



Mission Statement

Capital Preparatory Magnet School aspires to create a community of lifelong learners that will provide society with citizens who work toward social justice in a college preparatory environment. Capital Preparatory Magnet School staff will provide an educational environment that creates opportunities for all students to realize and fulfill their social, academic and civic responsibilities. Capital Preparatory Magnet School will develop skills necessary for students to become agents of social change.

Capital Preparatory Magnet School instructors will assess student progress towards fulfilling the mission statement through academic and behaviors of learning rubrics. Habits of learning, learner expectations, at Capital Preparatory Magnet School are:

- Students as collaborators
- Students as information processors
- Students as problem solvers
- Students as knowledgeable people
- Students as responsible and empathetic citizens

The Blueprint

The Blueprint is an educational outline that explains how Capital Preparatory Magnet School's curriculum will prepare students to become socially just and active members of their communities. Social justice is the equitable distribution of access to information, political and economic resources. A Capital Preparatory Magnet School student identifies, analyzes, and addresses disparities in access to resources and opportunities.

Students will explore a different essential question each year. Students will be provided opportunities to re-evaluate and modify their understanding of previously taught social justice strands in the context of the essential question they are currently studying. This process culminates in the Senior Social Justice Project in which students identify, research, create, and implement a plan of action to address a social injustice in their community or beyond.

Capital Preparatory Magnet School students will participate in two in-depth six-year cycles of investigation of who they are and how they interact with others in society through self-reflection. The first three years of academic study in each cycle are devoted to the students' evaluation of themselves as an individual. In years four and five of the cycle, students will investigate how and why the groups they belong to interact with surrounding communities. In year six of the cycle, Capital Preparatory Magnet School students will research the negative impacts of such interactions and create a plan to extend social justices and cultivate harmony.

Social Justice Essential Questions

Grade	Essential Question
Pre-Kindergarten	<i>Who am I?</i>
Kindergarten	<i>Who am I?</i>
Grade 1	<i>What groups do I belong to? What groups do people think I belong to?</i>
Grade 2	<i>How does the study of other groups help me understand the communities I belong to?</i>
Grade 3	<i>How does the way groups define themselves affect the relationship among communities?</i>
Grade 4	<i>What are the external factors affecting the way groups define themselves?</i>
Grade 5	<i>SJP: How do social injustices affect communities? What can I/we do about it?</i>
Grade 6	<i>Who am I?</i>
Grade 7	<i>What social institutions do I identify with? What social institutions am I identified with?</i>
Grade 8	<i>How does the study of other social institutions help me understand the communities with which I identify?</i>
Grade 9	<i>How does social differentiation affect the relationship among social institutions?</i>
Grade 10	<i>What are the external factors affecting perceptions of social differentiation?</i>
Grade 11	<i>How do social injustices affect communities? What can we do about it?</i>
Grade 12	<i>SJP: How do I address social injustices in the community?</i>

Researcher & Information Processor: An information processor extends their knowledge by questioning, researching, and synthesizing information.

Year	Questioning	Identifying, Locating, and Accessing Sources	Collecting and Organizing Information and Data	Understanding Implications of Research	Social Justice Connection: Critical Thinking
Pre-K	Engages in inquiry				<p>Listens to others</p> <p>Asks questions</p>
K & 1 st	<p>Develops questions to engage in inquiry with teacher and class support</p> <p>Works to find answers to self-created question with teacher and class support</p>	<p>Work together as a class to understand information from different developmentally appropriate sources</p>	<p>Work together with class and teacher to organize information in a sequential way</p>	<p>Explains their answer to a question</p>	<p>Looks at different viewpoints</p> <p>Develops an inquiring mind</p>
2 nd & 3 rd	<p>Develops questions to engage in inquiry</p> <p>Works to find answers to self-created question</p>	<p>Determine whether teacher-provided sources help them to understand a given topic</p>	<p>Identify the most important new learning that can be found in research or data, provided by teacher</p>	<p>Use data and summaries to answer specific questions</p>	<p>Detects bias, opinion and stereotypes</p> <p>Assesses different viewpoints</p>
4 th & 5 th	<p>Develops questions or “I wonder...” statements based on personal interest</p>	<p>Use sources provided/evaluated by teacher to research a topic</p> <p>Practice using reference to sources as evidence within writing</p>	<p>Summarize information and take notes using graphic organizers</p>	<p>Make conclusions using background knowledge and research</p>	<p>Detects bias, opinion and stereotypes</p> <p>Assesses different viewpoints</p>
6 th & 7 th	<p>Use “I wonder...” statements to make connections to prior knowledge</p>	<p>Define and identify a source and its purpose in the research process</p> <p>Use teacher suggested sources to extend understanding of a topic</p>	<p>Summarize information using guided note-taking methods and provided graphic organizers</p>	<p>Formulate an evidence-based conclusion to “I wonder...” investigation using prior knowledge and research</p>	<p>Displays media literacy</p> <p>Makes informed decisions</p>

