expressive composition, focusing on dominance and subordination.	
2.6 Create a two or three-dimensional work of art that addresses a social issue.	
<b>3.0 HISTORICAL AND CULTURAL CONTEXT</b>	
<b>Understanding the Historical Contributions and Cultural Dimensions of Visual Arts</b>	
<b>Role and Development of the Visual Arts</b>	
3.1 Identify similarities and differences in the use of art created in selected cultures.	

3.2 Identify, describe the role and influence of new technologies on contemporary works of art.	
<b>Diversity of the Visual Arts</b>	
3.3 Identify and describe trends in the visual arts and discuss how the issues of time, place, and cultural influence are reflected in selected works of art.	
3.4 Discuss the purposes of art in selected contemporary cultures.	
<b>1.0 AESTHETIC VALUING</b>	
<b>Responding to, Analyzing, and Making Judgments About Works in the Visual Arts.</b>	
<b>Derive Meaning</b>	
4.1 Articulate how personal beliefs, cultural traditions, and current social, economic, and political contexts influence the interpretation of the meaning or message in a work of art.	
4.2 Compare the ways in which the meaning of a specific work of art has been affected over time because of changes in interpretation and context.	
<b>Make Informed Judgments</b>	
4.3 Formulate and support a position regarding the aesthetic value of a specific work of art and change or defend that position after considering the views of others.	
4.4 Articulate the process and rationale for refining and reworking your own works of art.	
4.5 Employ the conventions of art criticism in writing and speaking about works of art.	
<b>2.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS</b>	
<b>Connecting and Applying What Is Learned in the Visual Arts to Other Art, Subject Areas and to Careers</b>	
<b>Connections and Applications</b>	
5.1 Design an advertising campaign for a theatre or dance production held at a school, creating images that represent characters and major events in the production.	
5.2 Create a work of art that communicates a cross-cultural or universal theme taken from literature or history.	
<b>Visual Literacy</b>	
5.3 Compare and contrast the ways in which different media (television, newspapers, magazines) cover the same art exhibition.	
<b>Careers and Career-Related Skills</b>	
5.4 Demonstrate an understanding of the various skills of an artist, art critic, art historian, art collector, art gallery owner, and philosopher of art (aesthete).	



# REQUIREMENTS FOR A CALIFORNIA PARTNERSHIP ACADEMY:

## *CURRICULUM*

*FOCUSED ON A CAREER THEME AND COORDINATED WITH RELATED ACADEMIC CLASSES*

## *VOLUNTARY*

*STUDENT SELECTION PROCESS THAT IDENTIFIES INTERESTED NINTH GRADERS*

## *TEAM OF TEACHERS*

*WHO WORK TOGETHER TO PLAN AND IMPLEMENT THE PROGRAM*

## *MOTIVATIONAL ACTIVITIES*

*WITH PRIVATE SECTOR INVOLVEMENT TO ENCOURAGE ACADEMIC AND OCCUPATIONAL PREPARATION, SUCH AS: INTEGRATED AND PROJECT-BASED CURRICULUM, MENTOR PROGRAM, CLASSROOM SPEAKERS, FIELD TRIPS, AND EXPLORATION OF POSTSECONDARY AND CAREER OPTIONS*

## *WORKPLACE LEARNING OPPORTUNITIES*

*SUCH AS JOB SHADOWING, STUDENT INTERNSHIPS, AND WORK EXPERIENCE*

# OVERALL STRATEGIES FOR SUCCESS

## CREATING A CULTURE OF (COM)PASSION

MEET NEEDS OF SCHOOL + COMMUNITY

DEMOGRAPHICS FOR AREA

SUPPORT PROGRAMS AND PEOPLE WHO HAVE PASSION

SURVEY STUDENT DESIRED ELECTIVES

BUILD ASSETS WITHIN STUDENT BODY AND STAFF

FIND STATE AND LOCAL RESOURCES

KIDS RECRUIT KIDS

*IF WE TAKE OUR STRENGTHS AND BRIDGE THEM TO THE CPA  
MODEL, WE ARE GIVEN A STRUCTURE TO IMPLEMENT CHANGES THAT  
SUPPORT EXISTING PROGRAMS AND PEOPLE.*

# OVERALL STRATEGIES FOR SUCCESS

## CREATING A CULTURE OF (COM)PASSION

### BRANDING FOR SUCCESS

*LOOK AT YOUR OWN COMMUNITY, WHAT ARE THE CHALLENGES THAT YOU FACE?*

*WHAT IMAGE DO YOUR STUDENTS HAVE OF THEMSELVES AND YOUR SCHOOL?*

IN OUR CASE, STUDENTS WERE NOT LIVING UP TO THEIR CAPABILITIES. THEY WERE SETTling FOR MEDIOCRITY. OUR REPUTATION WAS NEGATIVE AND MANY STUDENTS WERE FAILING AND DROPPING OUT. CREDIT RECOVERY LEFT NO ROOM FOR ELECTIVES.

#### *TO CREATE A PARADIGM SHIFT:*

WE CHANGED OUR SCHEDULE AND CREATED 8 BLOCKED CLASSES PER SEMESTER.

WE BROUGHT IN CLAY ROBERTS/SEARCH INSTITUTE TO BUILD OUR ASSETS.

TO PROMOTE COLLEGE CLASSES WE HELD THEM ON SITE WITH FAMILIAR TEACHERS.

