

TABLE OF CONTENTS

Click on the page numbers below for easy navigation.

Introductory Pages	Page 2
Section 1 Teaching Evaluations	Page 8
Section 2 Letters of Recommendation	Page 17
Section 3 Parent Feedback	Page 53
Section 4 Student Feedback	Page 81
Section 5 Sample Lesson Plan/ Digital Resources	Page 119
Daily Pacing Plan	Page 119
“Introduction to Algebra” Transparency	Page 120
“Introduction to Algebra” Lesson Plan	Page 121
Online Digital Resources	Page 125
Section 6 Sample Course Syllabus	Page 132
Algebra 1 Course Syllabus	Page 132
Section 7 Student Work	Page 137
Algebra Honors Assessment	Page 137
“Visual Vocabulary”	Page 139
Homework Assignments	Page 161
Geometric Art	Page 164
Section 8 Awards	Page 168
Teaching Recognition	Page 168
Employee of the Month	Page 169
Academic Achievement	Page 170
University Dean’s Honor Roll	Page 171
Scholarship Awards	Page 176
Mathematics Awards	Page 178
Music Awards	Page 180
Hobby Awards	Page 188
Section 9 Certifications and Transcripts	Page 191
Single-Subject Teaching Credential	Page 191
Test Scores	Page 194
Diploma	Page 196
Transcripts	Page 197

Extra Practice for Quiz on November 15, 2013

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Solve each equation.

$$1) \frac{1}{2}x - \frac{8}{5} - \frac{17}{6}x = -\frac{52}{15}$$

$$2) \frac{17}{6}a + \frac{1}{2} - \frac{23}{6}a = \frac{13}{6}$$

$$\frac{5}{5} \cdot \frac{1}{2}x - \frac{3}{3} \cdot \frac{8}{5} = -\frac{52}{15}$$

$$\frac{3}{6}x - \frac{17}{6}x = -\frac{147}{6}x$$

$$\left(-\frac{35}{15}x - \frac{24}{15} \right) = \left(-\frac{52}{15} \right) \quad \text{(all terms multiplied by 15 to "clear the fractions")}$$

$$-35x - 24 = -52$$

$$+24 \quad +24$$

$$-35x = -28$$

$$-35 \quad -35 \quad 5$$

$$x = \frac{4}{5}$$

2.6 Mixture Problems

Prentice Hall Algebra Pages 111-113



Type	Amount (Pounds)	Cost Per Pound ("1 pound cost")	Total Cost
Coffee 1	C	\$7.50	\$7.50 C
Coffee 2	15 - C	\$10	\$10(15 - C)
Mixture	15	\$8.95	\$8.95(15)

$$7.50c + 10(15 - c) = 8.95(15)$$

$$7.50c + 150 - 10c = 134.25$$

$$150 - 2.5c = 134.25$$

$$\underline{-150} \qquad \underline{-150.00}$$

$$\underline{-2.5c} = \underline{-15.75}$$

$$\underline{-2.5} \qquad \underline{-2.5}$$

$$c = 6.3$$

6.3 pounds of Coffee 1 (at \$7.50 per pound)
and 8.7 pounds of Coffee 2 (at \$10 per pound).

*Note- textbook solution is incorrect.

Chess Club :) Mr. Pass





PRESSMAN
A C A D E M Y
OF TEMPLE BETH AM

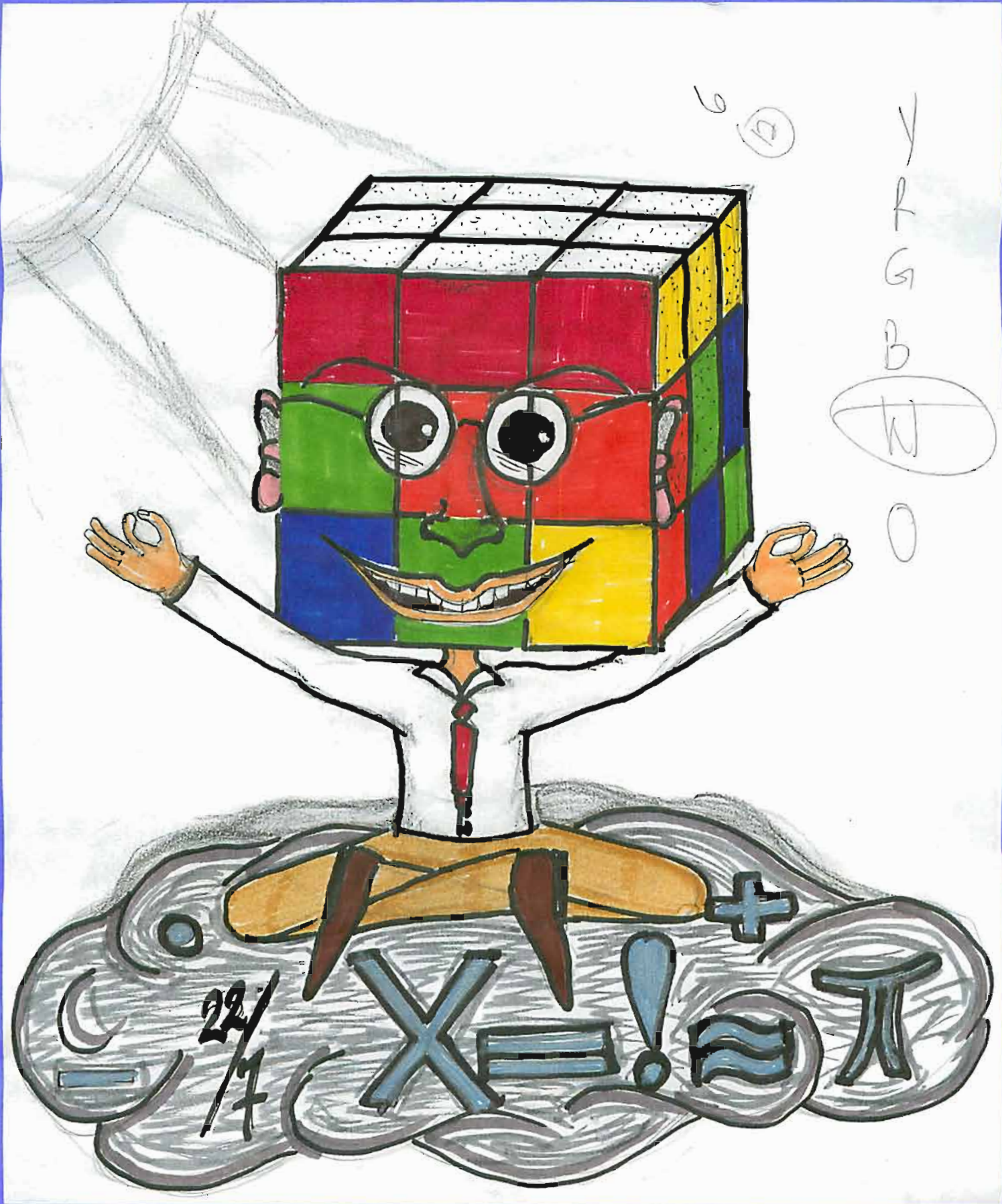
The Game of Kings & Twisty Puzzles

You Tube



You Tube

One Handed Solve



6 (a)

Y
R
G
B
W
O



22/7



Section 1
Teaching Evaluations

William S. Hart Union High School District
EVALUATION (Page 1 of 4)

Teacher Daniel Pass School Sierra Vista JHS Assignment Math 7/ Acc 7

Observation Dates: 9/26/19 & 10/21/19 Credential Math

Status: Temporary Prob 1 Prob 2 Tenured

Ratings: Meets = M Needs to Improve = N Unsatisfactory = U

STANDARD ONE	<p style="text-align: center;">ENGAGING & SUPPORTING ALL STUDENTS IN LEARNING</p> <p>1.1 Using knowledge of students to engage them in learning 1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests 1.3 Connecting subject matter to meaningful, real-life contexts 1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs 1.5 Promoting critical thinking through inquiry, problem solving, and reflection 1.6 Monitoring student learning and adjusting instruction while teaching</p> <p>EVIDENCE/COMMENTS: PLEASE CHECK ONE: <input checked="" type="checkbox"/> M <input type="checkbox"/> N <input type="checkbox"/> U</p> <p>Mr. Pass supports students through use of collaborative, individual, and whole class activities, which connect student learning with relevant, concrete concepts, and real-world application problems. Students use sentence starters during whole class and peer discussions to increase math dialogue and that encourages problem-solving and critical thinking. Lessons begin with activities designed to activate prior knowledge and reinforce concepts. Students are assigned individual roles/responsibilities during collaborative learning activities. Mr. Pass incorporates visuals, modeling, metacognition, thinking cues, open-ended questions, and proximity to support student learning and monitor on task behavior.</p>
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STANDARD TWO	<p style="text-align: center;">CREATING & MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING</p> <p>2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully 2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students 2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe 2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students 2.5 Developing, communicating, and maintaining high standards for individual and group behavior 2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn 2.7 Using instructional time to optimize learning</p> <p>EVIDENCE/COMMENTS: PLEASE CHECK ONE: <input checked="" type="checkbox"/> M <input type="checkbox"/> N <input type="checkbox"/> U</p> <p>Mr. Pass provides positive encouragement, affirmations, and motivating comments in his lessons. Mr. Pass maintains a welcoming class environment with clear expectations for student learning and behavior. Students work to develop respect and increased relational capacity throughout class lessons through working positively and collaboratively with others. Students receive constructive and positive feedback and ongoing support throughout class lessons from Mr. Pass, which encourages and motivates student learning. Mr. Pass maintains high expectations for student learning through use of random selection and providing students with opportunities for extended learning of concepts. His learning environment exudes support and collaboration. Teacher uses effective proximity to monitor student learning and on task behavior. Class activities are highly engaging and take place from bell to bell to maximize instructional time for student learning.</p>
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William S. Hart Union High School District
EVALUATION (Page 2 of 4)

UNDERSTANDING & ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING

STANDARD THREE

- 3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks
- 3.2 Applying knowledge of student development and proficiencies to ensure student understanding of content
- 3.3 Organizing curriculum to facilitate student understanding of the subject matter
- 3.4 Utilizing instructional strategies that are appropriate to the subject matter
- 3.5 Using and adapting resources, technologies and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students
- 3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content

EVIDENCE/COMMENTS: **PLEASE CHECK ONE:** X M N U

Mr. Pass displays knowledge of subject matters and a passion for teaching and working with young adults. He facilitates organized lessons that include visual aids, modeling, metacognition, wait time, graphic organizers, videos, real world application, effective questions, and ongoing teacher feedback and support for to strengthen student learning. Lesson activities promote peer collaboration and encourage students to use math dialogue to support problem solving and critical thinking. He uses teacher created content-aligned resources, and district adopted curriculum.

PLANNING INSTRUCTION & DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS

STANDARD FOUR

- 4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan
- 4.2 Establishing and articulating goals for student learning
- 4.3 Developing and sequencing long-term and short-term instructional plans to support student learning
- 4.4 Planning instruction and incorporating appropriate strategies to meet the learning needs of all students
- 4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students

EVIDENCE/COMMENTS: **PLEASE CHECK ONE:** X M N U

Lessons activities activate prior knowledge and help students build proficiency. Mr. Pass clearly articulates lesson objectives, expectations for learning, and learning targets at the start of each class period and during transitions between lesson activities. Students are encouraged to collaborate with one another to improve their understanding of concepts and this provides additional support for individual student-learning needs. Mr. Pass uses effective questioning techniques that provided feedback and encouragement to students throughout the lesson. Mr. Pass ensures that time is available at the conclusion of lesson periods to provide feedback to the whole class and summarize learning goals from the lesson and to provide previews of information to be focused on during subsequent lessons.

William S. Hart Union High School District
EVALUATION (Page 3 of 4)

ASSESSING STUDENTS FOR LEARNING

STANDARD FIVE

- 5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments
- 5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction
- 5.3 Reviewing data, both individually and with colleagues, to monitor student learning
- 5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction
- 5.5 Involving all students in self-assessment, goal setting, and monitoring progress
- 5.6 Using available technologies to assist in assessment, analysis, and communication of student learning
- 5.7 Using assessment information to share timely and comprehensible feedback with students and their families

EVIDENCE/COMMENTS: PLEASE CHECK ONE: X M N U

Mr. Pass embeds informal assessments throughout learning activities to help monitor and support student learning needs. Students demonstrate their understanding of learning concepts during warm-up activities, whole class discussions, and collaborative activities. He encourages students to seek additional learning support during non-class times. He collaborates with other teachers in the math department and on his team. He uses the district's student information system, phone calls, parent meetings, and emails to communicate learning progress with parents and students. He actively communicates with administration, counselors, and student support staff to help ensure he is doing his best to meet student needs. He encourages student to monitor progress through use of retakes and relearning activities.

DEVELOPING AS A PROFESSIONAL EDUCATOR

STANDARD SIX

- 6.1 Reflecting on teaching practice in support of student learning
- 6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development
- 6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning
- 6.4 Working with families to support student learning
- 6.5 Engaging local communities in support of the instructional program
- 6.6 Managing professional responsibilities to maintain motivation and commitment to all students
- 6.7 Demonstrating professional responsibility, integrity, and ethical conduct

NOTES/COMMENTS/EVIDENCE: PLEASE CHECK ONE: X M N U

Mr. Pass actively participates in school wide, department, and team collaboration to support student-learning needs. He supports school-spirit by actively participating in team activities, staff celebrations, and attendance at school events. He facilitates Chess Club and encourages students to socialize in his room during lunch. He shows support for school culture by taking on a new role as the SV Life teacher. He has shown great enthusiasm, professionalism, and dedication to ensuring that this program communicates positive, social-emotionally focused, and culturally responsive messages to our school community. He continues to grow in his role as an educator through active participation in PD both on site and within the district. He supports student learning through assisting with our after-school homework support opportunities.

William S. Hart Union High School District
EVALUATION (Page 4 of 4)

Mr. Pass provides students with a safe, respectful, positive, welcoming, and student-focused classroom learning experience. He clearly articulates learning goals, expectations, and targets to students throughout class periods. He provides students with opportunities to connect math concepts with real world application to help make math more concrete and applicable for students. He provides ongoing opportunities for students to collaborate with one another, which increases their opportunities for math dialogue and builds upon their speaking and listening skills. He uses effective learning strategies within his lesson including wait time, visuals, modeling, metacognition and learning cues, time cues, technology, assigned student roles, engaging and high energy focused activities, and random selection. He uses effective classroom proximity to assess individual student learning and mastery of concepts. He builds positive relationships with students through his supportive demeanor that helps students feel supported, confident, and feeling safe to demonstrate and share their ideas and knowledge of concepts. He provides students with relearning and reteaching activities enabling them to build upon their mastery of concepts.

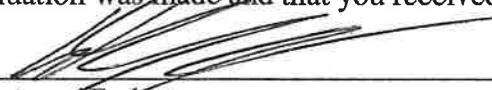
Continue embedding regular and ongoing assessments that provide student data for differentiation. Continue to provide relearning opportunities to help support student mastery of concepts.

EVALUATEE'S COMMENTS:

I appreciate all support from administrators.

Composite: Meets Needs to Improve Unsatisfactory

Your signature here does not necessarily mean you agree with the evaluation, but it does indicate that an evaluation was made and that you received a copy.

 Signature of Evaluatee	12/19/19 Date	Daniel Pass Evaluatee's Name (please print or type)
 Signature of Evaluator	12/19/19 Date	Carolyn Hoffman, Principal Evaluator's Name and Title (please print or type)

Copies to: 1) Unit Member 2) District Personnel File 3) Evaluator

g:\home\kat\forms\evaluation form

William S. Hart Union High School District
EVALUATION (Page 1 of 4)

Teacher Daniel Pass School Sierra Vista JHS Assignment Math 7/ Acc 7

Observation Dates: 9/26/18 & 11/10/18 Credential Math

Status: Temporary Prob 1 Prob 2 Tenured

Ratings: Meets = M Needs to Improve = N Unsatisfactory = U

ENGAGING & SUPPORTING ALL STUDENTS IN LEARNING

- 1.1 Using knowledge of students to engage them in learning
- 1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests
- 1.3 Connecting subject matter to meaningful, real-life contexts
- 1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs
- 1.5 Promoting critical thinking through inquiry, problem solving, and reflection
- 1.6 Monitoring student learning and adjusting instruction while teaching

EVIDENCE/COMMENTS: PLEASE CHECK ONE: X M N U

Mr. Pass supports students through use of collaborative, individual, and whole class activities, which connect student learning with relevant, concrete concepts, and real-world application problems. He encourages student dialogue and problem solving through collaborative activities designed to promote student interactions. Students are assigned individual roles/responsibilities which encourage students to work together to build upon their own mastery of concepts and to support others in gaining more knowledge and skill development. Lesson activities reinforce listening, speaking, reading and writing skills. He uses visuals, modeling, metacognition, thinking cues, open-ended questions, graphic organizers, collaborative activities, and proximity to support student learning. All lessons reinforce academic vocabulary and support student mastery of concepts. He regularly monitors student learning via proximity to reinforce student-learning needs and monitor on task behavior.

STANDARD ONE

CREATING & MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

- 2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully
- 2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students
- 2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe
- 2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students
- 2.5 Developing, communicating, and maintaining high standards for individual and group behavior
- 2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn
- 2.7 Using instructional time to optimize learning

EVIDENCE/COMMENTS: PLEASE CHECK ONE: X M N U

Mr. Pass maintains a classroom setting that is welcoming, encouraging, and supportive. He provides constructive and positive feedback throughout his lessons. Through appropriate use of humor, high-energy, and engaging activities, students are visibly engaged and motivated in their learning throughout the class lesson. His positive demeanor and encouraging positive dialogue builds strong positive connections with students and this encourages students to emulate this demeanor with one another. His learning environment exudes support and collaboration. Students demonstrate an understanding of classroom learning procedures and expectations. Teacher uses effective proximity to monitor student learning and on task behavior. Class instruction takes place from bell to bell and Mr. Pass uses class time to informally assess and gauge student mastery of skills and areas of need.