8 th	<p>Identify essential questions and sub questions and their purpose in the independent learning process</p> <p>Develop three meaningful sub questions for research given an essential question</p>	<p>Identify what a search engine is, how it works, and the various types of searches and search operators</p> <p>Evaluate provided sources to determine credibility based on various characteristics</p> <p>Choose relevant sources from a provided list of credible sources and use for research</p>	Choose and apply an appropriate method of organizing information from a provided list	Formulate an evidence-based conclusion to chosen essential questions using prior knowledge and research	<p>Displays media literacy</p> <p>Makes informed decisions</p>
9 th & 10 th	Create researchable essential questions and three sub questions for independent study of a specific topic	<p>Locate credible, relevant, and varied sources specific to independent research</p> <p>Evaluate self-selected sources for credibility to determine whether to use in research</p>	Choose and apply an appropriate method of organizing information that accommodates both personal preference and instructor requirements	<p>Formulate an evidence-based conclusion to chosen essential questions using prior knowledge and research</p> <p>Participate in community based on independent research</p>	<p>Critically analyzes information</p> <p>Makes ethical judgments</p>
11 th	Create and edit a researchable essential question and three sub questions for long term study	Locate and use scholarly sources	Choose and apply an appropriate method of organizing information that accommodates both personal preference and instructor requirements and is presented digitally	Apply researched information to develop an action plan	Able to handle contentious and complex issues
12 th	Revise essential questions and sub questions as necessary to match direction of research	Use an indefinite amount of sources from journals, newspapers, and reliable on-line information	Create and maintain a digital portfolio containing evidence of research	Apply researched information to adjust action plan	Able to handle contentious and complex issues

Communicator & Knowledgeable Person: A knowledgeable person communicates their ideas, research, and experiences through various formats.

Year	Writing (for both Sciences and Humanities)	Presenting/Oral Communication	Social Justice Connection: Evidence-Based Conclusions
Pre-K	<p>Uses sentences</p> <p>Understands books</p> <p>Identifies words</p> <p>Writes for meaning</p>	<p>Understands conversations, stories</p> <p>Recognizes sounds</p>	<p>Expresses a view</p>
K & 1st	<p>Uses sentences to write meaningful paragraphs</p>	<p>Speaks clearly, audibly</p> <p>Shares thoughts and feelings</p>	<p>Begin to state an opinion based on evidence</p>
2nd & 3rd	<p>Begin to organize thoughts in writing with teacher guidance and graphic organizers</p> <p>Begin to identify and correct one's own writing errors</p>	<p>Responds to teacher and peer questions using complete sentences and sound reasoning</p> <p>Uses appropriate speed and volume when speaking</p>	<p>Finds and selects evidence</p> <p>Begin to present a reasoned case</p>
4th & 5th	<p>Express thoughts clearly with attention to supporting details and correct grammar and punctuation</p> <p>Organize thoughts using teacher support and graphic organizers</p> <p>Rewrite and revise with teacher guidance</p>	<p>Speak loudly and clearly when presenting to the class and/or in small groups</p> <p>Share ideas in small and large groups</p>	<p>Finds and selects evidence</p> <p>Begin to present a reasoned case</p>
6th & 7th	<p>Write coherent paragraphs with a topic sentence, supporting details, and proper punctuation</p> <p>Write for different reasons (narrative, expository, persuasive, etc) and in different points of view</p> <p>Edit and revise writing with teacher guidance</p>	<p>Share ideas with peers and teachers in small groups and large groups</p> <p>Speak loudly and clearly when responding or presenting in class</p>	<p>Learn to develop/change position through reasoned argument</p>