WE IMPLEMENTED LINK CREW, WEBSITE SUCCESS STORIES, AND POSITIVE MESSAGES.

WE ARE BUILDING A MARKETING, SALES, AND SERVICE ACADEMY TO PROMOTE THE SCHOOL.

# OUR ASSET AND CAREER SKILL BUILDING PROJECTS

- ONLINE MAGAZINE
- LUNCHTIME/ FRIDAY DANCE DJ
- BAITBOOTH PICTURES
- SCHOOL WEBPAGE
- YEARBOOK
- SENIOR DVD
- RECRUITMENT PRESENTATION
- LINK CREW/ PEER LEADERSHIP

## *ASSETS ARE NOT A PROGRAM*

*THEY ARE A FRAMEWORK TO ENHANCE PROGRAMS.*

**THE DEVELOPMENTAL ASSETS ARE 40 COMMON SENSE, POSITIVE EXPERIENCES AND QUALITIES THAT HELP INFLUENCE CHOICES YOUNG PEOPLE MAKE AND HELP THEM BECOME CARING, RESPONSIBLE ADULTS.**

**THE MORE ASSETS YOUNG PEOPLE EXPERIENCE, THE LESS LIKELY THEY ARE TO ENGAGE IN A VARIETY OF HIGH-RISK BEHAVIORS AND THE MORE LIKELY THEY ARE TO ENGAGE IN THRIVING BEHAVIORS. THEY ARE ALSO MORE LIKELY TO BE SUCCESSFUL IN SCHOOL THESE KINDS OF RELATIONSHIPS HOLD TRUE ACROSS ALL GROUPS OF YOUTH STUDIED, INCLUDING THOSE FROM MANY RACIAL-ETHNIC BACKGROUNDS, COMMUNITIES OF ALL SIZES, AND DIFFERENT SOCIOECONOMIC BACKGROUNDS.**

# SEARCH INSTITUTE DEVELOPMENTAL ASSETS:

## The Framework of 40 Developmental Assets® For Adolescents

### EXTERNAL ASSETS

Support	Boundaries /Expectations
1. <b>Family Support</b> —Family life provides high levels of love and support.	11. <b>Family Boundaries</b> —Family has clear rules and consequences and monitors the young person's whereabouts
2. <b>Positive Family Communication</b> —Young person communicates positively, is willing to seek advice and counsel from parent(s).	12. <b>School Boundaries</b> —School provides clear rules and consequences.
3. <b>Other Adult Relationships</b> —Young person receives support from three or more nonparent adults.	13. <b>Neighborhood Boundaries</b> —Neighbors take responsibility for monitoring young people's behavior.
4. <b>Caring Neighborhood</b> —Young person experiences caring neighbors.	14. <b>Adult Role Models</b> —Parent(s) and other adults model positive, responsible behavior.
5. <b>Caring School Climate</b> —School provides a caring, encouraging environment.	15. <b>Positive Peer Influence</b> —Young person's best friends model responsible behavior.
6. <b>Parent Involvement in Schooling</b> —Parent(s) are actively involved in helping succeed in school.	16. <b>High Expectations</b> —Both parent(s) and teachers encourage the young person to do well.
Empowerment	Constructive Use of Time
7. <b>Community Values Youth</b> —Young person perceives that adults in the community value youth.	17. <b>Creative Activities</b> —Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.
8. <b>Youth as Resources</b> —Young people are given useful roles in the community.	18. <b>Youth Programs</b> —Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.
9. <b>Service to Others</b> —Young person serves in the community one hour or more per week.	19. <b>Religious Community</b> —Young person spends one or more hours per week in activities in a religious institution.
10. <b>Safety</b> —Young person feels safe at home, at school, and in the neighborhood.	20. <b>Time at Home</b> —Young person is out with friends "with nothing special to do" two or fewer nights per week.

## The Framework of 40 Developmental Assets® For Adolescents

### INTERNAL ASSETS

Commitment to Learning	Social Competencies
21. <b>Achievement Motivation</b> —Young person is motivated to do well in school.	32. <b>Planning and Decision Making</b> —Young person knows how to plan ahead and make choices.
22. <b>School Engagement</b> —Young person is actively engaged in learning.	33. <b>Interpersonal Competence</b> —Young person has empathy, sensitivity, and friendship skills.
23. <b>Homework</b> —Young person reports doing at least one hour of homework every school day	34. <b>Cultural Competence</b> —Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds
24. <b>Bonding to School</b> —Young person cares about her or his school.	35. <b>Resistance Skills</b> —Young person can resist negative peer pressure and dangerous situations.
25. <b>Reading for Pleasure</b> —Young person read for pleasure three or more hours per week.	36. <b>Peaceful Conflict Resolution</b> —Young person seeks to resolve conflict nonviolently.
Positive Values	Positive Identity
26. <b>Caring</b> —Young person places high value on helping other people.	37. <b>Personal Power</b> —Young person feels he or she has control over "things that happen to me."
27. <b>Equality and Social Justice</b> —Young person places high value on promoting equality and reducing hunger and poverty.	38. <b>Self-Esteem</b> —Young person reports having a high self-esteem.
28. <b>Integrity</b> —Young person acts on convictions and stands up for her or his beliefs.	39. <b>Sense of Purpose</b> —Young person reports that "my life has a purpose."
29. <b>Honesty</b> —Young person "tells the truth even when it is not easy."	40. <b>Positive View of Personal Future</b> —is optimistic about future.
30. <b>Responsibility</b> —Young person accepts and takes personal responsibility.	31. <b>Restraint</b> —Young person believes it is important not to be sexually active or to use alcohol or other drugs.