STANDARD TWO

William S. Hart Union High School District
EVALUATION (Page 2 of 4)

UNDERSTANDING & ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING

STANDARD THREE

- 3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks
- 3.2 Applying knowledge of student development and proficiencies to ensure student understanding of content
- 3.3 Organizing curriculum to facilitate student understanding of the subject matter
- 3.4 Utilizing instructional strategies that are appropriate to the subject matter
- 3.5 Using and adapting resources, technologies and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students
- 3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content

EVIDENCE/COMMENTS: PLEASE CHECK ONE: X M N U

Mr. Pass displays both knowledge for her subject matters and a passion for teaching and working with young adults. He regularly uses visual aids, modeling, metacognition, effective wait time, graphic organizers, videos, activities requiring real world problem solving via math concepts, and open-ended questions, and opportunities for students to provide feedback and support for peers to help students remain engaged and motivated to strengthen their learning. He regularly embeds peer and collaborative activities to help students increase their mastery of concepts and display of support for others. These settings promote listening and speaking practice. He uses teacher created content-aligned resources, district adopted curriculum, and summative/formatives assessments to support student learning. Through activities that reinforce the connection between the importance and need to use math skills in real world setting, he helps reinforce importance and need for math knowledge in life.

PLANNING INSTRUCTION & DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS

STANDARD FOUR

- 4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan
- 4.2 Establishing and articulating goals for student learning
- 4.3 Developing and sequencing long-term and short-term instructional plans to support student learning
- 4.4 Planning instruction and incorporating appropriate strategies to meet the learning needs of all students
- 4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students

EVIDENCE/COMMENTS: PLEASE CHECK ONE: X M N U

Mr. Pass designs learning activities, which build upon previous knowledge and engage students based on interest, relevance, and personal connections to help them develop deeper understandings and build upon concepts in math. He articulates learning objectives. Through ongoing monitoring, he informally assesses student-learning needs. He adjusts subsequent lessons to support student-learning needs and to expand student knowledge of advanced skills. He provides positive feedback and encouragement to students to help maintain engagement and self-efficacy for math. He uses time at the end of class to wrap up lessons and provide feedback to students. Through a gallery walk, he provided students with a chance to provide feedback to peers in a constructive manner and to expand their knowledge of math skills.

William S. Hart Union High School District
EVALUATION (Page 3 of 4)

ASSESSING STUDENTS FOR LEARNING

STANDARD FIVE

- 5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments
- 5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction
- 5.3 Reviewing data, both individually and with colleagues, to monitor student learning
- 5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction
- 5.5 Involving all students in self-assessment, goal setting, and monitoring progress
- 5.6 Using available technologies to assist in assessment, analysis, and communication of student learning
- 5.7 Using assessment information to share timely and comprehensible feedback with students and their families

EVIDENCE/COMMENTS: PLEASE CHECK ONE: X M N U

Mr. Pass monitors students' mastery level of concepts via informal assessments at the start of each lesson. He embeds group real world application activities in lessons to provide more formal assessment of student mastery of concept. He uses student data to help build further activities to promote mastery. He adjusts lessons based on student need to support student He encourages students to seek additional learning support during non-class times. He collaborates with other teachers in the math department and on his team. He uses the district's student information system, phone calls, parent meetings, and emails to communicate learning progress with parents and students. He actively communicates with administration, counselors, and student support staff to help ensure he is doing his best to meet student needs. He encourages student to monitor progress through use of retakes and relearning activities. He provides encouraging feedback to help increase student self-efficacy for content.

DEVELOPING AS A PROFESSIONAL EDUCATOR

STANDARD SIX

- 6.1 Reflecting on teaching practice in support of student learning
- 6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development
- 6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning
- 6.4 Working with families to support student learning
- 6.5 Engaging local communities in support of the instructional program
- 6.6 Managing professional responsibilities to maintain motivation and commitment to all students
- 6.7 Demonstrating professional responsibility, integrity, and ethical conduct

NOTES/COMMENTS/EVIDENCE: PLEASE CHECK ONE: X M N U

Mr. Pass actively participates in school wide, department, and team collaboration to support student-learning needs. He collaborates with the other site teachers to develop effective lessons and learning activities designed to support students. He exudes positivity and professionalism in all his interactions with parents, students, and staff. He takes an active role in promoting school and team spirit by participating in school spirit days and supervising/participating in various school activities. He regularly has a room full of students during lunch playing chess, socializing appropriately, and enjoying time in the safe and respectful learning environment he has cultivated. He actively supports student learning through assisting with our school-wide after school homework support opportunities. He is facilitating Chess Intramurals during our winter intramural activities. He displays an attentiveness to continued learning and growth as a professional educator and in developing positive relationships with all staff at SV. He exudes a true passion for and dedication to education.

William S. Hart Union High School District
EVALUATION (Page 4 of 4)

Mr. Pass maintains an encouraging, inviting, positive, and safe classroom environment that encourages all students to enhance learning of subject matter. He embeds activities that encourage literacy skills. He effectively connects student learning to concrete and applicable real-world applications. He encourages positive and respectful relationship building in classes to create a positive learning environment. He uses effective wait time, visuals, modeling, metacognition and learning cues, time cues, graphic organizers, technology, individual group roles, and peer/collaborative learning opportunities. Student learning is supported throughout all lessons, which builds self-efficacy in math concepts and allows students to gain mastery of concepts. He helps students expand upon their learning skills through challenging concepts designed to help students use prior knowledge to build upon skills/concepts and further their development. Students demonstrate an understanding of classroom expectations, procedures, and learning expectations. Through classroom proximity, he monitors student learning, student needs. His high energy, appropriate humor, ability to maintain student interest through relevant and engaging activities, student engagement and student motivation is clearly displayed. He builds positive relationships with students. He exudes a warm and supportive demeanor that helps students feel supported, confident, and feeling safe to demonstrate and share their ideas and knowledge of concepts.

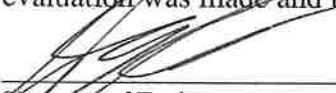
Continue embedding regular and ongoing assessments that provide student data for differentiation. Continue to provide relearning opportunities to help support student mastery of concepts.

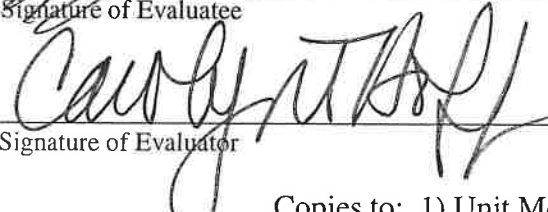
EVALUATEE'S COMMENTS:

None.

Composite: Meets Needs to Improve Unsatisfactory

Your signature here does not necessarily mean you agree with the evaluation, but it does indicate that an evaluation was made and that you received a copy.


Signature of Evaluatee 12/21/18 Daniel Pass
Date Evaluatee's Name (please print or type)


Signature of Evaluator 12/21/18 Carolyn Hoffman, Principal
Date Evaluator's Name and Title (please print or type)

Copies to: 1) Unit Member 2) District Personnel File 3) Evaluator

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Section 2

Letters of Recommendation



PALISADES

CHARTER HIGH SCHOOL

March 3, 2018

Re: Daniel Pass

To Whom It May Concern:

I am writing this letter of support on behalf of Mr. Daniel Pass who has served in the math department at Palisades Charter High School for the past two years. Since Palisades Charter High School serves students from over 100 zip codes, Mr. Pass has been exposed to tremendous diversity, socio-economic challenges, and a myriad of student needs and persona. Not only has he been a team player within the school community and Algebra Professional Learning Community, he has created a positive learning environment for his students and established open communication with parents and students.

Mr. Pass participates in curriculum development, team planning, and common assessment assimilation and analysis. He works collaboratively with the Algebra PLC to create a standards-based, innovative and engaging curriculum with SDAIE strategies, research projects, labs, manipulatives, and technology-based assignments to increase student engagement and learning success. Mr. Pass assists students with intensive tutoring and re-teaching to improve their understanding of math. Mr. Pass has worked extremely hard to create a curriculum building upon prior knowledge and extending student learning via engaging instruction, technology-based demos, and group projects. He participates in student/parent and IEP/504 meetings, and tutors students during lunch and nutrition.

Mr. Pass is a dedicated, caring teacher who goes above and beyond to support students of all ability levels. He has made positive contributions to the PCHS school community and will be missed by staff and students. If any additional information is needed, feel free to contact me by phone at (310) 230-6630 or by email at pmagee@palihigh.org.

Sincerely,

A handwritten signature in black ink that reads "Pamela Magee".

Pamela Magee, Ed. D.
Executive Director/Principal

March 1, 2018

To whom it may concern:

This letter is to serve as the strongest of recommendations for Daniel Pass as a math teacher and as a person of the highest character. I have taught with Daniel these past two plus years at Palisades Charter High School. In this time, I have found Daniel to be a most enthusiastic and conscientious educator. He is truly concerned with the well-being of his students in addition to his commitment to the curriculum. He is always available outside of class for additional instruction and counseling. He contributes greatly to the math department in the form of participating in our professional learning communities. While receptive to other ideas, Mr. Pass offers many original suggestions for instruction. He started and has successfully run a chess club on campus. He has offered his talents in music to assist in our school band. His popularity amongst the students is evident.

Any school would be fortunate to have Daniel in its faculty. He will make an immediate impact on the community both in and out of the classroom. In my 39 years of teaching, I count Daniel Pass as one of the more outstanding educators I have encountered. He has an appropriate perspective and a love of teaching that is hard to find. His tremendous work ethic makes him the complete package. I will miss him as he moves on to another school but know that some other school will benefit from his outstanding skills and effervescent personality.

Sincerely,

A handwritten signature in blue ink that reads "Larry Wiener". The signature is fluid and cursive, with a long horizontal stroke at the end.

Larry Wiener

Math Teacher

Palisades Charter High School

15777 Bowdoin Street

Pacific Palisades, CA 90272

(310)230-6623



PALISADES CHARTER HIGH SCHOOL

More Than 50 Years of Innovation and Excellence

February 26, 2018

To whom it may concern,

My name is Jeff Hartman and I am currently the Director of Academic Planning and Guidance Services at Palisades Charter High School, an independent charter school in Pacific Palisades. I am the administrator over the Math department and so I have been the administrative supervisor of Daniel Pass for his two years here.

One aspect of his practice that I find particularly strong is his communication with parents. He makes an effort to contact parents with a positive phone call before there is a problem in the classroom so that if an issue arises later, he has already made a connection with that family from which to build toward a solution.

Daniel has experience teaching several levels of mathematics and this helps him identify where students are struggling so that he can take steps to bridge the content from where the student is to where they need to be. This, along with his personality and use of technology, serve to help him make his math class more engaging and accessible to students with a wider range of ability level.

Daniel is willing to put in the time needed to be successful in the classroom. He arrives early and is available most days after school for meetings with colleagues. He continues to grow professionally and is open to feedback on his performance so that he can always improve his practice in the classroom.

I know that Daniel Pass will make a fine addition to the staff at his future school. He has good rapport with students and staff and he cares about student learning and the effort needed to achieve it.

If you have any questions please feel free to call me at 310-230-7224 or by email at jhartman@palihigh.org.

Sincerely,

Jeff Hartman
Director of Academic Planning and Guidance Services
Palisades Charter High School

Our Mission:

PCHS will empower our diverse population to make positive contributions to the global community by dedicating our resources to ensure educational excellence, civic responsibility, and personal growth

March 1, 2018

My name is Stephanie Kaufman and I am a mathematics teacher at Palisades Charter High School. I recommend Daniel Pass to you without reservation.

Along with Mr Pass and several others, I teach Algebra 1 at Pali. I work closely with Mr Pass in our Professional Learning Community ("PLC") and, in addition, Mr Pass and I have coordinated to co-teach classes where we bring our students together. Mr Pass is a dynamic and engaging Algebra teacher whose students (some of whom I have taught in more advanced classes) adore him. In addition, he stands out from his peers because he is in regular and frequent contact with the parents of his students.

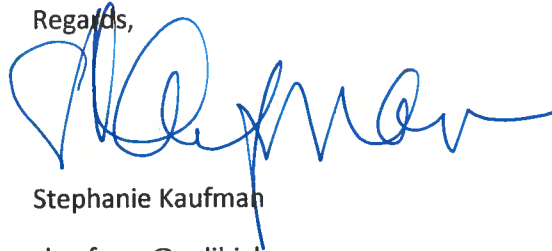
When Mr Pass first came to Pali, he turned me on to Fred Jones' book, Tools for Teaching. Mr Pass incorporates many of Jones' strategies, and to much success. One of them, which Mr Pass taught me, is the "Visual Instruction Plan." This plan is a visual step-by-step guide to problem solving, which enables students to complete problems independently. He is constantly looking for ways to make the material understandable to different types of learners.

Mr Pass and I brought our classes together to teach a lesson on measures of central tendency, and it is a lesson that our students still (after moving on to other math classes) talk about. Mr Pass discovered the lesson, in which we gave each student a different number of objects and had them distribute themselves along a number line to demonstrate median and mode, then combine their objects and divide them equally to demonstrate mean. Mr Pass frequently employs activities such as this one to physically and intellectually engage his students.

I also want to mention that Mr Pass is an expert at incorporating technologies into his classes in ways that help his students. He created his own YouTube channel with videos the students can watch at home (some parents have actually remarked, upon meeting Mr Pass, that they have heard his voice coming out of their students' computers many times as they watch his videos over and over); he uses a Bluetooth wireless "Smart Slate" along with Microsoft "OneNote" so that he can move around the class while projecting colorful notes on the board. There are many other examples. He shares these ideas with us in our PLC meetings and helps me and others implement the technology when we inevitably fumble.

I am sympathetic to Mr Pass's desire to reduce his daily commute, but Pali will miss his energy and devotion to students. Please feel free to contact me for more information.

Regards,



Stephanie Kaufman

skaufman@palihigh.org

To Whom It May Concern,

I am writing to discuss my professional experience with Daniel Pass, a prospective teacher you are considering for your prestigious institution. I have worked with Mr. Pass for the past year at Brighton Hall. As a senior math/science instructor there, I have observed him in the classroom and collaborated with him to learn and explore new strategies to use with students. He is a talented teacher, who shows remarkable ambition and dedication. He continuously strives to find more ideas to help students learn and to motivate them to always give their best.

Brighton Hall is unique, in that the students often miss class time due to professional obligations. As a result, teachers must accommodate so many requests from students, parents, and set teachers. Mr. Pass is phenomenal at keeping up with his assignments, documentation, grading, and regular correspondence with everyone involved in his students' educational experiences. He has been commended as one of the school's best educators in this area.

Mr. Pass also commits his time to his students to help them achieve their personal learning goals. He works individually with students as needed before school, during class, during lunch, and after school. I have talked to several students and parents who recognize his personal dedication.

As part of a small private school, teachers are asked to teach subjects outside of their specialty, but within their academic capabilities. Mr. Pass specializes in middle school math, but also taught Health and a senior elective course this year. He teaches with a level of enthusiasm and passion that captivates the students. His daily lessons and class activities are innovative, dynamic, and designed to engage and challenge the students. He creates a variety of projects to enhance the learning experience for all students and he takes every opportunity to connect math concepts to other disciplines and to the students' daily lives.

I am impressed with his willingness to consult with peers for new ideas to help foster learning. In addition, he brings attention to ideas and concepts he predicts will present challenges to students. As a result, we collaborate to modify teaching methods to increase understanding for all learning types, across all math levels.

Mr. Pass is a delightful addition to an educational staff because he is dedicated, diligent, respectful, compassionate, reliable, knowledgeable and eager. He fosters team morale and collaboration. I am extremely confident in his abilities to positively enhance your faculty and contribute to a better school community.

Sincerely,



Jennifer Carter
Brighton Hall
Secondary Math/Science Teacher
WASC Coordinator
UC Certification Coordinator
Mrsjc_chem@yahoo.com / 818-489-0582

HOWARD A. MASSLER, Esq.
4316 Marina City Drive, Unit 731
Marina del Rey, California 90292
(310) 751-8181

August 15, 2015


RE: DANIEL PASS

It was with regret that we learned that Mr. Daniel Pass was moving on from Brighton Hall. He was the first math teacher in our child's academic history who recognized her ability to do math at the highest level and was responsible (with the unanimous consent of her other teachers) for her being able to jump a grade from 6th to 8th.

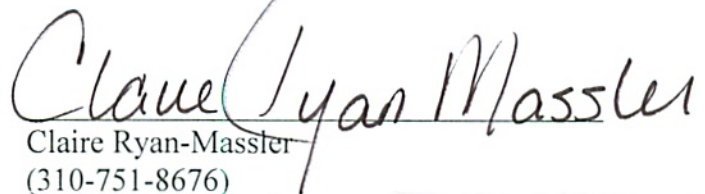
For the other students in her class, he brought a joy to learning for mathematics. Whether it was chess or rubik's cube, he showed a genuine love of learning for math and everything related to mathematics.

While our daughter is a Davidson Young Scholar, his ability to motivate the other students was truly inspiring. Whichever school he teaches at next is going to be a very lucky institution to have him their staff. His love of his students and dedication to his craft has made him an exceptional teacher.

Any questions about any aspect of this recommendation, please contact either of the undersigned parents.



Howard Massler



Claire Ryan-Massler
(310-751-8676)

08/18/2015

To Whom It May Concern:

This letter of recommendation is for Daniel Pass who taught at Brighton Hall School from September 2014 until June of 2015. I interacted with Mr. Pass on a daily basis and he often visited my office and I his classroom. As head of security at Brighton Hall I would often review security tapes for Mr. Pass to ascertain if cheating was taking place or in the rare event any student was being disruptive.

Mr. Pass had very few issues in his class and was a well-liked teacher that excelled in every way. He started a chess club and held chess tournaments that were attended by hundreds of people who came to Brighton Hall after hours.

Numerous parents and students often remarked that they really liked Mr. Pass and that he was a great teacher. Because of my extensive observation of Mr. Pass and his teaching methods and personality, I also came to this conclusion.

I can unequivocally say that 99% of the staff and student body are very unhappy Daniel Pass left Brighton Hall. Feel free to contact me with any questions you may have. Alan@nles.com
318-572-7161

Sincerely,

A handwritten signature in cursive script, appearing to read "Alan H. Tooraen". The signature is written in black ink and is positioned above the printed name.