<p>8th</p>	<p>Write complete essays with coherence, fluency, and appropriate tone</p> <p>Write thesis statements</p> <p>Cite sources according to prescribed formats</p> <p>Edit and revise writing independently and with peers</p>	<p>Deliver an oral presentation with presentation aids (outline, note cards, research board, etc) as guides</p> <p>Speak loudly and clearly making appropriate eye contact</p> <p>Answer questions from classmates about an idea or a piece of work</p>	<p>Learn to develop/change position through reasoned argument</p>
<p>9th & 10th</p>	<p>Paraphrase, quote, and cite information throughout writing</p> <p>Seek and consider feedback from adults and peers to revise text for content, organization, and tone</p> <p>Critique work independently and in groups, and establish a focus collaboratively</p> <p>Uses variety of revision tools and strategies to revise writing at any stage of the writing process</p>	<p>Deliver an oral presentation using academic language and use presentation aids as reference</p> <p>Make frequent eye contact with audience</p> <p>Analyze appropriate and effective body language in presentations</p> <p>Prepare a concise, informative, logical PowerPoint presentation with teacher guidance</p>	<p>Argues rationally and persuasively from an informed position</p>
<p>11th</p>	<p>Plan, write, and revise an action research proposal</p>	<p>Deliver an oral presentation using academic language and use presentation aids as reference</p> <p>Engage audience in presentation with frequent eye contact and varied language and intonation</p> <p>Identify audience and tailor presentation accordingly</p> <p>Prepare a concise, informative, logical PowerPoint presentation</p> <p>Anticipate questions from audience and prepare responses</p>	<p>Possesses political literacy</p> <p>Participates in relevant political process</p>
<p>12th</p>	<p>Plan, write, and revise a 10 page action research paper until it meets expectations</p>	<p>Present and defend research, proposals, action plans, and results to staff panels and student advisories</p>	<p>Possesses political literacy</p> <p>Participates in relevant political process</p>

Collaborator: A collaborator cooperates to achieve individual and common goals.

Year	[Being a] Group Member	[Being a] Group Leader	Social Justice Connection: Cooperation
Pre-K	Sustains attention Participates in groups Cooperates with peers	Shows self-direction Manages transitions Resolves conflicts	Cooperates Shares Starts to participate
K & 1st	Knows how to work and play cooperatively with peers Shares consistently with others Follows rules and expectations in a variety of settings	Helps classmates Fulfills responsibilities of a particular job within class, such as collecting, organizing, distributing supplies for a group	Involves/includes society and others
2nd & 3rd	Speaks and acts respectfully towards classmates and schoolmates	Talks out problems within group or pair using their words	Accepts and acts on group decisions
4th & 5th	Takes responsibility for own actions while working with others Controls their words and actions in an appropriate manner	Leads younger students to completion of a task and acts as a role model	Accepts and acts on group decisions
6th & 7th	Displays self-control and respect while working with others Contributes positively in whole group discussions	Fulfills responsibilities of a particular role within group as assigned by and monitored by teacher	Engages in negotiation
8th	Communicates successfully in cooperative peer groups Exhibits understanding of when to collaborate with others in and outside of class Completes individual and group tasks when working in cooperative settings	Fulfills responsibilities of a particular role within group Decides and assigns roles as a group	Engages in negotiation

<p>9th & 10th</p>	<p>Communicates effectively in cooperative peer groups by using active listener strategies and providing appropriate input</p> <p>Evaluate collaboration of self and group as a whole</p>	<p>Design and assign roles for each group member to fulfill</p> <p>Facilitate a class discussion or activity</p>	<p>Participates in mediation</p>
<p>11th</p>	<p>Utilizes support to complete tasks outside realm of expertise</p>	<p>Communicates project expectations to those helping with plan</p> <p>Leads a body of students/faculty to the completion of their project</p>	<p>Engages in negotiation</p>
<p>12th</p>	<p>Acts as contributing member of a research and action team including students, teachers, and consultants</p>	<p>Uses SJP to lead advisory or other student groups in the completion of their project</p>	<p>Engages in negotiation</p>

Problem Solver: A problem solver identifies and analyzes problems to develop solutions.