# THE TWO TYPES OF ASSETS

## **EXTERNAL-**RELATIONSHIPS AND OPPORTUNITIES THAT YOUNG PEOPLE EXPERIENCE IN THEIR FAMILIES, SCHOOLS, AND COMMUNITIES

- SUPPORT
- EMPOWERMENT
- BOUNDARIES AND EXPECTATIONS
- CONSTRUCTIVE USE OF TIME

## **INTERNAL-** COMPETENCIES AND VALUES THAT YOUTH DEVELOP INTERNALLY TO GUIDE BEHAVIORS AND CHOICES

- COMMITMENT TO LEARNING
- POSITIVE VALUES
- SOCIAL COMPETENCIES
- POSITIVE IDENTITY

STUDENTS WHO HAVE ALL 5 OF THESE ASSETS ARE **THREE TIMES** MORE LIKELY TO HAVE **ACADEMIC SUCCESS**

**9. SERVICE TO OTHERS—YOUNG PERSON SERVES IN THE COMMUNITY ONE HOUR OR MORE PER WEEK**

**17. CREATIVE ACTIVITIES—YOUNG PERSON SPENDS THREE OR MORE HOURS PER WEEK IN LESSONS OR PRACTICE IN MUSIC, THEATER, OR OTHER ARTS.**

**18. YOUTH PROGRAMS—YOUNG PERSON SPENDS THREE OR MORE HOURS PER WEEK IN SPORTS, CLUBS, OR ORGANIZATIONS**

**19. RELIGIOUS COMMUNITY—YOUNG PERSON SPENDS ONE OR MORE HOURS PER WEEK IN ACTIVITIES IN A RELIGIOUS INSTITUTION.**

**25. READING FOR PLEASURE—YOUNG PERSON READS FOR PLEASURE THREE OR MORE HOURS PER WEEK.**



STUDENTS WHO HAVE ALL 5 OF THESE ASSETS ARE **TWICE** AS  
LIKELY TO HAVE **ACADEMIC SUCCESS**

**15. POSITIVE PEER INFLUENCE**—YOUNG PERSON'S BEST FRIENDS MODEL RESPONSIBLE BEHAVIOR.

**22. SCHOOL ENGAGEMENT**—YOUNG PERSON IS ACTIVELY ENGAGED IN LEARNING.

**36. PEACEFUL CONFLICT RESOLUTION**—YOUNG PERSON SEEKS TO RESOLVE CONFLICT NONVIOLENTLY.

**31. RESTRAINT**—YOUNG PERSON BELIEVES IT IS IMPORTANT NOT TO BE SEXUALLY ACTIVE OR TO USE ALCOHOL OR OTHER DRUGS.

**20. TIME AT HOME**—YOUNG PERSON IS OUT WITH FRIENDS “WITH NOTHING SPECIAL TO DO” TWO OR FEWER NIGHTS PER WEEK



The Role Leadership plays  
In Building **COM**passion in a California  
Partnership Academy

OUR LEADERSHIP  
MODEL IS CALLED  
LINK CREW.



# LEADERSHIP AND DEVELOPMENTAL ASSETS

**THROUGH PARTICIPATION IN LEADERSHIP, STUDENTS BUILD ASSETS FOR THEMSELVES AND OTHERS:**

## EXTERNAL ASSETS:

- 5. CARING SCHOOL CLIMATE – SCHOOL PROVIDES A CARING AND ENCOURAGING ENVIRONMENT
- 8. YOUTH AS RESOURCES – YOUNG PEOPLE ARE GIVEN USEFUL ROLES IN THE COMMUNITY
- 9. SERVICE TO OTHERS – YOUNG PERSON SERVES IN THE COMMUNITY
- 18. YOUTH PROGRAMS – YOUNG PERSON SPENDS TIME IN AN ORGANIZATION AT SCHOOL

## INTERNAL ASSETS:

- 22. SCHOOL ENGAGEMENT – YOUNG PERSON IS ACTIVELY ENGAGED IN LEARNING
- 24. BONDING TO SCHOOL – YOUNG PERSON CARES ABOUT HER OR HIS SCHOOL
- 26. CARING – YOUNG PERSON PLACES HIGH VALUE ON HELPING OTHER PEOPLE
- 30. RESPONSIBILITY – YOUNG PERSON ACCEPTS AND TAKES PERSONAL RESPONSIBILITY
- 32. PLANNING AND DECISION MAKING – YOUNG PERSON KNOWS HOW TO PLAN & MAKE CHOICES
- 33. INTERPERSONAL COMPETENCE – YOUNG PERSON HAS EMPATHY, SENSITIVITY, & FRIENDSHIP SKILLS
- 36. PEACEFUL CONFLICT RESOLUTION – YOUNG PERSON SEEKS TO RESOLVE CONFLICT NONVIOLENTLY

The 21<sup>st</sup> century has brought many changes in the job market. More than  $\frac{3}{4}$  of all jobs in the United States are now in the service sector. Manual jobs and routine tasks have given way to interactive, non-routine tasks—even in many traditional blue-collar occupations.

Students today will hold more cognitively demanding jobs than ever before. They will hold a greater number of jobs as well, and many of those jobs are in fields that have yet to be invented.