Alan H. Tooraen

Head of Security Brighton Hall School
2010- present



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Interim Head of School

Andrew Polsky
Elementary School Principal

Jill Linder
Judaic Studies Principal

Inez Tiger
Middle School Principal

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Program Administrator

Angie Bass
Early Childhood Director

Michelle Porjes
Director of Student Services

Rabbi Yechiel Hoffman
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 & Engagement*

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Michelle Wolf

Past V.P. of Education

Mike Cohn

Linda Salem

Susan Green

Jill Sperling

Janet Metson Urman

Joel Grossman

Jeff Rabin

Marcy Colker Klein²⁷

To Whom It May Concern,

My name is Eytan Kollin and I am the 7th & 8th grade social studies teacher at The Rabbi Jacob Pressman Academy of Temple Beth Am. I am writing this letter of recommendation on behalf of Daniel Pass.

I have only known Daniel for one year and so I cannot give as comprehensive a letter as I normally write. But even though I normally don't write on behalf of teachers I have known for so short a period of time I have no problem altering my rule on his behalf for reasons that will become apparent.

Daniel is a committed, caring teacher who works hard to establish an academic bond with his students. In his main subject of math instruction my recommendation is limited to seeing how hard he works on his lesson plans, the many hours I have seen him working with students one on one in hallways, at lunch, and in unused classrooms. The few times I have seen Daniel instruct a class the students were engaged in the learning.

But it is not only in his main academics Daniel works hard. He has established a chess and Rubik's Cube Club and teaches a related elective in the school. I now have students who are passionate about the Rubik's Cube and taking great pride in their ability to master the puzzle in many and varied ways. We have established an "on the wall chess problem" that has become the focus of many a discussion as to what is the "best" move. Daniel has added to the enthusiasm of the students by developing a points system which incorporates prizes that he purchased with his own funds.

Finally, on a personal note, Daniel was able to fill in for me with only 11 hours' notice when I could not attend the annual 8th grade trip to Washington D.C. due to a death in my family. To accept such an intensive and exhaustive assignment without any obligation to do so to help out a fellow teacher in desperate speaks well of Daniel both as a person and an instructor. For these reasons as well as many others I feel Daniel Pass will make an excellent addition to your staff.

Sincerely,

Eytan Kollin

The Rena E. Ganzberg Education Center

1055 South La Cienega Boulevard • Los Angeles, CA 90035 • phone: 310.652.2002 • fax: 310.360.0850

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U.S. Department of Education Blue Ribbon School, 2010

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April 24, 2014

To Whom It May Concern:

Daniel Pass has worked as a Mathematics Teacher at the Pressman Academy for the current school year (2013-2014). As a Math teacher, Daniel was employed to teach five classes including 4th Grade Honors, 7th Grade Pre-Algebra, 7th Grade honors Algebra A, 8th Grade Algebra, and a Chess and Rubik's Cubes Elective entitled "The Game of Kings and Twisty Puzzles".

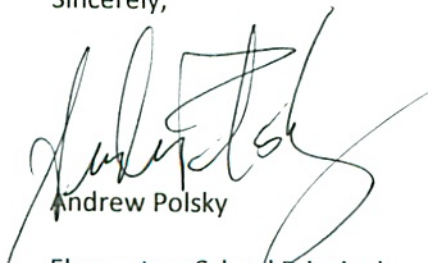
Daniel shares his excitement for Math with a variety of activities, including Mathdoku, Twisty puzzles, chess, Rubik's cubes and more. His enthusiasm for the complexities and abstract mathematical concepts is felt by many of the students.

Daniel is professional in his appearance, courteous, and punctual. He has excellent written and verbal communication skills, is extremely organized, reliable and computer literate.

Daniel is eager to connect with the students in class and takes an interest in their lives out of the classroom too. He also has a positive rapport with his colleagues.

We recommend Daniel to you and if you have any further questions please do not hesitate to contact us.

Sincerely,



Andrew Polsky
Elementary School Principal



Inez Tiger
Middle School Principal

The Rena E. Ganzberg Education Center

1055 South La Cienega Boulevard • Los Angeles, CA 90035 • phone: (310) 652-2002 • fax: (310) 360-0850
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Rabbi Joel Rembaum
Interim Head of School

To Whom It May Concern,

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Elementary School Principal

Jill Linder
Judaic Studies Principal

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Middle School Principal

Deborah Engel Kollin
Program Administrator

Angie Bass
Early Childhood Director

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Mike Cohn
Jennifer Elad
Elyssa Elbaz
Karen Fried
Joelle Gryczman
Anita Hedvat
Jennifer Misher
Avi Rembaum
Norm Saiger
Jessica Samuel
Jay Sanders
Sheila Spiwak
Vanessa Stoff
Michelle Stone
Marshall Temkin
Yana Temkin
Michelle Wolf

Past V.P. of Education
Mike Cohn
Linda Salem
Susan Green
Jill Sperling
Janet Metson Urman
Joel Grossman
Jeff Rabin
Marcy Colker Klein^{z"l}

I have worked with Mr. Daniel Pass for the 2013-2014 academic school year. I have gotten to know Mr. Pass through working with him in Lunch and our Prayer services. I am the supervisor for the Prayer services in the Elementary and Middle School. I have observed Mr. Pass work diligently to make sure that the service runs smoothly. I have seen him make sure that students are where they are supposed to be and are doing what they need to do. It impressed me that Mr. Pass did not have a lot of experience in working with the Prayer services yet he still was able to adapt and work professionally. Many times it is difficult for staff without a background in this area to help supervise and to be successful. Mr. Pass far exceeded expectations. I have also observed Mr. Pass instructing students on the Rubik's Cube in small groups and one-on-one during lunch time. There is now an entire group of Middle School students that walk around the school with their Rubik's Cube. If you have any further questions please feel free to contact me at 310-652-7354 ext. 291.

Sincerely,

Rabbi Chaim Tureff

Rav Beit Sefer

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Mrs. Lori Ann Cone
18755 Standard Rd.
Sonora, CA 95370
209-532-1428 ext. 333

March 21, 2013

To whom it may concern:

I would like to recommend Daniel Pass as a candidate for any position with your school. I have been a co-worker of Mr. Pass for the last year and I know how easy he is to work with. I have always found Mr. Pass to be pleasant and friendly to everyone he encounters on campus, always willing to lend a helping hand, and an active leader in an after school chess club.

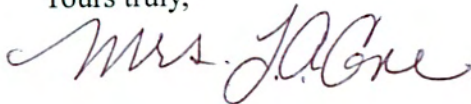
When you encounter Mr. Pass he always has a smile on his face, a friendly hello, and a pleasant demeanor. At our bi-monthly professional development training, Daniel has positive input and competent solutions to offer during discussions and planning. Mr. Pass has the ability to think on his feet and isn't afraid to offer his co-workers help.

Daniel has helped my student's acquire greater math skills. He has developed a peer-tutoring program that allows older students to lead younger students with on-one-one mentoring. This has helped my students not only gain a better understanding of math concepts, but develop greater self-esteem as well.

Mr. Pass has offered fellow teachers a richer curriculum opportunity through his love of chess. Daniel has given up his prep-period to teach the elements of the game. The children love the creative chess pieces he uses to teach concepts. The younger students flock to sign up for his after school chess club, as well as the junior high students from his own classes.

Daniel would be an asset to any employer and I recommend him for any endeavor he chooses to pursue.

Yours truly,

A handwritten signature in cursive script that reads "Mrs. Lori Ann Cone".

Mrs. Lori Ann Cone
5th Grade Teacher
Curtis Creek Elementary

John Copello
21757 Crystal Lake Drive
Sonora, CA 95370
March 16, 2013

To Whom It May Concern:

Dedication, professionalism, and caring are three qualities which describe Mr. Daniel Pass's work. It is with great pleasure that I am writing this letter to *highly* recommend him for a position at your school. He is not only a great teacher, but has also been a strong role model for the students of Curtis Creek Elementary School. My daughter is the 8th grade Student Body President, and it has been a pleasure to hear about all of the new activities such as chess, Rubik's Cubes, and fractals that she would tell me about when she came home in addition to her traditional math studies.

First of all, Mr. Pass is highly dedicated. I observed that he consistently arrived early to work in order to take the closest parking space to his room. He held an after school Chess and Rubik's Cube Club, and stayed even later, as I would often see his car on campus when my daughter came to school at 7:30 PM to practice for her travel basketball team. The librarian even told me that she would see him working many times when she came in over the weekend! In addition, myself, my child's mother, and my daughter were delighted that he came to support virtually all of their sports games.

Mr. Pass is also very professional. Every day he came to school wearing a neatly pressed shirt and tie, excepting those Fridays when "spirit wear" is intended to support the sports teams. When attending basketball and volleyball games, Mr. Pass brought his "speedcube" and would practice while he cheered on the team. Although this was not officially school time, he still kept conversations appropriate and positive.

Finally, Mr. Pass shows his caring for his students in many ways. He is such a supporter of their extra-curricular activities, and would often talk about their hard work in their sports. He keeps high standards in his class and this shows that he cares about the students enough not to let them slack off and fail. Further, he is always available for any extra assistance the students might need. Outside of class Mr. Pass always greets his students with a smile and a warm "hello".

We were saddened to learn that he will no longer be at our school next year, and recommend him highly to his next potential teaching position.

Sincerely,



John Copello
Parent
Curtis Creek Elementary School

Mrs. Annie Brosnan

Curtis Creek Elementary School
18755 Standard Road
Sonora, CA 95370

May 27, 2013

To Whom It May Concern:

Being so impressed with the mentoring chess program that Mr. Daniel Pass recently organized at Curtis Creek Elementary School, I enthusiastically offered to draft him a letter of recommendation. My students love the program and eagerly look forward to their next visit to his room where they can meet with their older "buddies" and enjoy another exciting mental chess challenge. Many of my close coworkers in the elementary department have expressed similar complimentary impressions of Daniel and his program. He maintains a strong rapport with his students as well as with mine and is easy to work with. He will be a fine addition to any program which he finds himself in the future.

I highly recommend Mr. Daniel Pass without any reservations.

Sincerely,



Annie Brosnan
Teacher
Curtis Creek Elementary School

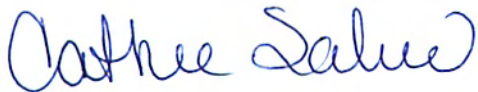
March 10, 2013

To whom it may concern,

I am pleased to write this letter of recommendation for Daniel Pass. In August of 2012, Daniel was hired as a new Math teacher at Curtis Creek School. Daniel had to learn new curriculum, set up a brand new classroom, and procure materials, all in a matter of days. Daniel did all this and more with professionalism, good organization skills, and good rapport with his new students and our staff.

Daniel's classroom is well organized and neat. Instructions, procedures and routines in his classroom are well thought out, practiced, and maintained on a daily basis. He has good rapport with his classroom students and parents, as well as with fellow teachers, classroom aides, administration etc. During this school year I have found that Daniel spends many hours of his own time planning lessons, projects and developing new curriculum materials for his classroom. Daniel has set up a new chess club after school for students to participate in. He has developed a multi grade tutoring program where students from his classes help primary grade students that need extra help with reading or math.

Daniel would be an asset to any school district looking for a well-organized, dedicated, motivated teacher to add to their staff.



Cathie Salvo
Teacher
Curtis Creek School

Superintendent

Diane Dotson

Board of Trustees

Courtney Castle
Michael Holland
Dan Parks
David Rowan
Joseph Sveum

March 25, 2013

To Whom It May Concern,

I have had the pleasure these past few months to observe and work closely with Mr. Pass. He is an honest, caring, self-confident educator who works diligently in his classroom.

Daniel brings a background of math technology which he uses in the classroom to engage students. He started a chess club during lunch and after school. Daniel uses games in the classroom to further mathematical understandings.

Daniel has a desire to learn and grow professionally. He will bring mathematical knowledge and technology to any staff.

Curtis Creek School

18755 Standard Rd.
Sonora, CA 95370
(209) 532-1428
FAX (209) 588-9593

Principal

Terri Bell

Sincerely,

Terri L. Bell

Terri L. Bell

Curtis Creek Principal

Amber Pullen

21599 Bellview Creek Road
Sonora, CA 95370

March 28, 2013

To whom it may concern,

My child Katana Pullen has been in Mr. Pass's math class this year, and I would like to say that I have been very pleased with the teaching that has been going on in his room!

First of all, Mr. Pass made math easy for her. Before, she had trouble understanding math, but he made it much easier for her to understand.

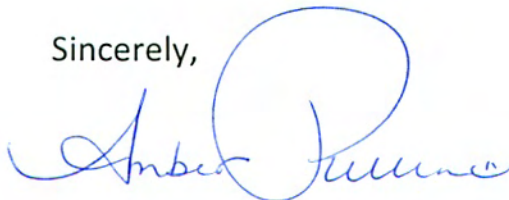
Secondly, he introduced her to chess, and she likes it!

He also played a work game called Bananagrams, and that was interesting too.

Mr. Pass was supportive of the girls' basketball team as well as other sports. He attended many of the games.

Another thing he did was set up a tutoring program in which the students went to other classrooms to help younger students with math. He started a mentoring program where his students helped the younger students learn to play chess, and my youngest daughter Charlie was able to participate in this with her kindergarten class and enjoyed it as well.

Sincerely,

A handwritten signature in blue ink that reads "Amber Pullen". The signature is fluid and cursive, with a large, prominent loop at the end of the last name.

Amber Pullen



PASADENA UNIFIED SCHOOL DISTRICT
WOODROW WILSON MIDDLE SCHOOL

June 20, 2012

To Whom It May Concern:

I take great pleasure in recommending Mr. Daniel Pass for your educational program. Mr. Pass was employed at Wilson Middle School in Pasadena Unified School District for the school year 2011-2012.

Mr. Pass taught Algebra and Pre-Algebra for our Math Department at Wilson Middle. Mr. Pass challenged his students during his class periods. I have found him to be a highly responsible and competent individual who has performed above and beyond the call of his daily duties. During his time at Wilson, Mr. Pass has quickly earned the respect of his colleagues, students, and parents, while engaging and holding students to high academic and citizenship standards.

Mr. Pass also demonstrated strong leadership and communication skills within his department with his fellow colleagues. Mr. Pass actively provided tutoring and chess lessons for students after school throughout the year. This provided educational and extra-curricular opportunities for all students on campus. I appreciated Mr. Pass' willingness to be an active participant in moving Wilson Middle School in the direction that best served the needs of our students.

Again, Mr. Pass would be a great addition to your educational program. If you should have any further questions or concerns, please do not hesitate to contact me at the information provided below.

Sincerely,

Ms. Charlene Tucker
Assistant Principal
Wilson Middle School
300 S. Madre St.
Pasadena, CA 91107
(626) 396-5800

Wilson Middle School Library
300 S Madre Street
Pasadena, CA 91107
626-396-5800 x 78064

March 22, 2012

Re: Mr. Daniel Pass

Mr. Pass came to our campus just this school year, teaching Pre-Algebra and Algebra. His positive attitude, and his enthusiasm and dedication to his students' success will be missed. My library is located just down the hall from Mr. Pass's room, so I have had many opportunities to interact with him throughout the year, and have also visited his room. I often work late and Mr. Pass does as well since he sponsors after school Chess Club and he also provides math tutoring for his students.

He embraces and utilizes technology, going the extra mile by supplementing with his own purchases. I think that the students benefit tremendously from his knowledge and love of math and technology

Earlier this year, we worked together, in an effort to turn around some behavior issues with a couple of students, and it worked. I was impressed with his willingness to work together cooperatively and to try new ways to improve students' attitudes and behaviors. This work has been ongoing, and has resulted in some long-lasting, successful behavior modification.

He always takes his professional responsibilities seriously and is prompt, courteous, and helpful as demonstrated during quarterly testing, and in my recent audit of the resources teachers had checked out to them.

Please feel free to call me with any questions.

Sincerely,



Judith Kelly
Librarian
Wilson Middle School
kelly.judith@pusd.us



PASADENA UNIFIED SCHOOL DISTRICT
WOODROW WILSON MIDDLE SCHOOL

April 17, 2012

To Whom It May Concern:

It is my pleasure to write this letter of recommendation for Daniel Pass, a Math teacher at Wilson Middle School.

As a counselor, I have had the opportunity to work closely with Mr. Pass for the past year and during this time I have been consistently impressed with his high level of professionalism, dedication and the strong sense of commitment that he brings to the position. He maintains high expectations for all of his students and is very open to learn new strategies to better meet their needs. Mr. Pass makes himself available to meet with students and parents. He is proactive in calling and keeping in close contact with the parents of students who are experiencing difficulties in his class.

Mr. Pass consistently goes above and beyond the nature of his teaching assignment to assist and connect with the students he serves. He donates his time after school to provide academic tutoring and to maintain a chess club. He is often the first one to offer support for struggling students. Mr. Pass is a team player who collaborates with administration, counselors and other teachers to ensure that his students are successful.

Please contact me if I can be of further assistance.

Respectfully,

A handwritten signature in black ink, appearing to read "Maureen Klauschie", with a long horizontal flourish extending to the right.

Maureen Klauschie
Counselor
Wilson Middle School

Regina M. Jeffers

1486 N. Catalina Avenue

Pasadena, CA 91104

reginajeffers@ymail.com

626-798-8455

March 30, 2012

The purpose of this letter is to present Mr. Daniel Pass and delineate his qualities as an educator and his commitment to students. Mr. Pass started working at Wilson Middle School in the 2011-2012 school year. As the seventh and eighth grade resource teacher, I have had numerous encounters with Mr. Pass and his class through-out the school year.

This year, the math department worked cohesively to acknowledge Pi day. Mr. Pass was integral for this event in that he created a presentation to be shown in classes. Additionally, he made it fun for the students by creating worksheets and activities to augment the event. Equally important was Mr. Pass's commitment to students through his creation of a Chess Club and the numerous hours he spent tutoring struggling students. Another example of his commitment to students was his integration of technology, games, and puzzles to make the attainment of state standards more accessible.

Mr. Pass has a great positive attitude and he works well with his colleagues. He has a deep concern for all his students including the students who have special needs. He provides vital information at IEP meetings and he would be a welcomed asset to any educational institution.

Sincerely yours,

A handwritten signature in black ink, appearing to be 'R. M. Jeffers', written over a series of overlapping loops and scribbles.

R. M. Jeffers

Acton-Agua Dulce Unified School District
HIGH DESERT SCHOOL
3620 Antelope Woods Road, Acton California, 93510
Telephone: 661-269-0310 FAX: 661-269-9336

December 17, 2010

To Whom It May Concern:

This letter serves as an introduction for Mr. Daniel Pass as he applies for positions teaching math at the secondary level. I have known Mr. Pass for one year through his position as an Algebra teacher for one of our teacher out on maternity leave. For this year, I have been Mr. Pass's direct supervisor.