Year	Goal Setting	Action Planning	Reflecting	Social Justice Connection: Working towards Resolution
Pre-K	Solves problems Sorts objects Makes patterns Compares and orders Quantifies Shows spatial awareness			Willing to admit to and learn from mistakes Starts to look at resolving arguments peacefully
K & 1 st	Identify what a goal is and how it relates to solving a problem with support of a teacher	Plan steps for reaching a goal with teacher and class support Establish a timeframe for completing a goal with teacher and class support	Remember and explain the steps that student used to solve a problem/achieve a goal	Aware that our actions have consequences Willing to cooperate and participate Conducts self with tact and diplomacy
2 nd & 3 rd	Identify a goal that might be appropriate for a given problem---personal, academic, social, scientific, mathematical	Plan steps for reaching a goal Establish a timeframe for completing a goal	Reflect on goal in writing	Believes that things can be better and that people can make a difference Engages in compromise
4 th & 5 th	Develop a goal for a given problem	Identify, plan, and implement steps for reaching a goal	Monitor accomplishment of steps in a timely manner with teacher guidance	Believes that things can be better and that people can make a difference Engages in compromise

6 th & 7 th	<p>Define short-term and long-term goals and measurable goals</p> <p>Develop a personal goal, tasks to achieve this goal, and a timeline for achieving this goal with teacher guidance</p> <p>Follow plan for accomplishing goal, documenting this process in a journal</p>	<p>Identify a problem (scientific, social, or personal) through guided inquiry</p> <p>Develop a plan to investigate a problem with teacher guidance</p>	<p>Reflect on progress using provided questions.</p> <p>Evaluate goals with teacher guidance</p>	<p>Willing to take a stand on global issues</p> <p>Engages in negotiation</p>
8 th	<p>Develop and follow a measurable goal, tasks to achieve this goal, and a timeline for achieving this goal</p> <p>Use reflections to re-evaluate original goal plan and adjust the plan with teacher guidance</p>	<p>Differentiate between a solvable problem and an open-ended problem</p> <p>Identify and apply possible strategies to address open-ended and solvable problems</p>	<p>Choose appropriate and relevant questions for reflection and respond to these questions in a written piece</p>	<p>Willing to take a stand on global issues</p> <p>Engages in negotiation</p>
9 th & 10 th	<p>Develop, implement, and revise a measurable goal, tasks to achieve this goal, and a timeline for achieving this goal</p> <p>Use reflections to re-evaluate original goal plan and adjust the plan accordingly</p>	<p>Analyze one's own problem-solving process as well as other's processes to improve upon strategies and apply to solving problems</p> <p>Develops a plan to address a problem within community that meets teacher's expectation</p>	<p>Set goals and solve problems using ongoing reflection (in journal formats)</p>	<p>Willingness to work towards a more equitable future</p> <p>Engages in negotiation</p>
11 th	<p>Develop and revise a measurable goal for long-term action research, tasks to achieve this goal, and a timeline for achieving this goal</p>	<p>Identify a social justice problem within their community that could be addressed through sustained investigation</p>	<p>Set goals and solve problems using ongoing reflection (in formal and informal formats)</p>	<p>Willingness to work towards a more equitable future</p> <p>Engages in negotiation and conflict resolution</p>
12 th	<p>Define measures of success for long-term action research goals</p> <p>Set and meet personal deadlines to complete a long-term project</p>	<p>Create and implement a plan of action to address a social injustice</p>	<p>Adjusts action research plan and implements changes based on self-reflection</p>	<p>Willingness to work towards a more equitable future</p> <p>Engages in negotiation and conflict resolution</p>

Empathetic Citizen: An empathetic citizen listens to and understands the experiences of others and is willing to take action.