TODAY'S STUDENT WILL  
HOLD 10-14 JOBS...

BEFORE THEIR 38<sup>TH</sup> BIRTHDAY.

WE ARE PREPARING STUDENTS FOR JOBS AND  
TECHNOLOGIES THAT DON'T YET EXIST...

TO SOLVE PROBLEMS WE DON'T EVEN KNOW ARE  
PROBLEMS YET.

**SO HOW CAN WE PREPARE OUR STUDENTS?  
AMONG THE IMPORTANT SKILLS CITED BY 21<sup>ST</sup>  
CENTURY EMPLOYERS ARE:**

LEADERSHIP

PERSONAL RESPONSIBILITY

PEOPLE SKILLS

ADAPTABILITY

SELF DIRECTION

ACCOUNTABILITY

PERSONAL PRODUCTIVITY

SOCIAL RESPONSIBILITY

***CRITICAL THINKING AND PROBLEM SOLVING SKILLS***

***COMMUNICATION SKILLS***

***CREATIVITY AND INNOVATION SKILLS***

***TEAMWORK/COLLABORATION SKILLS***

***INFORMATION AND MEDIA LITERACY SKILLS***

***CONTEXTUAL LEARNING SKILLS***

IN ORDER TO BE CAREER READY, OUR STUDENTS MUST BUILD THESE PORTABLE “SOFT” SKILLS THEY WILL NEED NO MATTER WHAT THEIR FUTURE CAREER CHOICES BECAUSE...



AS AN APPLE SUPERVISOR REMARKED, “ANY EMPLOYEE WHO NEEDS TO BE MANAGED IS NO LONGER EMPLOYABLE.”

The Partnership for 21<sup>st</sup> Century Skills, A NATIONAL ORGANIZATION THAT ADVOCATES FOR THESE SKILLS, STRESSES THAT EDUCATORS, “ENABLE STUDENTS TO LEARN IN RELEVANT, REAL WORLD 21<sup>ST</sup> CENTURY CONTEXTS (E.G., THROUGH PROJECT-BASED OR OTHER APPLIED WORK,” AND RECOMMENDS THAT THIS TAKE PLACE IN ALL CORE SUBJECT CLASSROOMS.

IN ADDITION, THESE SKILLS CAN BE NATURALLY FOSTERED THROUGH PARTICIPATION IN A LEADERSHIP CURRICULUM!

IN OUR SCHOOL’S BAIT ACADEMY, OUR LEADERSHIP CLASS UTILIZES THE LINK CREW PROGRAM CURRICULUM MODEL ([WWW.BOOMERANGPROJECT.COM](http://www.boomerangproject.com)).



**IN THE LEADERSHIP CLASS, LEADERS ENGAGE IN LESSONS AND ACTIVITIES DESIGNED TO BUILD THEIR SOFT SKILLS AND APPLY THOSE SKILLS WHILE WORKING IN PROJECT GROUPS TO PLAN AND EXECUTE EVENTS.**

### ***CLASS OBJECTIVES***

- TO EMPOWER ELEVENTH AND TWELFTH GRADE STUDENTS AS ROLE MODELS FOR FRESHMEN***
- TO INCREASE ACADEMIC SUCCESS THROUGH SUPPORT OF PEERS***
- TO DEVELOP LEADERSHIP SKILLS IN STUDENTS ON OUR CAMPUS***
- TO ALLOW SUCCESSFUL OLDER STUDENTS TO PASS ON POSITIVE TRADITIONS TO YOUNGER STUDENTS***
- TO EXPOSE STUDENTS TO A VARIETY OF INDIVIDUALS AT OUR SCHOOL IN POSITIVE SITUATIONS***
- TO TEACH STUDENTS THAT BY WORKING TOGETHER THEY CAN BE SUCCESSFUL AND ENJOY ONE ANOTHER***
- TO HELP CREATE A SUPPORTIVE AND POSITIVE ATMOSPHERE ON OUR CAMPUS***

**IT'S A WIN-WIN SITUATION FOR THE LEADERS, THE FRESHMEN, AND THE SCHOOL!**

## LEADERSHIP/LINK CREW COURSE CURRICULUM INCLUDES:

TEAMBUILDING  
INTERVENTION  
CONFLICT RESOLUTION  
CONSENSUS BUILDING  
GOAL SETTING  
PROJECT PLANNING  
TIME MANAGEMENT  
EVALUATION SYSTEMS  
LEADERSHIP  
CHARACTERISTICS  
LEADERSHIP STYLES  
LEVELS OF LEADERSHIP

PROBLEM SOLVING  
INTERPERSONAL SKILLS  
INTRAPERSONAL SKILLS  
LARGE & SMALL GROUP  
PRESENTATIONS  
DISCUSSION LEADING  
TECHNIQUES  
CLASSROOM MANAGEMENT  
APPRECIATING DIVERSE  
PERSPECTIVES  
SPEAKING  
LISTENING  
WRITING  
PERSUADING





# FUNDING REQUIREMENTS

(COMMON PLANNING, SCHOOL WITHIN A SCHOOL, ACADEMICS CONNECT)

## SAMPLE OF STRUCTURE

PER 1	PER 2	PER 3	PER 4	PER 5	PER 6
HONORS ENGLISH 10	ENGLISH 10				CONFERENCE
	HONORS HISTORY 10	HISTORY 10			CONFERENCE
			INTRODUCTORY CTE	INTRODUCTORY CTE	CONFERENCE
PER 1	PER 2	PER 3	PER 4	PER 5	PER 6
	HONORS ENGLISH 11	ENGLISH 11			CONFERENCE
	HISTORY 11	HONORS HISTORY 11			CONFERENCE
CONCENTRATOR 11			CONCENTRATOR 11		CONFERENCE