What Mr. Pass brings to the table and what is immediately recognizable is his outgoing and nurturing personality that welcomes all of his students and fellow staff members. Both students and peers found Mr. Pass to be affable, helpful and very accessible. He has the ability to break down the components of a student's learning needs into understandable and manageable parts. Mr. Pass is very knowledgeable in both the upper and lower math levels. He utilizes a variety of methods, including technology, to help the students learn the material. Additionally, Mr. Pass volunteers to help the students and our school with anything that they need.

While at High Desert School, Mr. Pass taught five different levels and two grade levels of Algebra. He opened his classroom to students that requested additional tutoring before school, on his lunch and after school hours. Mr. Pass's area of interest is teaching mathematics in a middle school setting.

As Mr. Pass relocates to different area, he will be able to quickly learn the expectations and routines of his new school. He will get to know students, staff and parents and connect with them in a personable manner. We hope that he will find a position here at our school if the opportunity presents itself in the future.

Sincerely,



Stephanie Najjar
Principal

January 19, 2011

High Desert School
Elizabeth A. Miller
3620 Antelope Woods Road
Acton, California 93510

Re: Daniel Pass

To Whom It May Concern:

This letter is my personal recommendation for Mr. Daniel Pass. For the first quarter of the 2010 - 2011 school year, Mr. Pass taught Pre-Algebra, Algebra A, Algebra B, and Algebra I as a long term substitute teacher at High Desert Middle school. He is a reliable, knowledgeable, enthusiastic, and caring teacher.

Mr. Pass was a joy to work with. While he was new to the school, he connected well with the students. He gave up his lunch time to assist students who needed extra help, and also taught chess and the Rubik's Cube. He provided the student store with \$3.00 cubes (his cost) and many students took advantage. His enthusiasm for the Rubik's cube rubbed off and it was rare to walk through the quad and not see a cube being solved.

Mr. Pass was constantly searching for new teaching techniques and ideas. We collaborated on many occasions and I found myself as the beneficiary of a new technique for the multiplication and division of integers. This technique was extremely successful with the students and we continue employing this method.

High Desert School is currently pursuing Mr. Pass to teach an after-school intervention math program four days a week for the remainder of the 2010-2011 school year. He is currently a substitute teacher in our district and the sub of choice for all high school and middle school math classes.

I highly recommend Danny for employment. He is a team player and would be a great asset to any organization.

Sincerely,



Elizabeth A. Miller
High Desert School Math Educator
(661) 618-2206

LOS ANGELES UNIFIED SCHOOL DISTRICT
***Ernest Lawrence Middle School
Gifted / Highly Gifted Magnet***
10100 Variel Avenue Chatsworth CA 91311
TEL. 818 678-7900 FAX. 818 349-4539

Ramon C. Cortines
Superintendent of Schools

Chris Rosas
Principal

Assistant Principals

Susan Lukaszewski
Karen Turner
Amie Whiteley

Administrative Assistant

Maricela O. Villanueva

UTLA Chapter Chairs

Margaret Maseda

Bilingual Coordinator

Diana Kim

Magnet Coordinator

Laurie Vallejo

Special Education

Jan Russ

Testing Coordinator

Nidhi Batra

Title I Coordinator

Ernestine Potts

Literacy Coach

Ruth Friedman

Math Coach

Mary Bange

Cafeteria Manager

Ying Yeung

Financial Manager

Vivian Barrientos

Plant Manager

Mario Torres

PTSA/Parent Center

Cindy Thomas
Marsha Minassian

May 20, 2010

To Whom It May Concern:

Mr. Daniel Pass has been under my supervision for 2 years as a substitute teacher at Lawrence Middle School. He is a dedicated and conscientious teacher who puts student needs first. Mr. Pass has substituted in all subjects and works well with staff, students and faculty.

Mr. Pass understands that students need more than command of the subject matter, but also character lessons on a daily basis. He is an enthusiastic teacher and teaches social lessons to students while incorporating subjects. He has had numerous successful experiences with mathematics and music instruction. He has gained a quality foundation through his math teaching at various schools in our district. I have seen his commitment firsthand and understand what a tremendous asset Mr. Pass would be to any school as a mathematics teacher.

Mr. Pass is a true professional and will be an outstanding math instructor at the middle or high school level. His work ethic and level of professionalism is impressive. I would highly recommend him for any math positions at the secondary level. Feel free to call at any time.



Chris Rosas, Principal

LOS ANGELES UNIFIED SCHOOL DISTRICT
Ernest Lawrence Middle School
Gifted / Highly Gifted Magnet
10100 Variel Avenue Chatsworth CA 91311
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Ramon C. Cortines
Superintendent of Schools

Chris Rosas
Principal

Assistant Principals

Susan Lukaszewski
Karen Turner
Amie Whiteley

June 7, 2010

Administrative Assistant

Maricela O. Villanueva

TO WHOM IT MAY CONCERN:

UTLA Chapter Chairs

Margaret Masada
Brent Smiley

Bilingual Coordinator

Diana Kim

Magnet Coordinator

Laurie Vallejo

Mr. Daniel Pass is a substitute teacher that I have known for approximately three years. He has worked here at Ernest Lawrence Middle School on various occasions teaching 6-8th grade; resource students, ELL students, regular, and honor students.

Special Education

Jan Russ

Mr. Pass is a very polite young man. In addition to his professional demeanor, he demonstrates professionalism in his work through his persistent punctuality and sense of responsibility. I knew that I could always count on Mr. Pass to arrive to school early, and if classes needed to be covered during a conference period he never hesitated to volunteer.

Testing Coordinator

Nidhi Batra

Title I Coordinator

Ernestine Polts

I believe that Mr. Daniel Pass will be an excellent addition to any school, and recommend him without any reservations. Please feel free to contact me with any questions you may have.

Literacy Coach

Ruth Friedman

Math Coach

Mary Bange


Cafeteria Manager

Ying Yung

Sincerely,

Financial Manager

Vivian Barricatos



Plant Manager

Mario Torres

Maricela O. Villanueva
School Administrative Assistant

PTSA/Parent Center

Cindy Thomas
Marsha Minassian

To whom it may concern,

My name is Sharon Lowrie and I am a volunteer parent at the High Desert Middle School in Acton California. I am writing this letter on behalf of Daniel Pass.

Mr. Pass (which the students call him at our school) is a very good teacher. I met him at the beginning of this school year 2010/2011. Mr. Pass was substituting for a teacher that was out on leave. The students that were in his class from September to December did very well with his teaching. The students don't only learn about math with Mr. Pass, Mr. Pass also teaches the students words that will help them in their adult life, help these students with test anxiety and prepare the students for tests that they usually do very well on.

If Mr. Pass is going to be getting a job with your facility, I know for a fact that there are 400 students that will be very sad by this. Mr. Pass will walk in the school area and the students come running to him asking him about questions or just to talk to. I am a parent of 2 students at our school and I have never seen a more welcomed site of children wanting to talk to an adult.

Mr. Pass runs an after school math tutoring class for our enrichment program. Mr. Pass makes this class fun. Have you ever heard of a tutoring class to be fun?

Sincerely
Sharon Lowrie
10408 Lagos Rd.
Agua Dulce, Ca. 91390
661-993-2248 Cell
661-268-0577 Home



UNIVERSAL TRANSLATION AGENCY

INTERPRETATION & TRANSLATION INTO AND FROM ALL LANGUAGES

15445 Ventura Blvd., Suite 26, Sherman Oaks, CA 91403

Tel: (818) 906-1313

Fax: (818) 906-3533

www.utainla.com

E-Mail: daneshi@pacbell.net

DECLARATION OF TRANSLATOR

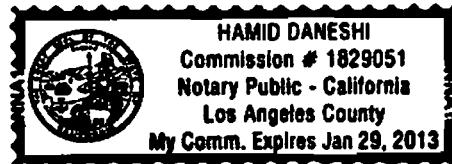
RE: LETTER OF RECOMMENDATION OF
MRS. KARLA M. DIAZ

State of California)
County of the Angeles) ss:

I, Ivan Beshkov, hereby declare that I am a capable and competent translator, duly versed in both the Spanish and the English language; and that to the best of my knowledge and belief, the foregoing text, attached hereto, is a true, accurate and complete translation.

Executed at the Angeles, California.

Ivan Beshkov



Translator's Signature
ATA Member No. 213447

On the 9th day of June, 2010, before me, Hamid Daneshi, the undersigned Notary Public, personally appeared the above-named Ivan Beshkov, who swore that the above statements were true to the best of his knowledge and belief.

Hamid Daneshi

Notary Public in and for the County of the Angeles
State of California

Karla M. Diaz
10763 Keswick St.
Sun Valley, CA 91352
818-421-8803

9 de junio de 2010

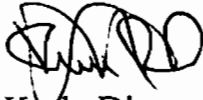
A quien interese,

Escribo esta carta de recomendación para el Sr. Daniel Pass. Recientemente él enseñó a mi hija Karla Michelle Diaz, y en un corto tiempo le ayudó a alcanzar un progreso académico substancial en Algebra. Es el único maestro que ha demostrado paciencia y dedicación en ayudarla. Ella siempre fue un estudiante débil en matemáticas, y con la ayuda de Danny, se ha interesado en la materia por primera vez. Además de ser un excelente maestro de matemáticas, es una persona fiable con una conducta agradable. Estoy segura que con cualquier estudiante que requiera su ayuda, él obtendrá los mismos resultados positivos.

Sería feliz de proporcionar una referencia positiva con respecto a la enseñanza del Sr. Daniel Pass. Siéntese libre de llamarme en cualquier momento, pero por favor, sepa que mi habilidad en Inglés es limitada.

Gracias por su atención.

Atentamente,



Karla Diaz

Karla M. Diaz
10763 Keswick St.
Sun Valley, CA 91352
818-421-8803

June 9, 2010

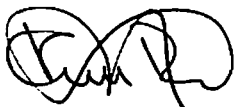
To whom it may concern,

I am writing this letter of recommendation for Mr. Daniel Pass. He recently tutored my daughter Karla Michelle Diaz, and in a short time he helped her to achieve substantial academic progress in Algebra. He is the only teacher who has shown the patience and dedication to help her. She has always been a weak student in mathematics, and with Danny's help, she has become interested in the subject for the very first time. Besides being an excellent teacher of mathematics, he is a reliable person with a pleasant demeanor. I am confident that with any student that may need his help, he will bring about the same positive results described above.

I would be happy to provide a positive reference regarding Mr. Daniel Pass's teaching. Feel free to call me at any time, but please be aware that my English ability is limited.

Thank you for your attention.

Sincerely,



Karla Diaz



LOS ANGELES UNIFIED SCHOOL DISTRICT
MANUAL ARTS HIGH SCHOOL
4131 S. Vermont Ave. Los Angeles, CA 90037
(323) 846-7301 • FAX (323) 232-0837

Ray Cortina
Superintendent
Carol Trucox
District 7
Superintendent
Robert Bernstein
Assistant Principal

June 3, 2009

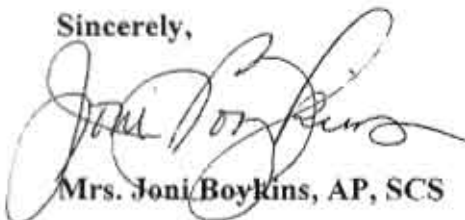
To Whom It May Concern:

I am writing this letter of recommendation on behalf of Daniel Pass. I am the Assistant Principal of Secondary Counseling Services at Manual Arts Senior High School. Daniel has served as a substitute at Manual for over a year in a variety of subject areas. He has obtained only positive feedback during each and every assignment. When needed Daniel has also assisted with the CAHSEE and CST testing. He has been a valuable asset for our students, parents, staff, administrators and faculty.

Daniel is a very conscientious employee, he is dependable, extremely helpful and proceeds appropriately with minimal instruction. He is able to complete tasks successfully. In the classroom he is focused, well-planned, engages the students, checks for understanding and reflects frequently on his work. Daniel has many talents beyond his ability to teach mathematics, he is also a natural musician. He has volunteered his services and talents for our music department with their part in our drama productions.

I recommend Daniel Pass for a teacher position at your school without any reservations. If you have any further questions/concerns please feel free to contact me at the number above at your earliest convenience.

Sincerely,



Mrs. Joni Boykins, AP, SCS

July 2, 2009

Letter of Recommendation For Daniel Pass

To Whom It May Concern:

I had the great opportunity to work under the leadership of Mr. Daniel Pass when he worked at Dorsey High School as a substitute teacher in a 9th grade English class. I worked in the classroom as a Special Education Assistant with Mr. Pass for approximately 6 weeks during an extended absence of the Special Education teacher.

Danny showed an extraordinary ability to present the English curriculum materials and outline the necessary courses of action needed to keep the students interested and engaged in the lessons. He welcomed and solicited interaction between himself and the students, thereby creating a successful atmosphere of learning and creativity. The students grew to respect and admire him during his stay with them.

I observed Mr. Pass demonstrate a broad range of skills and he never failed to pay careful attention to detail, while maintaining a cheerful and professional relationship with the students. He was always punctual and remained calm when situations in the classroom arose that required tact, sensitivity and concern.

Mr. Pass was a great addition to our staff at Dorsey High School, and I would not hesitate to work with him again. I strongly give my highest recommendation without reservation.

Sincerely,

A handwritten signature in cursive script that reads "Mary C. Gerald".

Mary C. Gerald
Special Education Assistant
Dorsey High School



LOS ANGELES UNIFIED SCHOOL DISTRICT
MANUAL ARTS HIGH SCHOOL
4131 S. Vermont Ave. Los Angeles, CA 90037
(323) 846-7300 • FAX (323) 232-0837

David Brewer
Superintendent
Caryl Thewell
District 7 Superintendent
Edward Trono
Principal

June 4, 2009


To Whom It May Concern:

Within the past year, it has been a privilege to not only receive Mr. Daniel Pass's assistance as substitute teacher, but also to work in conjunction with him. During this time I have witnessed him work extremely well with both students and staff. Daniel creates opportunities to develop good rapport with students and staff alike. He is a person with strong work ethics and high standards.

As a substitute, my students appreciate him and know that when Mr. Pass is here to work with them all the high standards we work hard to develop in our music department will be adhered to. This is not so with other substitute teachers.

While working with other staff Mr. Pass takes the time to be helpful and has offered his assistance even while off the clock.

Thank you,


Romeo Vera
Manual Arts Music Department
Rrv5874@lausd.net

Sharon L. Manuel
1073 - 57th Street
Oakland, California 94608

July 1, 2004

Dear Sir or Madam:

It is my pleasure to recommend Daniel Pass for employment.

Mr. Pass worked with me as a student teacher in my role as Music teacher at Oakland High School. From our first meeting, Mr. Pass was energetic, passionate, and excited about teaching. We worked together for four months, developing a music program that would satisfy the wishes of the students, parents, and administration of Oakland High and it's surrounding community; while providing a quality music education.

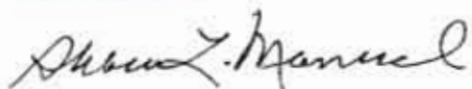
Mr. Pass came to Oakland High only to find that the teacher and staff with whom he had expected to work, were no longer there. He got right to work, meeting me and other new staff, as well as his new students. He was always willing to listen to recommendations and discuss lessons in his own field (instrumental music) and in the other existing courses in Vocal music.

Mr. Pass is tenacious as a teacher, and as a learner. This was proven in many ways, not the least of which, was starting a Pep Band at Oakland High. This was not easy because there had not been a Pep band for many years. He had to recruit students and the good will of teachers in order to do this - and he gave up many hours of his own time to insure it's success.

I believe that Mr. Pass would be a welcome addition to any faculty or staff. I am convinced that he would be an asset to any program with which he would choose to participate.

I wish for you, and for Mr. Pass, every success in your music.

Sincerely yours,



Sharon L. Manuel
Director of Music
Oakland High School
Paul Robeson High School

(916) 692-1055

Sharon L. Manuel
Vocalist & Teacher



Reasonable Rates
Credentialed

Piano Voice
All Ages



OAKLAND UNIFIED SCHOOL DISTRICT

OAKLAND HIGH SCHOOL

1023 MacArthur Boulevard

Oakland, California 94610

(510) 879-3040

Fax (510) 879-3049

May 13, 2004

To Whom It May Concern:

I am writing this letter to verify that Danny Pass fulfilled the third hour of student teaching at Oakland High School during the spring semester of 2003. From February 24 through June 5, Danny shadowed me several times weekly in the multifaceted tasks of my job as assistant principal at Oakland High.

Danny enthusiastically assisted me with testing procedures, study hall, and walks through the campus to maintain an environment conducive to learning. He participated in conflict resolution sessions and observed the discipline and suspension process. I could count on Danny to help counselors or other administrators when I was involved in a closed meeting.

It was a pleasure to work with Danny because he is a curious, intelligent and hardworking young man whose enthusiasm is contagious. He is genuinely committed to students and it shows in his interactions with them. Danny is a talented musician who will be a fine addition to the school of his choice.

If you have any questions, do not hesitate to call me at (510) 339-0804, or contact me at AADBowers@aol.com.

Sincerely,



Anita Aragon Bowers

Assistant Principal

Retired, June 2003

Chloe Lee
Winton Middle School
119 Winton Avenue
Hayward, CA 94544
510.798.3653

San Francisco State University
College of Education
1600 Holloway Avenue
San Francisco, CA 94132-4158

11 February 2002

To Whom It May Concern:

I am a seventh grade life science teacher at Winton Middle School, and I have known Danny Pass since August 2001. When I first met Danny he immediately expressed an interest in helping me in my classroom. We exchanged contact information, but I did not think that he would actually volunteer his time in a middle school classroom. Danny's enthusiasm for teaching, however, became evident when he helped set up my room on a teacher workday in September. Since that day Danny has assisted on a monthly basis offering invaluable help as a teacher's aide.

In the classroom Danny possesses the ability to lead and tutor a wide variety of students who come from diverse backgrounds as well as diverse academic skills. Danny often helps to monitor the students by circulating through the room. Students feel comfortable asking him questions when they are struggling, and Danny stops by each student to offer gentle corrections and guidance. Besides a whole class environment, Danny has worked one-on-one with some of my sheltered instruction students. I have a tutor center in the back of the room where students may choose to sit in order to receive more personal attention on their work. Some students were wary at first about utilizing the center, but once they discovered the potential for high achievement with Danny's tutorial sessions, the center gained popularity.