Year	[Being a] Responsible Peer	[Being a] Community Member	Serving Others	Serving Community	Social Justice Connection: Action towards Equity and Justice
Pre-K	Express emotions Shows empathy Appreciates differences				Starts to take care of things – animate and inanimate Starts to think of others Concern for others in immediate circle
K & 1 st	Express emotions Shows empathy Appreciates differences				Empathizes with and responds to the needs of others Makes links between our lives and the lives of others Interested in and concerned for others in wider sphere
2 nd & 3 rd	Identify strategies to find commonalities with all peers and celebrate differences amongst peers	Understand fairness and equity and apply to classroom interactions	Support and share with peers according to their needs	Volunteer in classroom and larger school community	Makes choices and recognizes the consequences of choices Displays empathy toward others, locally and globally
4 th & 5 th	Create class definitions of respect, acceptance, and tolerance Recognize and analyze examples of disrespect, intolerance, and bullying Practice respectful and tolerant behavior	Create opportunities for peers to become involved in social justice investigations and/or action plans	Investigate a social justice topic that is personally interesting/relevant to student	Leads younger students in volunteer experiences	Makes choices and recognizes the consequences of choices Displays empathy toward others, locally and globally

6 th & 7 th	<p>Define respect, acceptance, and tolerance</p> <p>Recognize examples of disrespect, intolerance, and bullying</p> <p>Practice respectful and tolerant behavior</p>	<p>Define community</p> <p>Identify different communities to which students belong and the unique characteristics of these communities</p>	<p>Define social justice</p> <p>Identify examples of social injustices</p>	<p>Identify volunteer opportunities within community and identify appropriate behavior for a volunteer experience</p>	<p>Possesses growing ability to take care of things – animate and inanimate</p> <p>Displays compassion</p> <p>Displays sensitivity to the needs and rights of others</p>
8 th	<p>Identify strategies to address disrespect, intolerance, bullying</p> <p>Practice respectful and tolerant behavior</p>	<p>Investigate the privileges and the challenges/injustices faced by the communities to which they belong</p>	<p>Identify causes and effects of social injustices on various communities with teacher guidance</p>	<p>Participate in school organized volunteer opportunities</p>	<p>Possesses growing ability to take care of things – animate and inanimate</p> <p>Displays compassion</p> <p>Displays sensitivity to the needs and rights of others</p>
9 th & 10 th	<p>Implement strategies to address disrespect, intolerance, and bullying within peer groups and larger community</p>	<p>Participate in communication and activities with community organizations to develop a better understanding of what it means to be an active community member</p>	<p>Analyze various viewpoints of a social justice issue to form an evidence-based stance</p>	<p>Participate in school and community volunteer experiences</p>	<p>Follows a personal lifestyle for a sustainable world</p> <p>Possesses a sense of common humanity and common needs</p>
11 th	<p>Implement strategies to prevent and address disrespect, intolerance, and bullying within peer groups and larger community</p> <p>Provide others in school community with a model for addressing disrespect, intolerance, and bullying within their community</p>	<p>Create opportunities for school community members to become involved in social justice</p>	<p>Identify a social injustice that is personally relevant and propose possible interventions</p>	<p>Work collaboratively to create volunteer opportunities within school and larger community</p>	<p>Follows a personal lifestyle for a sustainable world</p> <p>Possesses a sense of individual and collective responsibility</p>
12 th	<p>Implement strategies to address disrespect, intolerance, and bullying within peer groups and larger community</p> <p>Provide others in school and larger community with a model for addressing disrespect, intolerance, and bullying within their community</p>	<p>Create opportunities for community members to become involved in social justice</p>	<p>Implement interventions to address a social injustice</p>	<p>Creates and implements opportunities for larger school community to volunteer to help them with their project</p>	<p>Follows a personal lifestyle for a sustainable world</p> <p>Possesses a sense of individual and collective responsibility</p>