# 10<sup>th</sup> Grade B.A.I.T. Team

Achieving the objective  
Connections to standards and students  
Making the collaboration work  
Student Work

# 10<sup>TH</sup> GRADE THEMES

## ENGLISH

- REVOLUTIONARY IDEAS
- **THEME OF PERSUASION** FOUND IN JULIUS CAESAR AND ANIMAL FARM
- BECOMING A RESPONSIBLE MEMBER OF SOCIETY

## HISTORY

- REVOLUTIONARY IDEAS IN THE FRENCH, ENGLISH AND AMERICAN REVOLUTIONS
- **POWERS OF PERSUASION** USED BY WORLD LEADERS
- ANCIENT GREECE AND IDEAL BEAUTY

## PHOTOGRAPHY

- PRINCIPLES AND TECHNIQUES OF ART AND PHOTOGRAPHY
- **POWERS OF PERSUASION IN PHOTOGRAPHY**
- ART'S CONNECTION PERSUASION DURING TIMES OF REVOLUTION

# Power of Persuasion in Art

✚ MAKE A CONNECTION BETWEEN THE LEADERS AND LITERARY FIGURES STUDENTS LEARN ABOUT IN 10<sup>TH</sup> GRADE CONNECTING CLASSES.

✚ EXAMINE HOW ART WAS USED AS PROPAGANDA TO EXPRESS REVOLUTIONARY IDEAS AND TO PROMOTE LEADERS.



*Head of Emperor Augustus*  
Roman, 25-1 B.C.

# ART OF THE FRENCH REVOLUTION



*LIBERTY LEADING THE PEOPLE*

*EUGENE DELACROIX 1830*

- ✚ HOW DID ART CONTRIBUTE TO THE FRENCH REVOLUTION?
- ✚ HOW ART WAS USED AS PROPAGANDA TO MOTIVATE THE PEOPLE TO SUPPORT THE CAUSE?
- ✚ HOW DO THE ELEMENTS OF ART AND PRINCIPLES OF DESIGN HELP TO EXPRESS THE ARTIST'S MESSAGE?

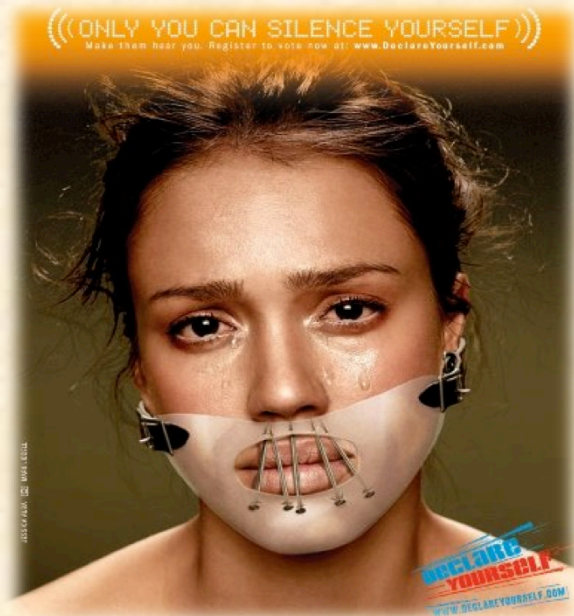


# HOW ARE WE AFFECTED BY PERSUASION AND ADVERTISING?

- ONCE LEARNING A BRIEF HISTORY OF THE POWER OF PERSUASION IN ART HISTORY, STUDENTS EXAMINED THE ADVERTISING MESSAGES THAT SURROUND THEM DAILY.
- STUDENTS LEARNED ADVERTISING TERMS/ TECHNIQUES AND PRACTICED IDENTIFYING THEM.

- BANDWAGON
- BIAS
- CARD STACKING
- AVANT GARDE
- GLITTERING GENERALITIES
- FACTS AND FIGURES
- MAGIC INGREDIENTS

# PERSUASIVE ADVERTISING TECHNIQUES



# Advertising Canoga Park High School



## The Project Guidelines:

- ❖ To create a photograph that uses the Power of Persuasion in Advertising to “Sell the School.”
- ❖ Select one of the advertising techniques learned, and create a photograph that promotes the school in a **positive way**.
- ❖ Use **Photoshop** to subtly enhance the photo.
- ❖ Complete a **written paragraph** explaining the advertising technique used, and how the power of persuasion was applied.