Lab activities are a weekly occurrence in my classroom. Although activities are an excellent way to provide students with hands-on experience, the activities always require more preparation time and much patience from my end. Students frequently forget to follow the procedures for the labs, and it can be difficult for me to spend enough time with each lab group. On those days Danny does not hesitate to lead half the groups while I work with the other half. Danny's talent to direct lab groups ensures that all students are receiving the help they need.

Danny is a bright student as well as an excellent teacher's aide. The time he spends in my science classroom is always welcomed and greatly appreciated. Danny is a wonderful candidate for your program, and I recommend him without any reservations.

Sincerely,

A handwritten signature in black ink, appearing to read "Chloe Lee". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Chloe Lee



Section 3
Parent Feedback

Daniel Aaron Pass

Phone : (818) 984-8404 ... 9315 Gerald Avenue ... North Hills, CA 91343
Email: MrPassTeach@gmail.com ... www.MrPassTeach.com

Parent email Dossier

Mr. Pass – Today I had my daughter tested in math from an outside source. This source is a tutoring service. My daughter Kathlyn has always been pretty good at math but I just found out that she tested at a 10th grade level and she is only in the 7th grade. I have to attribute her success to her math teacher. Thanks to you my daughter has a strong foundation when it comes to Math. If you teach Algebra next year I want Kathlyn to be in your class.

– Monday, March 5, 2012 at 5:17 PM

Dear Mr. Pass, Thank you so much for meeting us today. We appreciated the effort you put into planning for the meeting and your enthusiasm at the end of a long day. Your math class is [REDACTED]'s favorite class at school. He is excited to go each day and happily does his homework every evening. We are very pleased with [REDACTED]'s progress this year in math. We also happy with your ability to teach well all of the material in the Everyday Math curriculum and create time to provide interesting enrichment materials to this hard-working group of 4th Grade students. We look forward to partnering with you again in Middle School, if not earlier!

– Thursday, March 06, 2014 9:21 PM

Hi Inez... I wanted you to know how awesome [REDACTED] thinks Mr. Pass is!! He sooooo enjoys his puzzle class and raves about Mr. Pass and how nice he is and what a great teacher he is ☺ It thrills me to hear Joshua so engaged in the class and that he has a rapport and appreciation for Mr. Pass!!!!!!

– Wednesday, February 19, 2014 4:45 PM

Hello Mr. Polsky, We just wanted to mention how much [REDACTED] is enjoying and benefiting from Mr. Pass's elective involving chess and Rubik's cube. As a middle schooler with lots on his plate, this subject is easily his favorite as he wakes up with and goes to sleep with his cube. As parents of a new middle schooler, we welcome this non-iPad alternative and recognize/appreciate the longer term benefits that extend well beyond today's entertainment. The kids seem to respond very well to Mr. Pass' teaching style which makes learning fun.

– Wednesday, March 05, 2014 8:29 PM

Dear Mr. Pass, Thank you for all your hard work and supporting [REDACTED] with his mathematics course. He feels that he always can count on you.

– Thursday, January 30, 2014 8:06 AM

Dear Mr. Pass, Thank you so much for taking time to send test in attachment! That's just great. We already went over it with [REDACTED] and it's just one of those careless mistakes that sometimes happens. Thank you again for this format!!! It's just great!

– Sunday, November 17, 2013 1:44 PM

Re: Math at Lunch Time. Yes. She said that it helped her very much.

– Tuesday, November 26, 2013 11:29 PM

Thank you so much! It's a great pleasure to have you as [REDACTED]'s teacher.

– Thursday, January 30, 2014 8:08 AM

Thank you so much for making the time to meet with us today about our son [REDACTED]. We found the conference to be very informative and are looking forward to a great year in math.

– Friday, October 18, 2013 10:37 AM

Thanks so much! I really appreciate you taking the time to put this together.

– Friday, January 24, 2014 3:41 PM

Daniel and I want to thank you both for encouraging [REDACTED] this year with math. She is enjoying your class and we are pleased that she is feeling confident thus far.

– Friday, October 25, 2013 10:08 AM

Thank you so much for following up on this and for the help you give to [REDACTED]. I really appreciate it.

– Tuesday, January 07, 2014 1:08 PM

Thanks so much for the update, I was worried and really appreciate it!

– Tuesday, February 18, 2014 10:15 AM

Parent Feedback Email 1

From: [REDACTED]
Sent: Wednesday, September 14, 2016 7:02 PM
To: Minh Ha Ngo; Jeff Hartman
Cc: Daniel Pass
Subject: Mr. Pass

Hello,

Our freshman daughter [REDACTED] is in Algebra 1B with Mr. Pass. I had to write you a quick note to tell you how very impressed we all are with Mr. Pass, and his wonderful Algebra 1B class! We were mesmerized on back to school night by Mr. Pass, and his use of technology in the classroom. We were also exceptionally impressed with his enthusiasm, and with his obvious desire to see his students do well. It was inspiring to see a teacher put so much care and effort into making his class special. Mr. Pass seems to constantly go the extra mile, and we greatly appreciate it.

We are so grateful that [REDACTED] is not only learning so much-but is loving math class! Mr. Pass is a gem, and we feel very fortunate to have him as [REDACTED]'s teacher.

Thank you!

[REDACTED]

Parent Feedback Email 2

From: [REDACTED]
Sent: Tuesday, September 19, 2017 11:46 PM
To: Jeff Hartman <jhartman@palihigh.org>; Daniel Pass <dpass@palihigh.org>
Subject: Mr. Pass -Algebra

Hello Mr. Hartman,

My name is [REDACTED] and my daughter [REDACTED] is a new student at Pali with Mr. Pass as her Algebra teacher. I simply wanted to take a moment and recognize Mr. Pass and the eagerness he's brought onto [REDACTED] in regards to math. She's engaged, understands, and has been performing at an optimum. I wanted to compliment him and congratulate Pali for having educators like Mr. Pass. He's truly been very helpful and I sincerely appreciate his teaching techniques. We feel very fortunate to be here and needed to voice our gratitude.

Thank you and I hope you have a wonderful rest of the week!

[REDACTED]

Parent Feedback Email 3

From: [REDACTED]
Sent: Friday, January 13, 2017 5:28 PM
To: Daniel Pass
Subject: Re: Letters of recommendation

Dear Mr. Pass,

[REDACTED]
[REDACTED]
Sent from my iPhone

Parent Feedback Email 4

From: Daniel Pass
Sent: Monday, October 16, 2017 6:05 AM
To: Jeff Hartman <jhartman@palihigh.org>
Subject: FW: [REDACTED]

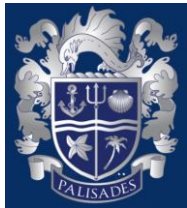
Good Morning Mr. Hartman,

Below is an email from a parent in response to a voicemail I left for her last week. Her daughter "went the extra mile" and I wanted to pass that along to parents.

Have a great Monday!

Sincerely,

Mr. Pass



DANIEL PASS
Mathematics Teacher
Palisades Charter High School
[15777 Bowdoin St | Pacific Palisades CA 90272](https://www.palisadescharter.org/15777-Bowdoin-St-Pacific-Palisades-CA-90272)
T [310.230.6630](tel:310.230.6630) | dpass@palihigh.org

PCHS will empower our diverse student population to make positive contributions to the global community by dedicating our resources to ensure educational excellence, civic responsibility, and personal growth.

From: [REDACTED]
Sent: Wednesday, October 11, 2017 10:48 AM
To: Daniel Pass <dpass@palihigh.org>
Subject: [REDACTED]

Mr. Pass,

It was an honor to receive such a kind voicemail while I was at work yesterday. Thank you for taking your time and giving me great feedback on how [REDACTED] is doing in your class. Sometimes we forget the impact of how teachers influence our children daily. I appreciate your gesture.

It's because of teachers like you [REDACTED] enjoys going to school every day.

Sincerely,

[REDACTED]

Parent Feedback Email 5

From: Daniel Pass
Sent: Monday, March 12, 2018 1:34 PM
To: Jeff Hartman <jhartman@palihigh.org>
Subject: FW: Thank You Mr. Pass

Good Afternoon Mr. Hartman,

Forwarded below is some feedback from the parent of a student that “baked me a cake” (well, sort of...) for my birthday on Friday. I called her parents to express my appreciation, and then received this email today.

Have a great Monday.

Sincerely,

Mr. Pass



DANIEL PASS

Mathematics Teacher

Palisades Charter High School

[15777 Bowdoin St | Pacific Palisades CA 90272](https://www.palisadescharterhigh.org/)

T [310.230.6630](tel:310.230.6630) | dpass@palihigh.org

PCHS will empower our diverse student population to make positive contributions to the global community by dedicating our resources to ensure educational excellence, civic responsibility, and personal growth.

From: [REDACTED]

Sent: Monday, March 12, 2018 11:48 AM

To: Daniel Pass <dpass@palihigh.org>

Subject: Thank You Mr. Pass

Dear Mr. Pass,

This is [REDACTED], [REDACTED]'s mother. I wanted to say thank you again for your call on Friday evening to [REDACTED]'s step father [REDACTED] and myself.

[REDACTED] enjoyed making that Oreo Cake / Cookie for you. She has commented several times how she's learned more from your teachings than any other teacher she's had. Probably another reason why she has the high grade in your class. I would hope for the same results in her other classes. However, good teachers make all the difference and good teachers should be acknowledged.

Thank you again for your call, your teachings and taking the time with our daughter.

Regards,

[REDACTED] and [REDACTED]

[Student Feedback Email](#)

From: Daniel Pass

Sent: Monday, October 30, 2017 5:55 AM

To: Amy Nguyen <anguyen@palihigh.org>

Subject: FW: Positive Feedback From a Student

Good Morning Mrs. Nguyen,

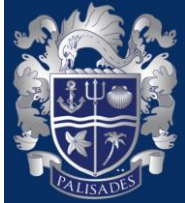
Below is an email sent last week from one of my students that I have now taught through Algebra A, Algebra B, and now in Algebra C. Last semester he had to deal with a terrible

broken collarbone injury, and now is dealing with a serious illness in his immediate family- so I'm glad that he feels supported in his Math class here at Pali!

Have a great Monday.

Sincerely,

Mr. Pass



DANIEL PASS
Mathematics Teacher
Palisades Charter High School
[15777 Bowdoin St | Pacific Palisades CA 90272](https://www.palihigh.org/15777-Bowdoin-St-Pacific-Palisades-CA-90272)
T [310.230.6630](tel:310.230.6630) | dpass@palihigh.org

PCHS will empower our diverse student population to make positive contributions to the global community by dedicating our resources to ensure educational excellence, civic responsibility, and personal growth.

-----Original Message-----

From: [REDACTED]
Sent: Tuesday, October 24, 2017 2:01 PM
To: Daniel Pass <dpass@palihigh.org>
Cc: jjiminez@palihigh.org
Subject:

Dear Daniel Pass,

After participating in the "Road to Success" assembly today, I learned that to be successful in high school students should have a good relationship with their teachers. The reason I am writing to you is because I would like to thank you for being a great teacher and helping me through these 2 years now. Whenever I am in need of help you can always help me and I thank you for that. Thank you for reading this email and for always supporting me in my learning. I know how hard you work, and I wanted to let you know how much I appreciate what you you've done for me.

With gratitude,

[REDACTED]
Algebra C, Period 4

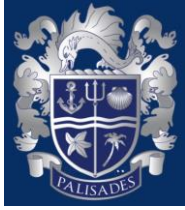
[Parent Feedback Email 6](#)

From: Daniel Pass
Sent: Friday, October 14, 2016 3:01 PM
To: Jeff Hartman <jhartman@palihigh.org>
Subject: Following up :) Fw: Concern re: [REDACTED] Algebra 1B

Thank you again for your assistance earlier today discussing this parent's concerns. I was able to speak with Ms. [REDACTED] at length during lunch time and after our conversation she expressed her gratitude and satisfaction with our plan of action moving forward. Please see her email response forwarded below.

Sincerely,

Mr. Pass



DANIEL PASS

Mathematics Teacher

Palisades Charter High School

[15777 Bowdoin St | Pacific Palisades CA 90272](https://www.palisadescharterhigh.org/)

T [310.230.6630](tel:310.230.6630) | dpass@palihigh.org

PCHS will empower our diverse student population to make positive contributions to the global community by dedicating our resources to ensure educational excellence, civic responsibility, and personal growth.

From: [REDACTED]
Sent: Friday, October 14, 2016 2:57 PM
To: Daniel Pass
Subject: RE: Concern re: [REDACTED] Algebra 1B

Dear Mr. Pass,

Thank YOU so much for taking time out of your busy schedule to reach out to me. I know how hard it must be having to deal with all types of students (and parents), so I am extremely grateful for your efforts to make sure that we've discussed and addressed the concern. And thank you so much for offering to adjust the grade – I really appreciate it and know that [REDACTED] will too. He has learned a valuable lesson through this and I hope that we won't see this problem in the future. I definitely think the weekly scores will be a huge benefit to make sure that we are on track.

Thank you again and apologies for the hassle.

I hope you have a wonderful weekend as well and thank you for all that you do for our students!

Best,

[REDACTED]
[REDACTED]

Chief of Staff
Office of the Dean
UCLA School of Law
385 Charles E. Young Drive East
1242 Law Building
Los Angeles, CA 90095-1476
Phone: [REDACTED]
Fax: [REDACTED]



UCLA | SCHOOL OF LAW

From: Daniel Pass [<mailto:dpass@palihigh.org>]
Sent: Friday, October 14, 2016 2:50 PM
To: [REDACTED]
Subject: Re: Concern re: [REDACTED] Algebra 1B

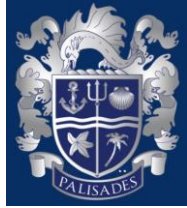
Dear Ms. [REDACTED],

Thank you for talking with me this afternoon. I'm glad that we were able to speak directly and am confident that moving forward [REDACTED] Algebra progress will get back on track. I just adjusted the classwork grade per our discussion and from now on I will issue weekly classwork scores on Infinite Campus.

Have a good weekend.

Sincerely,

Mr. Pass



DANIEL PASS

Mathematics Teacher

Palisades Charter High School

[15777 Bowdoin St | Pacific Palisades CA 90272](#)

T [310.230.6630](tel:310.230.6630) | dpass@palihigh.org

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[Parent Feedback Email 7](#)

From: Daniel Pass

Sent: Wednesday, May 3, 2017 6:04 AM

To: Jeff Hartman <jhartman@palihigh.org>

Subject: FW: [REDACTED]

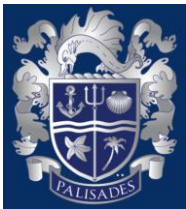
Good Morning Mr. Hartman,

I just wanted to pass along some positive feedback from a very involved parent in my Algebra A/B class. Although he struggles greatly with math, he will spend hours upon hours throughout the weekend working on assignments and studying for tests. In addition to his difficulty with math, he also suffers from an acute reoccurring illness, so I am glad that I can do what I can to help him succeed at Pali.

Have a great day!

Sincerely,

Mr. Pass



DANIEL PASS

Mathematics Teacher

Palisades Charter High School

[15777 Bowdoin St | Pacific Palisades CA 90272](#)

T [310.230.6630](tel:310.230.6630) | dpass@palihigh.org

PCHS will empower our diverse student population to make positive contributions to the global community by dedicating our resources to ensure educational excellence, civic responsibility, and personal growth.

From: [REDACTED]
Sent: Tuesday, May 2, 2017 10:11 AM
To: Daniel Pass <dpass@palihigh.org>
Subject: [REDACTED]

Hello Mr. Pass this is [REDACTED] and I got your message as well as spoke with [REDACTED] over the phone during Nutrition and I instructed him that I know he was at table doing Math homework last night and he should have finished that and studied. He told me that he is really trying and that he did take the test but not sure how well he did. I know his illness is not an excuse but it does put a damper in his work ethic because he has to start over gaining strength and getting back into the groove. He should have studied over the weekend. To correct this current situation I would like for him to be able to study tonight as well as tomorrow night and then during your class in 1st period will you allow him to sit in class and take the unit test at that time. Please let me know so that we can ensure that he gets this done and gets it done efficiently.

Thank you again Mr. Pass as you have always had the best communication and as a parent I couldn't ask for a better teacher.

[Parent Feedback Email 8](#)

From: [REDACTED]
Sent: Sunday, September 10, 2017 11:03 PM
To: Daniel Pass <dpass@palihigh.org>
Subject: Hello from [REDACTED]'s parents ..4th period sophomore

Hi Mr Pass!

My goodness I love your energy and your awesome sound system! I had a great time at back to school night. I read aloud in your 4th period class... [REDACTED]'s mom..: sophomore

I can't recall the details of syllabus protocol if students fail a quiz/test etc, but I do recall your wonderful "fair" demeanor with regard to having them meet you during lunch for a "tutoring" session to increase their grade.

[REDACTED] LOVES math. Apparently he f'd the test and his grade is reflected. So, when u receive this in the morning, 9/11, my husband and I have told him to stay at lunch with you for "tutoring" so his grade perhaps can be improved.

Such is the life of a 15 year old boy....perhaps not all boys, but our boy. "Checked out/checked in/ frustrated/ and thanks for such a great syllabus and being so fabulous and willing to help.

PS... please feel free to utilize your speaker/mic toward end of period 4 to remind "[REDACTED] lunch time and tutor time with Mr Pass"

[REDACTED]
[REDACTED]'s Mom

[REDACTED]
Special Education Advocate
SPEAK FOR KIDS
www.speakforkids.com

[1-888-741-3096](tel:1-888-741-3096)

My cell [REDACTED]
Sent from my iPhone

[Parent Feedback Email 9](#)

From: Daniel Pass
Sent: Monday, November 6, 2017 6:41 AM
To: Jeff Hartman <jhartman@palihigh.org>
Cc: Minh Ha Ngo <mngo@palihigh.org>
Subject: Positive Feedback From Parent FW: Algebra 1A Syllabus

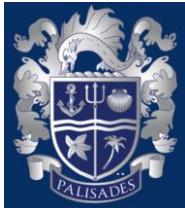
Good Morning Mr. Hartman and Dr. Ngo,

Forwarded below is an email from [REDACTED]. His daughter [REDACTED] just came to America from Thailand and joined Algebra 1A extremely late in the semester. She speaks Thai and Chinese, but little English, so she has many challenges ahead. However, she has already been working hard to catch up. I scheduled a meeting with her parents on Thursday morning and explained the grading policies including the requirement needing to pass all Essential Standards. Mrs. Cervantes was also able to attend the meeting and was very helpful as well.