<b>B.A.I.T. OBJECTIVES</b>	<b>10TH GRADE ENGLISH-LANGUAGE ARTS CONTENT STANDARDS</b>	<b>10TH GRADE HISTORY-SOCIAL SCIENCE CONTENT STANDARDS</b>	<b>VISUAL ARTS CONTENT STANDARDS GRADES 9-12 PROFICIENT</b>
PROMOTE A POSITIVE VIEW OF CANOGA PARK HIGH SCHOOL TO THE STUDENT BODY AND THE COMMUNITY.	2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS.)	10.2 STUDENTS COMPARE AND CONTRAST... 1. COMPARE MAJOR IDEAS OF PHILOSOPHERS.	1.0 ARTISTIC PERCEPTION 1.1, 1.2 DEVELOP PERCEPTUAL SKILLS...
TO CREATE AN ADVERTISING PHOTO TO BE USED IN A PORTFOLIO.	2.6 COMPREHENSION AND ANALYSIS OF GRADE-LEVEL APPROPRIATE TEXT	10.2 USED TO EXAMINE ART WORKS FROM THE FRENCH REVOLUTION, AND HOW THEY WERE USED TO MOTIVE THE PEOPLE	2.0 CREATIVE EXPRESSION 2.1, 2.2, 2.5 SKILLS, PROCESSES, MATERIALS, AND TOOLS
WORK TOWARDS CERTIFICATION COMPETENCIES IN PHOTOSHOP.	1.0 WRITING STRATEGIES 1.1 ORGANIZATION AND FOCUS	10.2 USED TO UNDERSTAND HOW EARLY ROMAN ART COULD BE VIEWED AS A PROPAGANDA PIECE.	4.0 AESTHETIC VALUING 4.1 DERIVE MEANING 4.5 MAKE INFORMED JUDGMENTS

# “SELLING YOUR SCHOOL” STUDENT WORK



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# SOPHOMORE PROJECT OVERVIEW:

## ASSET BUILDING

DISCOVERY OF ASSETS  
CAREER FIELDS THAT EXIST  
KEYS TO SUCCESS (TIME MGMT., PLANNING, ETC.)

## CAREER TECHNICAL EDUCATION

PORTFOLIO ESTABLISHMENT  
CITIZENSHIP

## PROJECT BASED LEARNING

POSTERS, PSA'S  
-CAREERS DO AND DON'T AT SCHOOL:  
PILLARS OF SUCCESS  
CAREER PATHWAYS & ETHICAL DECISION-MAKING  
ETHICAL DECISION

## SPEAKERS,

ANIMATOR

CHARACTER  
COUNTS

PHOTOGRAPHER

FINE ARTIST

PRINTER

## WISH LIST

PRINT HOUSE

ANIMATION  
HOUSE

## FIELD TRIPS

GETTY MUSEUM

PIERCE-NEWSPAPER

C.S.U.N.-ART  
GALLERY, WET  
STUDIO

MOORPARK  
COLLEGE-ZOO

(PHOTOGRAPHY)

L.A.C.M.A.-PHOTO  
EXHIBIT

## ASSEMBLIES

CHARACTER  
COUNTS,

PRINTING MUSEUM



# BRANDING OUR SCHOOL: TAKING RESPONSIBILITY FOR OUR FUTURE

## GRADE 10

### *A YEAR OF DISCOVERY, OR A WORLD FULL OF POSSIBILITIES?*

*HOW DO CULTURES AROUND THE WORLD DEFINE SUCCESS ?  
WHAT HAS CAUSED THE DEFINITION OF "SUCCESS" TO  
CHANGE THROUGHOUT HISTORY?*

### *POWER OF PERSUASION: THEN AND NOW*

OVER-ARCHING THEME: OUR ECONOMY AND HOW YOU FIT INTO IT.  
EXAMINING THE U.S. STANDARD OF LIVING. WHERE DO YOU FIT IN?

Grade 10	World History	English	CTE Photography
Theme: Power of persuasion: then and now	First 8 weeks-regular curriculum tie in historical point of view vs. the new ideas of today.	Persuasion-unit Locke, Chavez, Martin Luther King, Jr.	Advertising-Photo documentary of Positive contributions of the Hunters, Negative Press-What is right about Canoga?
Theme: Expansion and imperialism	Second 4 weeks-regular curriculum emphasis on expansion and growth	Exposition-Animal Farm-Citizenship	Posters, PSA's Careers do and don't at school: Pillars of Success Career Pathways & Ethical decision-making
Theme: What does a responsible society tell its people about war?	Last weeks of the semester-WWI	Multiple perspectives regarding war short stories by Hemingway and expository readings	war-photojournalism a journalistic approach to war-

# JUNIOR PROJECT OVERVIEW :

## ASSET BUILDING

USING ASSETS TO ACHIEVE GOALS  
RESOURCES/NETWORKS "IN THE NEIGHBORHOOD"  
CAREERS THAT INTEREST ME

## CAREER TECHNICAL EDUCATION

PORTFOLIO DEVELOPMENT  
BEING A MENTOR

## PROJECT BASED LEARNING

WEB WORK – ONLINE PUBLICATION  
DOCUMENTING SUCCESS  
HUNTER'S CALL ONLINE/WEBSITE HEART OF CANOGA  
AWARDS CEREMONY

## FIELD TRIPS

PIERCE –  
JOURNALISM ,

ROUNDUP

PIERCE-RADIO  
STATION

C.S.U.N.-PORT  
FOLIO REVIEW

CSUN- RADIO  
STATION

U.S.C.-JOURNALISM  
DAY

HARMAN-TRIP TO  
PLANT

## ASSEMBLY

CHARACTER COUNTS

## SPEAKERS,

REPORTER/  
JOURNALIST

GRAPHIC  
DESIGNER

INTERNET  
DESIGNER

PODCASTER

FIDM  
PORTFOLIOS

## WISH LIST/

RADIO STATION

T.V. STATION

# BRANDING OUR SCHOOL: TAKING RESPONSIBILITY FOR OUR FUTURE

## GRADE 11

*A YEAR OF EXPLORATION, OR HOW DO I USE RESOURCES?*

*HOW DOES OUR SOCIETY DEFINE A SUCCESSFUL LIFE?*

*WHEN IS IT APPROPRIATE TO ASK FOR HELP? WHAT IS OUR  
RESPONSIBILITY TO HELP OTHERS?*

*POWER OF PERSUASION: THEN AND NOW*

OVERARCHING THEME: SOCIAL INJUSTICE AND EQUALITY:

*WHAT IS PROPAGANDA?*

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<b>GRADE 11</b>	<b>UNITED STATES HISTORY</b>	<b>AMERICAN LITERATURE</b>	<b>INTERNET PUBLISHING PRINTMAKING</b>
<b>THEME: EQUALITY AND JUSTICE</b>	<b>WEEKS 1-4 ON SYLLABUS EQUALITY AND JUSTICE. CREATED THIS NATION, NOW LET'S MAKE IT WORK..</b>	<b>CRUCIBLE, DECLARATION OF INDEPENDENCE, TWAIN &amp; THOREAU- CIVIL DISOBEDIENCE</b>	<b>ROBBIE CONAL, INSPIRED "GUERRILLA CAMPAIGN OF OPPOSITES"- DAYLIGHT CAMPAIGN AND INTERNET BASED SOCIAL "HAPPENING" OF POSITIVE MESSAGES ABOUT CANOGA.</b>
<b>IDENTIFY INJUSTICE AND INEQUITY</b>	<b>WEEKS 5-10 ON SYLLABUS IDENTIFYING THE PROBLEMS OF SOCIAL INJUSTICE. IDENTIFY THE SOCIAL WRONGS</b>	<b>HONORS-THE JUNGLE REGULAR- A RAISIN IN THE SUN</b>	<b>SOCIAL ISSUES-SCHOOL WIDE AND COMMUNITY</b>
<b>HOW DO WE FIX SOCIAL INJUSTICE?</b>	<b>WEEKS 11-20 ON SYLLABUS FIX THE SOCIAL PROBLEMS AND INJUSTICE; FINDING SOLUTIONS.</b>	<b>GATSBY, POETRY- HARLEM RENAISSANCE POETS, I KNOW WHY THE CAGED BIRD SINGS, BLACK BOY, SHORT STORY: SILK STOCKINGS</b>	<b>WEB WORK – ONLINE PUBLICATION DOCUMENTING RESOURCES AND SUCCESS HUNTER'S CALL ONLINE/ WEBSITE HEART OF CANOGA AWARDS CEREMONY</b>

# SENIOR PROJECT OVERVIEW:

## ASSET BUILDING

BECOMING AN ASSET FOR OTHERS  
DEFINING YOUR SUCCESS MARKERS  
SPECIFIC CAREERS (INTERVIEWS)

## CAREER TECHNICAL EDUCATION

MOCK JOB INTERVIEW, COVER LETTER, RESUME  
SENIOR PROJECT (PORTFOLIO) PRESENTATION  
INTERNSHIP  
GRADUATION

## PROJECT BASED LEARNING

MULTIMEDIA STORYTELLING  
ROAD TRIP NATION  
PEER MENTORING  
CONTINUE ONLINE PRODUCTION

## SPEAKERS,

HEADHUNTER

VIDEOGRAPHER

DOCUMENTARY  
CAMERAPERSON

PROGRAM ALUMNI

JOURNALIST

PUBLIC SPEAKER

## WISH LIST-

TIME WARNER, AD  
AGENCY

## FIELD TRIPS,

GRAMMY MUSEUM

CSUN T.V. STUDIO

PIERCE-MULTIMEDIA

U.C.L.A.

HARMAN – INTERN,  
JOB SHADOW

## ASSEMBLIES

CHARACTER COUNTS,

ROAD TRIP NATION

# BRANDING OUR SCHOOL: TAKING RESPONSIBILITY FOR OUR FUTURE

## GRADE 12

*A YEAR OF EXPLORATION / HOW DO I USE RESOURCES?*

*WHAT IS IMPORTANT AND HOW DO I DEFINE A SUCCESSFUL  
LIFE?*

*WHAT ARE MY STRENGTHS AND DOES MY PATH MAKE USE OF  
THEM?*

*POWER OF PERSUASION: THEN AND NOW*

OVER-ARCHING THEME: OUR ECONOMY AND HOW YOU FIT INTO IT.  
EXAMINING THE U.S. STANDARD OF LIVING. WHERE DO YOU FIT IN?

GRADE 12	ECONOMICS	EXPOSITORY COMPOSITION	FILM PRODUCTION YEARBOOK
<p><b>THEME: THE U.S. STANDARD OF LIVING AND YOU</b></p>	<p><b>CONSUMERISM, ADVERTISING, SUPPLY AND DEMAND-REGULAR COURSE CONTENT</b></p> <p><b>CONSUMERISM.</b></p> <p><b>WEALTH GAUGED BY HOW MUCH A COUNTRY PRODUCES.</b></p> <p><b>PRODUCTION AND CONSUMPTION</b></p>	<p><b>PERSUASION-EXPO. READER MODELS WILL BE COVERED IN GIVEN ORDER AND CURRICULUM WILL BE WORKED TO MATCH. FAST FOOD'S LINK TO MONEY AND ADVERTISING. KIDS ARE HOOKED BY TOYS WITH THEIR FOOD.</b></p>	<p><b>BARBARA KRUGER- ADVERTISING AND CONSUMERISM- DEVELOP SIMILAR CAMPAIGN USING THE "I SHOP THEREFORE I AM" SCHEME AND APPLYING IT TOWARD DEVELOPMENTAL ASSET CAMPAIGN ON CAMPUS. COMMERCIALS AND TECHNIQUES USED IN ADVERTISING .MEDIA LITERACY UNIT- ADVERTISING- BRANDING BODY ISSUES- GENDER- CONSUMERISM YEARBOOK AD SALES INVENTORY OF CULTURAL MORES AND PERSONAL VALUES-</b></p>