Have a great Monday!

Sincerely,

Mr. Pass



DANIEL PASS
Mathematics Teacher
Palisades Charter High School
[15777 Bowdoin St | Pacific Palisades CA 90272](https://www.palisadescharter.org/15777-Bowdoin-St-Pacific-Palisades-CA-90272)
T [310.230.6630](tel:310.230.6630) | dpass@palihigh.org

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From: [REDACTED]
Sent: Friday, November 3, 2017 6:56 AM
To: Daniel Pass <dpass@palihigh.org>
Subject: Re: Algebra 1A Syllabus

Hi Daniel

Thank you All for helping [REDACTED] relocation go so smooth. You all have made her feel so good. She is very happy and glad to be here and to be going to Pali High!!!

Thank you all.
[REDACTED]

On Nov 2, 2017, at 3:51 PM, Daniel Pass <dpass@palihigh.org> wrote:

Dear [REDACTED],

To: Daniel Pass <dpass@palihigh.org>
Subject: Re: Meeting with Mr. Pass

Mr. Pass,

Thank you again for visiting yesterday with [REDACTED] and me. I know that he (as did I) came away from the meeting feeling great about his math studies... and excited about your class. He also -- with your guidance -- has developed a better understanding of how to both ask for assistance from a teacher and the various support resources (such as Math Lab) that are available to him at Pali.

Please also know that [REDACTED] is excited to participate in your chess class... and to beat his dad!!

Happy Thanksgiving,

[REDACTED]

On Tue, Nov 21, 2017 at 9:34 AM, [REDACTED] wrote:

Mr. Pass - [REDACTED] and I look forward to seeing you in the main office today at 11:30 am

To: Daniel Pass <dpass@palihigh.org>
Subject: Re: Meeting with Mr. Pass

Mr. Pass,

Thank you for your schedule flexibility. Let's plan to meet tomorrow / Tuesday at 11:30 am. [REDACTED] and I look forward to meeting with you.

On Mon, Nov 20, 2017 at 9:30 AM, Daniel Pass <dpass@palihigh.org> wrote:

Good Morning [REDACTED],

My schedule is open during the vacation, so I thought that we could work around your schedule. If you have no preference, then I suppose that some time Tuesday morning will be good. Just let me know. Any time Tuesday or Wednesday will work for me.

From: [REDACTED]
Sent: Saturday, November 18, 2017 4:08 PM
To: Daniel Pass <dpass@palihigh.org>
Subject: Re: Meeting with Mr. Pass

Mr. Pass,

I hope that you are having a great weekend. Are you available to meet with [REDACTED] and me on Tuesday or Wednesday? Are there certain times that you prefer? Thank you and we look forward to visiting with you.

Best regards,

[REDACTED]

On Nov 17, 2017, at 7:30 AM, [REDACTED] wrote:

Mr. Pass,

Thank you again for reaching out last night. I sincerely appreciate you taking the time to call me and I found our discussion to be extremely productive.

I spoke with [REDACTED] and my wife last night before my flight - I was on my way to LAX when we spoke - and I will coordinate our schedules when I return home this evening.

I will send you an e-mail (likely over the weekend) following-up on our discussion and I look forward to meeting next week at your convenience.

Best regards,

██████████

On Nov 17, 2017, at 9:19 AM, Daniel Pass <dpass@palihigh.org> wrote:

Good Morning Mr. ██████████,

Thank you again for speaking with me yesterday evening. You said that you would email me with a preferred meeting time and I just wanted to send you a quick message so you don't have to go looking for my email address.

Talk to you soon.

Sincerely,

Mr. Pass

Parent Feedback Email 10

From: ██████████

Sent: Thursday, February 22, 2018 2:16 PM

To: Daniel Pass <dpass@palihigh.org>

Subject: RE: ██████████

That was great. It's great to see him engaged and excited about math. Thanks for teaching in a way that they want to learn it.

██████████

Sent from my Sprint Samsung Galaxy Note8.

----- Original message -----

From: Daniel Pass <dpass@palihigh.org>

Date: 2/22/18 1:57 PM (GMT-08:00)

To: ██████████

Subject: RE: ██████████

Did you know that your son "starred" in our last YouTube video? Here is a link: <https://youtu.be/jznEIPXxFQM>

Sincerely,

Mr. Pass



DANIEL PASS

Mathematics Teacher

Palisades Charter High School

[15777 Bowdoin St | Pacific Palisades CA 90272](https://www.palisadescharter.org/15777/Bowdoin-St-Pacific-Palisades-CA-90272)

T [310.230.6630](tel:310.230.6630) | dpass@palihigh.org

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Daniel Pass <pass.daniel@pusd.us>

RE: Math

1 message

Note: PUSD stands for "Pasadena Unified School District"

Brent Miller <Wbmcse@hotmail.com>

Mon, Mar 5, 2012 at 5:17 PM

To: pass.daniel@pusd.us

Mr. Pass – Today I had my daughter tested in math from an outside source. This source is a tutoring service. My daughter Kathlyn has always been pretty good at math but I just found out that she tested at a 10th grade level and she is only in the 7th grade. I have to attribute her success to her math teacher. Thanks to you my daughter has a strong foundation when it comes to Math. If you teach Algebra next year I want Kathlyn to be in your class.



Pasadena Unified School District

RE: Math

[REDACTED]

Sent: Monday, March 5, 2012 at 5:17 PM

To: pass.daniel@pusd.us

Mr. Pass - Today I had my daughter tested in math from an outside source. This source is a tutoring service. My daughter [REDACTED] has always been pretty good at math but I just found out that she tested at a 10th grade level and she is only in the 7th grade. I have to attribute her success to her math teacher. Thanks to you my daughter has a strong foundation when it comes to Math. If you teach Algebra next year I want [REDACTED] to be in your class.

Subject: **4th Grade Math**

[REDACTED]

Sent: Thursday, March 06, 2014 9:21 PM
To: Daniel Pass
Cc: Andy Polsky; Rabbi Joel Rembaum

Dear Mr. Pass,

Thank you so much for meeting us today at the student learning conference with [REDACTED]. We appreciated the effort you put into planning for the meeting and your enthusiasm at the end of a long day.

Your math class is [REDACTED]'s favorite class at school. He is excited to go each day and happily does his homework every evening.

We are very pleased with [REDACTED]'s progress this year in math. We also happy with your ability to teach well all of the material in the Everyday Math curriculum and create time to provide interesting enrichment materials to this hard-working group of 4th Grade students.

We look forward to partnering with you again in Middle School, if not earlier!

Sincerely,

[REDACTED]

cc: Rabbi Rembaum and Mr.Polsky

FW: Mr. Pass

Inez Tiger

Sent: Thursday, February 20, 2014 7:44 AM
To: Daniel Pass

Daniel,

I thought you would like to know this wonderful compliment!
Thanks for making your elective really fun and engaging.

Inez

Inez Tiger, L.M.F.T.
Middle School Principal
The Rabbi Jacob Pressman Academy of Temple Beth Am
1055 S. La Cienega Blvd.
Los Angeles, CA 90035
Tel: (310)652-7354, ext. 214 Fax: (310)360-0850 www.pressmanacademy.org
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From: [REDACTED]
Sent: Wednesday, February 19, 2014 4:45 PM
To: Inez Tiger
Subject: **Mr. Pass**

Hi Inez...

I wanted you to know how awesome [REDACTED] thinks Mr. Pass is!! He sooooo enjoys his puzzle class and raves about Mr. Pass and how nice he is and what a great teacher he is 😊
It thrills me to hear [REDACTED] so engaged in the class and that he has a rapport and appreciation for Mr. Pass!!!!!!

[REDACTED]

Mr. Pass' Elective

[REDACTED]

Sent: Wednesday, March 05, 2014 8:29 PM
To: Andy Polsty
Cc: [REDACTED]; Daniel Pass

Hello Mr. Polsky,

It was nice running into you today.

We just wanted to mention how much [REDACTED] is enjoying and benefiting from Mr. Pass's elective involving chess and Rubik's cube. As a middle schooler with lots on his plate, this subject is easily his favorite as he wakes up with and goes to sleep with his cube. As parents of a new middle schooler, we welcome this non-iPad alternative and recognize/appreciate the longer term benefits that extend well beyond today's entertainment.

The kids seem to respond very well to Mr. Pass' teaching style which makes learning fun. We welcome more subject matter like this course.

Thanks,

[REDACTED]

Re: [REDACTED] - Mathematics

Sent: Thursday, January 30, 2014 8:06 AM
To: Daniel Pass

Dear Mr. Pass,

Thank you for all your hard work and supporting [REDACTED] with his mathematics studies. He feels that he always can count on you.

Have a great day,

[REDACTED]

Sent from my iPad

From: Daniel Pass
Sent: Thursday, January 30, 2014 7:33 AM
To: [REDACTED]
Cc: [REDACTED]
Subject: RE: [REDACTED] - Mathematics

Good morning,

I just wanted to follow up with you about [REDACTED] and his mathematics studies. Per our conversation in the morning with Mr. [REDACTED], yesterday during class I spoke with your son about moving right into Geometry. He was responsive and it seemed that he understood where we were coming from. Thank you for your input! I think this will be the better decision!

Have a great day.

Sincerely,

Mr. Daniel Pass
Middle School Mathematics Teacher
The Rabbi Jacob Pressman Academy of Temple Beth Am
1055 S. La Cienega Blvd.
Los Angeles, CA 90035
Tel: (310)652-7354, ext 214 Fax: (310)360-0850 www.pressmanacademy.org
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Re: You scored a 91.3% on Friday's Quiz (Attached)

Sent: Sunday, November 17, 2013 1:44 PM
To: Daniel Pass

Dear Mr. Pass,

Thank you so much for taking time to send test in attachment! That's just great.

We already went over it with [REDACTED] and it's just one of those careless mistakes that sometimes happens. Thank you again for this format!!!

It's just great!

Very best regards,

[REDACTED]
Sent from my BlackBerry 10 smartphone.

From: Daniel Pass
Sent: Sunday, November 17, 2013 11:29 AM
To: [REDACTED]
Subject: You scored a 91.3% on Friday's Quiz (Attached)

Dear Mr. [REDACTED],

I have attached a copy of your Quiz. If you would like clarification on problems 9 or 13-16 please go to our class's new Google Docs account at the following link: <http://bit.ly/Pressman7thH> The new file with these step by step/ detailed solutions is entitled "7thHAlg_II_15_Quiz_SelectedAnswers".

Thank you.

Sincerely,

Mr. Daniel Pass
Middle School Mathematics Teacher
The Rabbi Jacob Pressman Academy of Temple Beth Am
1055 S. La Cienega Blvd.
Los Angeles, CA 90035
Tel: (310)652-7354, ext. 214 Fax: (310)360-0850 www.pressmanacademv.org
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Re: Math at Lunch Time

Sent: Tuesday, November 26, 2013 11:29 PM
To: Daniel Pass

Yes. She said that it helped her very much.

Thank You,

On Nov 26, 2013 4:11 PM, "Daniel Pass" <Dpass@tbala.org> wrote:

Dear Mr. and Mrs. [REDACTED],

Today at lunch I held a review session for the Honors Algebra class and wanted to follow up to get some feedback. Did you hear anything from [REDACTED]?

Thank you.

Sincerely,

Mr. Daniel Pass

Join us at our GALA on January 25, 2014 honoring Marshall Temkin and Wanda and Avi Peretz, Etz Chaim Award Recipients Bella Szkolnik Kapp, Rachel Klein, Noa Schechter, Teacher Recognition Awards

Middle School Mathematics Teacher

The Rabbi Jacob Pressman Academy of Temple Beth Am

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Los Angeles, CA 90035

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Re: [REDACTED] - Mathematics

Sent: Thursday, January 30, 2014 8:08 AM
To: Daniel Pass

Thank you so much Mr. Pass!

It's a great pleasure to have you as [REDACTED]'s teacher

[REDACTED]
Sent from my BlackBerry 10 smartphone.

From: Daniel Pass
Sent: Thursday, January 30, 2014 7:33 AM
To: [REDACTED]
Cc: [REDACTED]
Subject: RE: [REDACTED] - Mathematics

Good morning,

I just wanted to follow up with you about [REDACTED] and his study of mathematics. Per our conversation in the morning with Mr. [REDACTED], yesterday during class I spoke with your son about moving right into Geometry. He was responsive and it seemed that he understood where we were coming from. Thank you for your input! I think this will be the better decision!

Have a great day.

Sincerely,

Mr. Daniel Pass
Middle School Mathematics Teacher
The Rabbi Jacob Pressman Academy of Temple Beth Am
1055 S. La Cienega Blvd.
Los Angeles, CA 90035
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Re: Student Learning Conferences

[REDACTED]
Sent: Friday, October 18, 2013 10:37 AM
To: Daniel Pass
Cc: Andy Polsky; [REDACTED]

Dear Mr. Pass,

Thank you so much for making the time to meet with us today about our son [REDACTED]. We found the conference to be very informative and are looking forward to a great year in math.

Shabbat Shalom,

[REDACTED]
cc: Mr. Polsky

—Original Message—

From: Daniel Pass <Dpass@tbala.org>
To: [REDACTED]; [REDACTED]
Cc: Andy Polsky <APOLSKY@tbala.org>
Sent: Fri, Oct 11, 2013 9:34 am

Dear Mr. and Mrs. [REDACTED],

Since fourth grade student learning conferences are coming up in a couple of weeks, would it be more convenient for you to schedule a meeting on that day or would you rather arrange another time before then?

Thank you.

Sincerely,

Mr. Daniel Pass

Middle School Mathematics Teacher
The Rabbi Jacob Pressman Academy of Temple Beth Am
1055 S. La Cienega Blvd.
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Re: [REDACTED]

Sent: Friday, January 24, 2014 3:41 PM
To: Daniel Pass

Thanks so much! I really appreciate you taking the time to put this together.

[REDACTED]

On Jan 24, 2014, at 9:48 AM, Daniel Pass <dpass@tbala.org> wrote:

A note on the two digit division worksheet: These are somewhat difficult, however, [REDACTED] can complete these problems using the method we learned in class. Here is a brief explanation. Before beginning the problem, write out all of the multiples of the divisor. In the first problem, the divisor is 56. Therefore the multiples will be:

1. 56
2. 112
3. 168
4. 224
5. 280
6. 336
7. 392
8. 448
9. 504
10. 560

This is simple addition, and if you reach exactly 560 then you know you did not have any mistakes in your addition. From that point you do not need to "guess" how many times the divisor goes into the dividend. Therefore, in the third digit of your answer (quotient), you can see that 56 goes into 514 9 times and the 56 times 9 is 504.

Thank you.

Sincerely,

Mr. Daniel Pass
Middle School Mathematics Teacher
The Rabbi Jacob Pressman Academy of Temple Beth Am
1055 S. La Cienega Blvd.
Los Angeles, CA 90035
Tel: (310)652-7354, ext. 214 Fax: (310)360-0850 www.pressmanacademy.org
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From: [REDACTED]
Sent: Tuesday, January 21, 2014 12:48 PM
To: Daniel Pass
Subject: [REDACTED]

Hi,

I wanted to confirm that you received my email about [REDACTED] missing class next week. I would like to bring his work for next week so he doesn't get too far behind.

I also wanted to touch base with you about [REDACTED]'s behavior in class. Morah Roneete has been having issues with [REDACTED] staying focused and being "silly" in class. I wanted to know if you were having any issues with his behavior. I am meeting with Morah Roneete tomorrow morning to discuss. [REDACTED] really enjoys math and I want to make sure his behavior isn't holding him back from contributing fully to class. If you have any feedback, please let me know.

Thanks!

[REDACTED]

FW: [REDACTED]'s conference

Sent: Friday, October 25, 2013 10:08 AM
To: Carla Schultes; Daniel Pass

Hi Carla and Daniel,

I realized I did not send this to Daniel yesterday. It was very nice to meet you yesterday Daniel and I want to thank you both for encouraging [REDACTED] this year with math. She is enjoying your class and we are pleased that she is feeling confident thus far.

As mentioned we can't make conferences this coming Thursday. I have rescheduled most of her conferences for earlier in the week. I know how busy it gets. If possible we can meet Wednesday between 3:20 and 3:40 with one or both of you.

Thank you again.

Warmly,

[REDACTED]

From: [REDACTED]
Sent: Thursday, October 24, 2013 2:31 PM
To: cschultes@tbala.org
Subject: [REDACTED]'s conference

Hi Carla,

Hope all is well. I unfortunately need to reschedule [REDACTED]'s conference as I am bringing her into Palms for the IEP testing on October 31.

Is it possible to meet on Monday or Tuesday before pick up?

Thanks,

[REDACTED]

International Executive Vice President

[REDACTED]
562-692-9081 562-699-6868 fax
[REDACTED]

Re: Friday, 11:45- Virtual Class

[REDACTED]

Sent: Tuesday, January 07, 2014 1:08 PM
To: Daniel Pass; [REDACTED] Erica Huls
Cc: Inez Tiger

Thank you so much for following up on this and for the help you give to [REDACTED]. I really appreciate it.

Happy New Year!

[REDACTED]

On Tuesday, January 7, 2014 1:05 PM, Daniel Pass
<Dpass@tbala.org> wrote:

Hello everyone,

I just wanted to update you on [REDACTED]'s online meeting with his Mathematics tutor Mr. Max Roth. We are confirmed for Friday at 11:45.

Thank you.

Sincerely,

Mr. Daniel Pass

Join us at our GALA on January 25, 2014 honoring Marshall Temkin and Wanda and Avi Peretz, Etz Chaim Award Recipients Bella Szkolnik Kapp, Rachel Klein, Noa Schechter, Teacher Recognition Awards

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From: [REDACTED]
Sent: Tuesday, January 07, 2014 11:33 AM
To: Daniel Pass
Subject: Re: Virtual Class

Hey,

That works just fine. I'll be on then, let me know if you have any questions prior to Friday.

Best,

Max Roth

[REDACTED] Secondary Math Tutor

650-725-7425

[max@\[REDACTED\].com](mailto:max@[REDACTED].com) - Gchat me!

On 1/7/2014 7:12 AM, Daniel Pass wrote:

Hello there!

Friday would be fantastic! [REDACTED]'s class meets on Fridays from 11:45 to 12:30. I expect that it will take us some time to take out the computer and get set up and logged in, so I think we could safely be ready and logged in by 11:55.

Will 11:50-11:55 work with your new school schedule?

Sincerely,

Mr. Daniel Pass

Re: [REDACTED] orthodontia

Sent: Tuesday, February 18, 2014 10:15 AM
To: Daniel Pass

Thanks so much for the update, I was worried and really appreciate it!

Sent from my iPhone

On Feb 18, 2014, at 9:20 AM, Daniel Pass <Dpass@tbala.org> wrote:

So far so good! [REDACTED] was working hard this morning. Have a great day.

Sent from my iPhone

On Feb 18, 2014, at 7:38 AM, [REDACTED] wrote:

Great, thank you.

Find us on Facebook: [REDACTED]
[REDACTED] Los Angeles, CA [REDACTED]

On Feb 18, 2014, at 7:21 AM, Daniel Pass <Dpass@tbah.org> wrote:

Ouch! Thank you for letting us know. I have [REDACTED] for math first thing in the morning so I'll do what I can to have him feel comfortable and get a good start for the week.

From: [REDACTED]
Sent: Tuesday, February 18, 2014 7:09 AM
To: Danna Mor-Livne; Bella Kapp; Daniel Pass
Cc: Andy Polsky; Jill Linder; [REDACTED]
Subject: [REDACTED] orthodontia

Dear Mrs. Kapp, Danna, and Mr. Pass,

I wanted to let you know that yesterday [REDACTED] had an orthodontic expander fastened to his upper teeth. It blocks his tongue from reaching the roof of his mouth, so his L's are challenging, and he needs to slurp his saliva on occasion. It can also be painful at times. The slurping is more of an issue when he's eating, which will be a challenge until he has fully acclimated to the device. He's also been advised to brush his teeth after lunch, so as to not leave any food lodged in the device, which can cause irritation and discomfort. We suspect the next couple of days may be somewhat challenging. We've let him know he should go to the bathroom if he needs to spit or brush his teeth. We hope this won't be a distraction to him or other students. We are also concerned that if he's making strange slurping noises or talking strangely that this will be fodder for teasing by other children. I'm sure there are others who have the same challenges so perhaps the kids don't make a big deal out of it; either way, we wanted you to be aware and hope you can be sensitive to this adjustment period and let us know if you have any concerns.

I'm not sure if other teachers may need to be notified (music, art, PE?) so if you can forward this it's much appreciated.

Thanks,

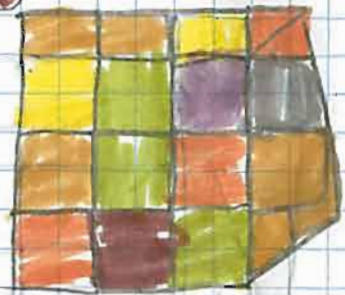
[REDACTED]



Section 4
Student Feedback

MR. Pass you

Make learning so easy



$$-5 + 4p + 4p = 4p - 1$$

$$\frac{S}{S}$$



a-d-s-k club

SHS

February
2012

$$b = -3b - 5b$$

I Like *your* Class,
Because when I'm
in Here Time Gots
By Supper Fast.

Ay Zamudio
March 2012



-Thank you, for making
it fun for us!

π

π

π

Mr. Pass



PEMDAS

$14 \sqrt{56.37}$

Best Math
Class ever
don't change
a thing!

5^3

π

π



π

π

Dear Mr. Pass

YOU ARE A GREAT
TEACHER AND YOU
REALLY IMPROVED
MY MATH SKILLS
THIS YEAR YOU
ARE REALLY GOOD
AT THE RUBIX
CUBE AND YOU TOTALLY
DESERVE THE BEST
TEACHER AWARD.

WISH YOU GOOD
LUCK ON YOUR
NEXT Job,

PEMPAS

Mr. Pass this class was superb. Nothing anyone in the world could improve this class, It's been a pleasure of mine to be your student. You are one of THE BEST teachers I've ever had. You are one of those people who make a change in someones life. YOU HAVE MADE A DIFFERENCE.

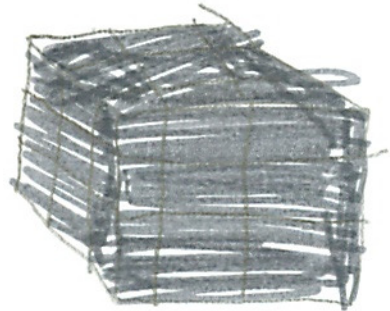
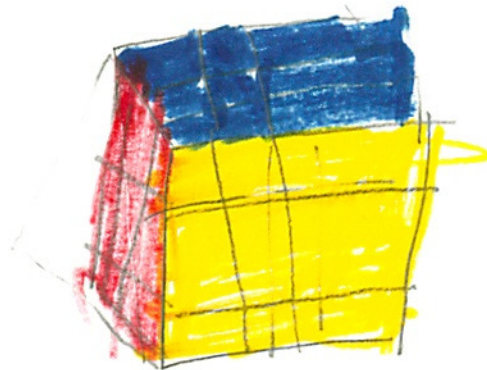
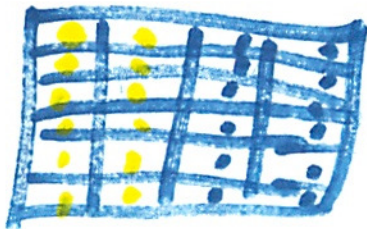
Being your student has been one of my highlights of the year, You ~~have~~ taught me so much.

Stay Jazzy, Nothing Unsolved will remain

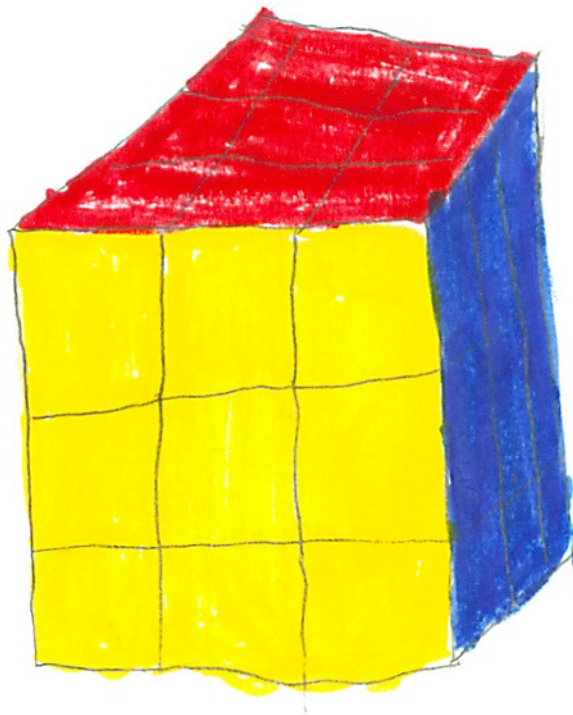
Dear Mr. Pass,

Thank you so much for the great, awesome, amazing class you had this semester! I learned so much things that I never expected to learn in my life. From ^{learning how to solve a} Rubik's cube, playing chess and doing chess problems, to learning about the history of chess. I loved the time spending with you and learning from you. We did so much fun activities together and had prizes for it. This was, by far, the best class I ever had!

From,

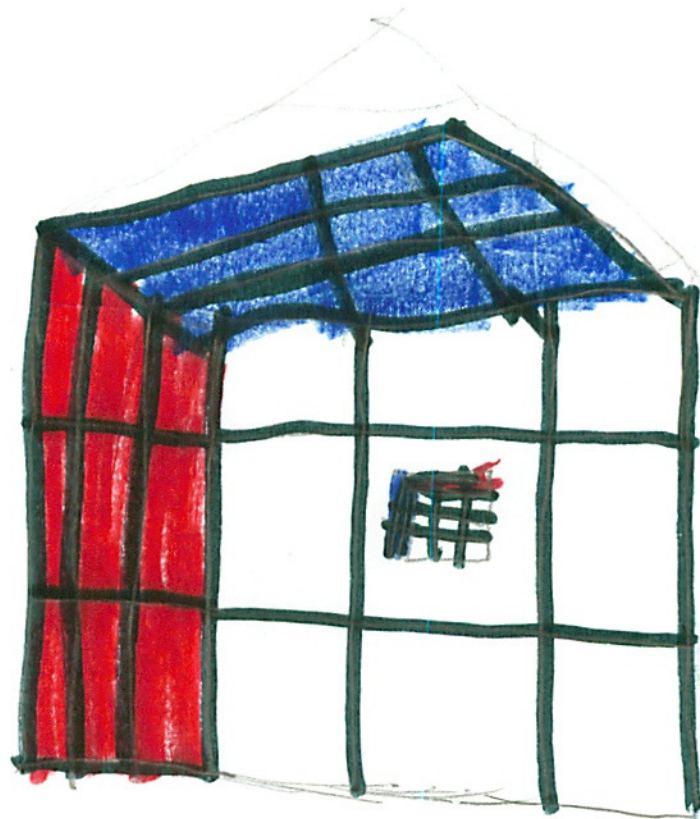


Mr. Pass has been one of the best teachers. He taught us Game of Kings and Twisty Puzzles. It was such a fun class, we learned so much about chess and Rubik's cubes. I can now impress everyone with my skills. Also, Mr. Pass was soooooo nice to us and he was really intelligent. I loved working with him and learning from him. He is the nicest teacher I ever had.

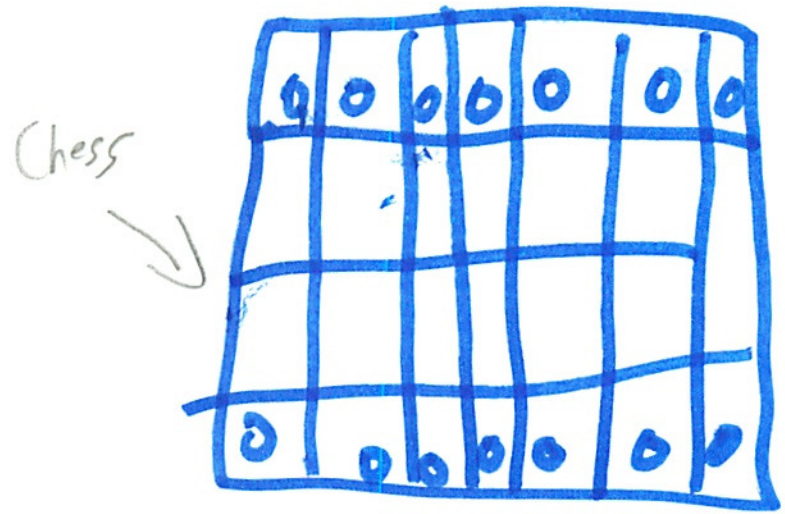


Dear, Mr. Pass
Your class has been amazing. You have taught us
so much about solving, Rubik cubes and chess. When
I started this class it took me hours to get one
side of the cube, but with all the tricks you taught
me it takes me 5 minutes to solve the entire cube. At the
start of each class you had set up a chess puzzle
which taught me new strategies that I wouldn't even
think of. I'm so sad you're leaving.

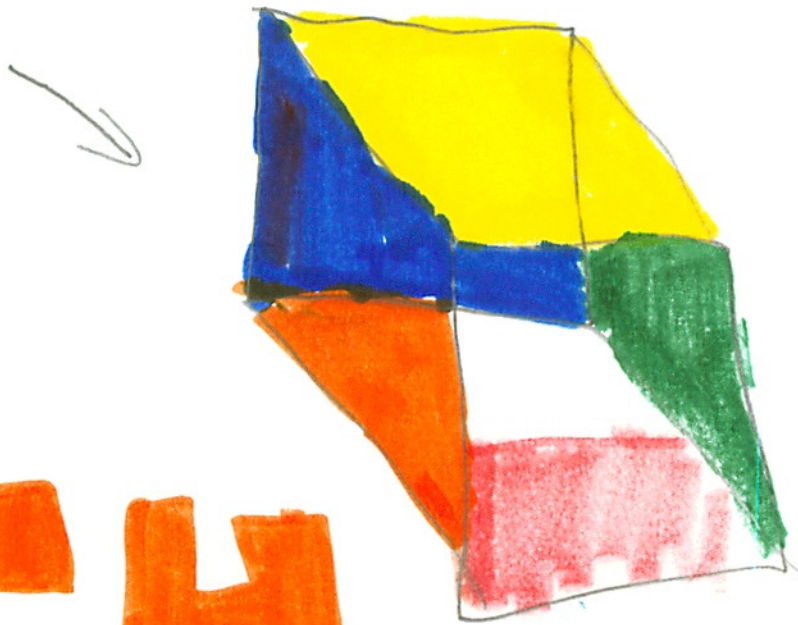
Your student,



Dear Mr. Pass, You are the best teacher ever. I am so mad that we have to end this class. Without you I wouldn't know how to play chess so well and solve the cube. Thank you so much.



Rubix cube



THANK YOU

Thank you for teaching me how to solve the rubik's cube. If there is one thing that you can improve, is to be more strict, meaning don't let people play on their I pads during class. Plz contact me with the email j1richland@gmail.com. Ok, the good stuff. You were the nicest teacher by far, I loved you as a teacher. You are very smart, and it won't be the same without you. I learned many things in this class that I would never think I'd learn in my life. I love impressing people with my solving skills that only you would be able to teach. I loved helping you teach the other kids.

You were amazing.
Email me,



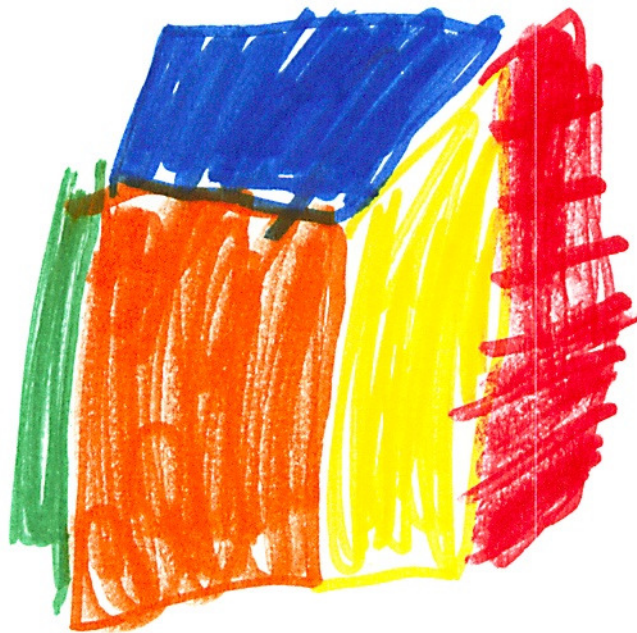
Thank

YOOO

I won't forget

Dear Mr. Pass,

You were a great teacher, This was a great elective. I am proud of myself that I learned how to solve a Rubik's cube and learn how to play chess. I thank you for teaching me how to do these two things. This was the best elective I had.



Dear Mr. Pass,

This year was fantastic
I loved watching you solve
a rubiks cube then I was

INSPIRED

to learn how to solve one
you taught me so much
during the year!

Thanks a ton

Love,

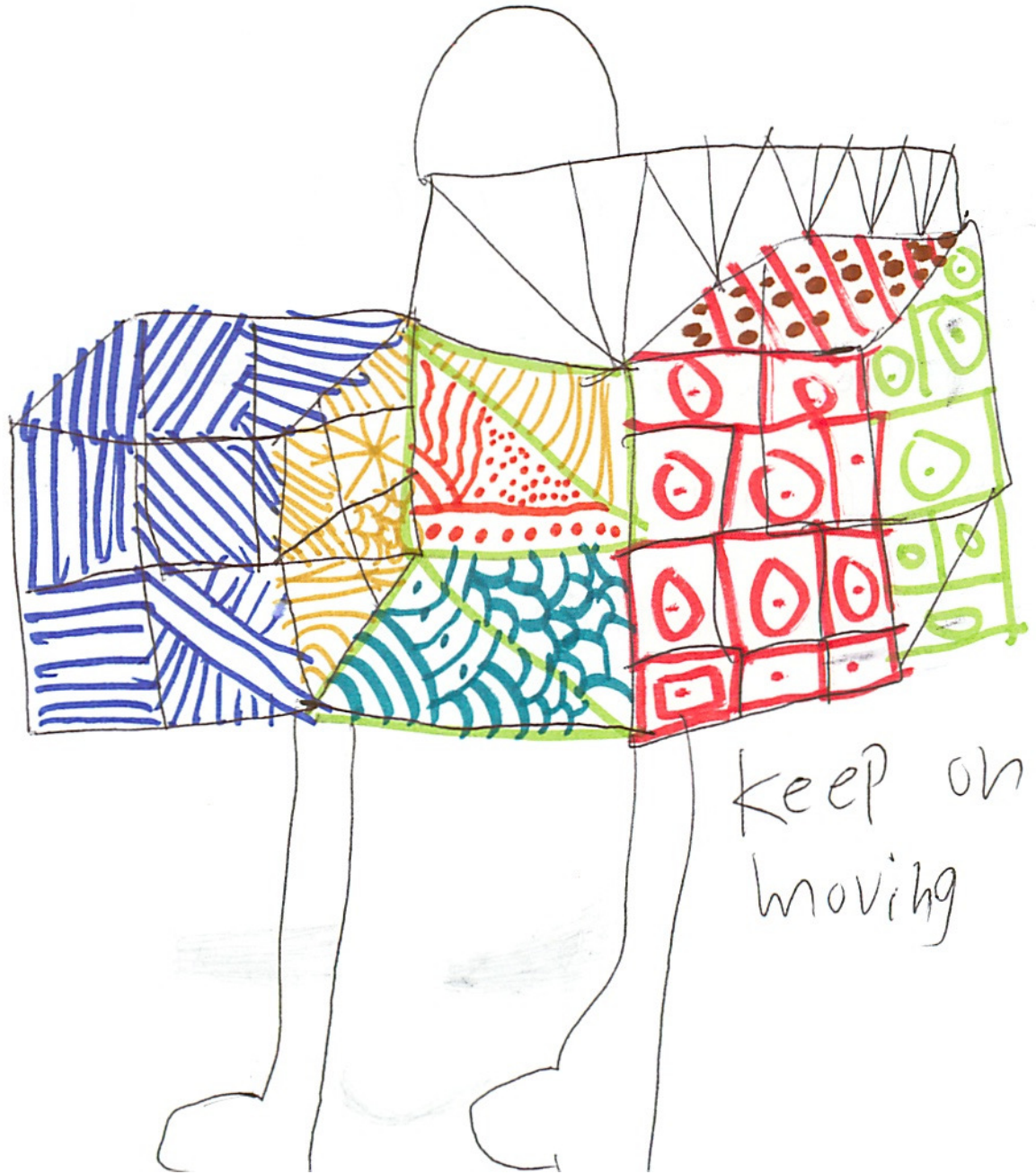


Best class ever!