<b>NEXT YEARS MATRIX</b>	<b>MANUFACTURING &amp; PRODUCT DEVELOPMENT</b>	<b>MARKETING, SALES &amp; SERVICE</b>	<b>SPECIAL ELECTIVES</b>	<b>INTERNSHIPS</b>
<b>9TH</b>	<b>MULTIMEDIA 1</b>	<b>MULTIMEDIA 1</b>	<b>LINK CREW/ STUDY SKILLS</b>	
<b>10TH</b>	<b>PHOTOGRAPHY (ADVERTISING)</b>	<b>PHOTOGRAPHY (ADVERTISING)</b>		
<b>11TH</b>	<b>DESKTOP LAYOUT (VIDEO PRODUCTION)</b>	<b>BUSINESS/ECON SMALL BUSINESS  OWNERSHIP &amp;  MANAGEMENT ENTREPRENEURSHIP</b>	<b>YEARBOOK INTERNET PUBLISHING MUSIC TECHNOLOGY PHOTOGRAPHY 2 STUDENT GOVERNMENT</b>	
<b>12TH</b>	<b>PRINTMAKING/ VIDEO PRODUCTION</b>	<b>DIGITAL MARKETING (SENIOR PORTFOLIO)</b>	<b>YEARBOOK DIGITAL IMAGING PRODUCTION VIDEO 2 LINK CREW LEADERSHIP</b>	<b>PHOTO BUSINESS LINK CREW /LEADERSHIP</b>
<b>CERTIFICATIONS</b>	<b>ADOBE SUITE MICROSOFT OFFICE</b>	<b>MICROSOFT OFFICE</b>		
<b>COLLEGE CLASSES</b>	<b>CINEMA 105 MULTIMEDIA 605 PHOTOGRAPHY</b>	<b>PUBLIC RELATIONS</b>	<b>DIGITAL MARKETING GOOGLE ADS SOCIAL MEDIA MARKETING SEARCH ENGINE OPTIMIZATION ELECTRONIC AGENDA</b>	
<b>CAREERS</b>	<b>PHOTOGRAPHER VIDEOGRAPHER PRINTER</b>	<b>MARKETING PUBLIC RELATIONS BUSINESS</b>		

# COMMUNITY COLLEGE RELATED COURSEWORK

## **Foundation Block 1:**

1. Journalism 100
2. Journalism 101
3. Photo 10
4. Art 501

## **Foundation Block 2:**

1. Multimedia 200
2. Multimedia 210
3. Podcasting
4. Web Design
5. Multimedia Journalism

## **Video**

1. Storyboarding / Scripting
2. Video Shooting
3. Video Editing
4. Special Effects

## **Photography**

1. Advanced Photoshop
2. Photojournalism
3. Advanced Photo
4. Publication

## **Animation**

1. Life Drawing
2. Storyboarding / Scripting
3. 3D Modeling
4. 3D Animation

## **Graphic Design**

1. Graphic Design II
2. Graphic Design III
3. Graphic Design IV

## **Journalism**

1. Advanced News writing
2. Podcasting
3. Publication

## **Web design**

1. Art 604
2. Art 650
3. Flash

## **Cinema**

1. Cinema 3 or 107
2. Screenwriting
3. Digital Video Production

## **Game Development**

1. Programming
2. 3D Modeling
3. 3D Animation

## **Other possible productive classes:**

1. Business class in small business management and entrepreneurial marketing.
2. Critical media studies. A class in the analysis of our mass media, TV, films, print, internet, etc.

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## **Audio**

1. Microphone Tech / Mixing
2. Sound Editing
3. Sound Effects

# POSSIBLE PITFALLS

*THESE WERE OUR ROADBLOCKS:*



- *FINDING THE RIGHT LEADER(S)*
- *FOLLOW THROUGH*
- *COMMON PLANNING*
- *INDUSTRY AND ACADEMIC ADVISORY CONNECTIONS*
- *SCHEDULING*
- *TEACHER COLLABORATION*

# IDEAS FOR YOUR SCHOOL SITE

## *HOW TO FIND PASSION IN STUDENTS AND TEACHERS*



- JUNIOR ACHIEVEMENT <http://www.ja.org/>
- LINK CREW [http://www.boomerangproject.com/?gclid=CIWP2\\_z4l6cCFQkFbAod5k7GDw](http://www.boomerangproject.com/?gclid=CIWP2_z4l6cCFQkFbAod5k7GDw)
- ROADTRIP NATION <http://roadtripnation.com/>
- DEVELOPMENTAL ASSETS <http://www.search-institute.org/developmental-assets>
- CTE ONLINE <http://www.staging.cteonline.org/portal/default>
- SURVEY OF STUDENT DESIRED ELECTIVES, TEACHER PASSIONS

*Building Assets through Integrated Technology*

**BAIT**



*We've got the hook to keep you in school*



MORE INFORMATION?

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