Can't get better!

I have learned so much from this class about chess... I hope you are able to teach other students what I have learned.

Dear Mr. Pass,
you have no idea how much I have ~~en~~joyed this class.



keep on
moving

Woodrow Wilson Middle School

Student Feedback

2011/2012

You taught us what we need and you never went ahead when one of didn't get it.

The Part I liked about this class was everything



Have a good
Summer




Woodrow Wilson Middle School

Student Feedback

2011/2012

I guess there was nothing I disliked it was the best class no your a great teacher.

I really love this  W
Class!! Its really
fun, and easy to
learn

What I liked about this class is the fun activities and also how ~~the~~ taught us his lessons. also he let ^{us} miss rubics cubers, out some

Woodrow Wilson Middle School

Student Feedback

2011/2012

Samantha
Vanechez

- I like playing with the Rubik
Cubes.

- I like the visual vocabulary.

I just like this class!

I want to be in this

class for 8th Grade!

Woodrow Wilson Middle School

Student Feedback

2011/2012

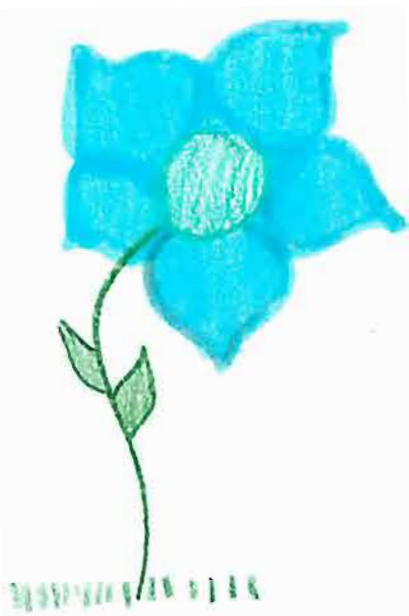
I liked the way you teach, it made math easier for me.
You were a nice teacher who let us watch little cartoons
The rubix cubes were really cool too and so are you.

I liked everything about this class.
I also liked the smart pals
This was a fun class

What I liked best was when we used
the smart pals and the rubix cubes.
What I liked least was when we
had a lot of homework:

Mystery Person

11-5-10



Mr. Pass is a very wonderful

teacher. He helps us, he goes

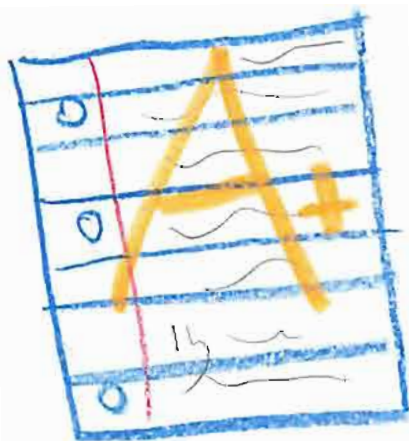
over the homework, & he lets

us do homework again if we

mess up. He is the best substitute/

part-time teacher you could ever

have. I hope we see him again!



Love,

Kristen

Hayes



Hi Mr. Pass! Thank you for teaching our class this quarter. You have some really fun math tricks that helped me understand some stuff I struggled with. And I really liked the X's. I loved learning about rubick's cubes.

-Lorraine :)

PEACE!



Dear Mr. Ross! Thanks

Thanks so much

for helping me do my rubrics
cube! Even though some
of your tricks didn't
work for me, I still
had a great time
spending my first $\frac{1}{4}$ of
7th grade with you!

Math is much more fun to me!

—Azpen

Mr. Pass

I think overall your a
good teacher and I like
the methods you use like,
dorito man, and your yard
my yard. You helped me
with my step by step
and I like how you went
over hw.

Thank you

Mr. Pass Best Teacher

-Kaeli.E

Dear Mr. Pass,

I really like your attitude towards everything class related. You get what needs to be done completed, yet take time to go into detail when necessary. I really have nothing bad to say, you are a great guy and I hope you succeed in whatever you are doing.

Sincerely,

James B.
Neulaustr

Gavin Abercrombie



- Taught in a way that was easy for me to understand

- Got me interested in Rubik's cube

- Had trouble with matrix problems

Dear Mr. Pass, 😊

I really enjoyed
😊 having you this year.

I had a great time
😊 and hope to see u soon.

😊 You taught me a lot
😊 and it is very useful.

I hope you have
😊 a good rest of your
😊


life!!!

Kelli Johnson
→

PS.



Whenever I figure
out how to do the
Rubik cube, I will show
you!!



Hi, Mr. Pass

Always,

My Fav. Sub

Jamie Stapp

Really nice care's for us students

Phenomenal is his teaching method



Always understanding.

uh, hmmm... Not the right word

till, you are always in our education

Mr. Pass is the best and most astonishing Sub I have ever had. I got really good grades because he took the time to stay at lunch and help. He is a phenomenal Sub, and person.

were all going to

Dear Mr. Pass,

I don't think you need improvement in your teaching.

You
R
The

Best Math
Teacher Ever.

I liked that this class was very fun & educational. I learned, & had lots of fun. I will be very sad once Mr. Pass leaves. ::(

-Alicia T.

I liked how you made math fun!
Rubicks cubes w/math.

Explained very well and made
little helpful hints to remember
stuff with.

(Get outta my yard.)

Thank You 

Dear Mr. Pass,

I don't have any dislikes with you. I think you're a really fun teacher. I wish you could be our permanent teacher for math. Some of the lessons, you make it fun to learn. I think it's cool, on how fast you can move and fix the rubix cubes.

Sincerely,

Stephanie Ferguson

I have no complaints.
I wish you could
teach us all the
time. You're a
great teacher!

- Austine

Dear Mr Pass,

I liked how you tried to give us funny ways to remember formulas. You were a funny teacher and it was cool how you could do the Rubiks cube.

Best Teacher

4 Math

Hope your teaching career goes well.

Your Favorite

Student!

Shuwablue

Dear Mr. Pass,
This year so far has been so much fun! We reviewed and learned things in a fun matter. It will be sad not to see your colorful ties anymore. I enjoyed watching Dwight beat you in chess, but also enjoyed watching your smartness in Rubicks cube knowledge. Thank you for being the coolest sub I've ever had!!!

Sincerely,
Anonymous =]

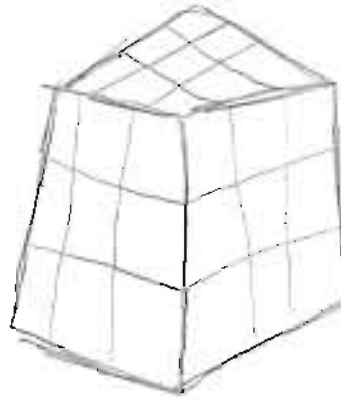
Pros

- Funny Videos
- Notes
- Chess
- Rubicks cube
- Colorful ties

Cons

- Sometimes cranky
- Yelled at Devin =]

I like everything about this class. No improvements are necessary for me. I understand everything.



these things are awesome!

Thanks for being our
teacher! You're an awesome,
spectacular, and very cool
teacher!

P.S. I almost solved it!

- Justin Bates

Thanks for
being my 5th
grade math teacher
Mr Pass and have
a great summer
- Ulises Cordero

Mr. Pass you
one of my favorite
teachers, thank
you for giving
me a good
education, and
I hope you have
a great future
- John Dionisio :)

Hey MR. PAVEN
THANK YOU FOR
YOUR HELP THIS YEAR !!
MY MOM THANKS YOU TOO
SEE YOU NEXT YEAR
- Kenley =)

Section 5

Sample Lesson Plan/ Digital Resources

DAILY PACING PLAN

(50 Minute Period)

8:00 - 8:05	Students complete warm-ups.
8:05 - 8:10	Correct warm-ups.
8:10 - 8:20	Correct and review homework.
8:20 - 8:40	New lesson- Informal assessments embedded in lesson. Very often these are aided by the use of individual whiteboards. (See following lesson plan for detail of a lesson plan. Please note that in this case, Warm-Ups and review are omitted since the following lesson is the first day of Algebra instruction.)
8:40 - 8:47	Independent practice with new topic.
8:47 - 8:50	Remind students what they have learned today, clarify homework (if necessary), and provide students time to gather materials.

Formal Formative Assessments administered every Friday.

Mr. P's Place

Daily Specials

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

12345 Pass Lane
Northridge, CA 12345
Phone: 555.555.5555
Fax: 555.555.5555



Mr. P's Place
www.Mr.Peatsfood.net

We accept Visa, MasterCard, American Express, and Cash.
No Checks

Class Seventh Grade Pre-Algebra or Algebra 1 Period Not Applicable

Unit Variables and Equations/ Getting started with Algebra Date Not Applicable

CA Content Standards Addressed: Number Sense- 1.0 Students know the properties of, and compute with, rational numbers expressed in a variety of forms: 1.2 Add, subtract, multiply, and divide rational numbers (integers, fractions, and terminating decimals) and take positive rational numbers to whole-number powers. Algebra and Functions- 1.0 Students express quantitative relationships by using algebraic terminology, expressions, equations, inequalities, and graphs: 1.4 Use algebraic terminology (e.g., variable, equation, term, coefficient, inequality, expression, constant) correctly.

ELD Standards Addressed: Reading, Word Analysis, Decoding and Word Recognition- Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas.

Student Neurodevelopmental (N-D) strengths/ weaknesses/ affinities and differentiated instruction: This lesson is basic and simple in concept, and also the "real-life" application is so common in everyday life that difficulties for students whom are less advanced are not expected to arise. In my experience, I have had great success with this lesson with past Pre-Algebra and Algebra classes. While the concepts are simple, however, the arithmetic used in the "menu" will begin initially with simple whole numbers and, later in the period, advance to decimals to the "hundredths place" just as the traditional prices in many restaurants do. These problems will challenge and hold the interest of more advanced students.

DIFFERENTIATED INSTRUCTION: Since the main objective of this lesson is to achieve success with using letters to represent numbers for the first time, I will especially focus on one important aspect of the many techniques of differentiated instruction which I employ on a daily basis. This aspect of adjusting instruction for different levels of student understanding and different ways of student learning is that of utilizing the simplest language possible. Instead of using mathematical vocabulary that might confuse or even intimidate some students that do not excel at math, I will use words that are "friendly". For example, in this lesson I will avoid words such as "sum" and "product" when working problems with students in order to focus in on the objective of the day, which is to introduce using letters to represent numbers for the first time. It is extremely important that during this crucial Algebra lesson students that are weak in mathematics experience success and are not become "lost" or "scared away" by any academic language. In addition, this will also help to keep the restaurant theme of the lesson more "real", and applicable to everyday life (most likely restaurant employees would not use words like "product", "sum", or "calculate" at work). Please note that later in the year, of course, mathematical vocabulary will be addressed in great detail, as it is necessary to solve many problems in the subject.

Objectives: Students will be able to solve simple algebraic equations with known variables without difficulty and use the terms Variable and Equation comfortably with a basic understanding of their meaning.

Materials Needed: I would prefer the standard equipment in use in my classroom, which includes an LCD projector connected to my laptop (with the prepared "Algebra Menu" image file loaded onto a Microsoft One Note page) which I can manipulate wirelessly from a writing tablet or an iPad. However, if this is unavailable or fails, an overhead projector, overhead projector markers, overhead projector transparencies, overhead projector transparency prepared for this lesson (optional), Whiteboard, and Whiteboard Markers could also be utilized for the same outcome. Also, small Post-It Notes for all students are needed.

Agenda

1. Warm-Up/ Anticipatory Set #1 (Quick-write)- 5 minutes

As students enter the classroom, the designated place on the board for Daily Warm-Ups will read, "Quick-Write: What is your favorite Food? Why? What is your *least* favorite food? Why? What is your favorite restaurant? Why? What is your favorite cuisine, or type of food (Chinese, Japanese, Barbeque, American, Italian, etc.)? Why? What is your favorite food to eat at home? Can you cook it? What is your favorite breakfast food? What is your favorite lunch? What is your favorite dessert? What are your five favorite candies?"

2. Anticipatory Set #2 (Verbal Introduction)- 2 minutes

"All of you noticed that our warm-up today is not about math. What is it about?" Everyone says, "Food!" "That's right. Today we will be talking about food! Actually, we are going to start our own restaurant! But first, we have to decide what kind of food to cook. Don't worry, though. I'm sure that we'll find some math along the way..."

3. Create Menu- 10-15 minutes

"We are going to vote for the class's favorite food or cuisine." One student will volunteer to be the "recorder" on the board, and after recording all of the different cuisines and/or foods, we will take a "post-it vote" Every student will have a small post-it note on his or her desk at the beginning of class, and when prompted he or she will walk up to the board and place their post-it note next to their favorite food.

At this point, I will bring up the blank menu on the overhead projector that reads "Mr P's Place", and we will begin creating our menu. I will let students call out foods and prices, but be careful to choose only two menu items which share the same first letter. This is very important, as it will allow students to quickly grasp the concept with the first several problems, as well as to create a need to "define variables", which we will see soon in the lesson.

4. Interactive Direct Instruction with some Independent Practice- 25 minutes

"Let's say that we found a great place for our restaurant. The front is painted, the inside is decorated, and everything is ready to go! People have been waiting for the restaurant to open, and 7,000 people were lined up outside and waited all night until you opened your doors. Unfortunately, there is one little problem. Our waiter was in such a rush that he didn't have time to write the orders out!!! You were the cashier, and your job was to total up the customer's check. Let's see if you could figure out the first order. The waiter handed you a piece of paper that said: "h+f". "Raise your hand when you've figured this out..." When many of the students have an answer, I will ask the entire class, "What is

the answer?" Then, I will begin questioning a student that was confident with the answer. "What do you mean? How did you know that? Oh! The 'h' must stand for 'hamburger' and the 'f' must stand for 'fries'. That's easy! And now we have a full equation! Everyone write that word down. 'Equation'. That means that we have something on both sides of the equal sign. Let's move on to the second order." It will be similar to the first. ***"Learning Math is so important! We couldn't run our restaurant without it!"***

At this point, I will write out ten problems for students to practice. They will be just as simple, with two items being added together.

"Believe it or not, you are all doing Algebra already!!! You may have heard that Algebra is hard, but this is basically all that Algebra is! Using a letter to represent a number!

"These problems are pretty easy. Besides, people won't only order two things, right? What if..." We will now continue the lesson with longer addition problems, and on the second problem I will use the letter which is repeated and could represent two items. If a student gives one answer, I will give the other and argue that mine is correct! In my experience, the class will not allow me to move on to the next problem! "Hey wait a second!!! What is 's'?????" "Aha!!!! That's what we have to do- I'll tell you what it's called in a second. For now let's say that 's' stands for a small soda..." After we finish the arithmetic I will say, "We couldn't finish the problem without deciding what 's' was. The cashier would have to ask the waiter what he meant! Joey, what are these called? Anna, what are these called? Everyone say variable. Good! A letter that stands for a number is called a variable" "What is that thing you look up words in? "A dictionary!" "What we did was called 'define the variable'. Everyone write that down: 'define the variable'. We always need to define our variables. Next- something a little different, but no tricks this time... '3f+h='. Who can tell me what that means? Right! It means that someone ordered three french fries! Still easy??? I know! Algebra is easy! You're already doing it!" As time permits, I will continue with other problems along the same lines, and possibly begin to combine like terms.

DIFFERENTIATED INSTRUCTION: Since the main objective of this lesson is to achieve success with using letters to represent numbers for the first time, I will especially focus on one important aspect of the many techniques of differentiated instruction which I employ on a daily basis. This aspect of adjusting instruction for different levels of student understanding and different ways of student learning is that of utilizing the simplest language possible. Instead of using mathematical vocabulary that might confuse or even intimidate some students that do not excel at math, I will use words that are "friendly". For example, in this lesson I will avoid words such as "sum" and "product" when working problems with students in order to focus in on the objective of the day, which is to introduce using letters to represent numbers for the first time. It is extremely important that during this crucial Algebra lesson students that are weak in mathematics experience success and are not become "lost" or "scared away" by any academic language. In addition, this will also help to keep the restaurant theme of the lesson more "real", and applicable to everyday life (most likely restaurant employees would not use words like "product", "sum", or "calculate" at work). Later in the year, of course, mathematical vocabulary will be addressed, as it is necessary to solve many problems.

5. Independent practice-
15 minutes

"Now let's come up with some more problems- er, customer orders..." We will come up with ten orders to complete independently for classwork.

6. Review and assigning of
Homework- 5 minutes

"Today we have learned how Algebra uses letters to stand for numbers, and how we can write out math problems using these letters. We have also learned two new vocabulary words: 'variable' and 'equation'. The homework assignment will include more of the same kinds of problems we worked on from the same menu that we created in class." At this point I will create 10-15 problems and adjust their difficulty to the level of understanding exhibited by students during the lesson.

How Pupil Learning is Assessed and Analyzed: Students will be required to take notes during the presentation and keep these in their notebook under the "notes" section. I will visually check if students are taking notes. I have left time throughout the lesson to walk around the room and see if students are on the right track. If, at any point, I sense that the material is not being understood, I will attempt to explain the lesson in a different way, and possibly ask, "does anyone have any questions?" The independent work will also be collected and graded.

Extra Practice for Quiz on November 15, 2013

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Solve each equation.

$$1) \frac{1}{2}x - \frac{8}{5} - \frac{17}{6}x = -\frac{52}{15}$$

$$2) \frac{17}{6}a + \frac{1}{2} - \frac{23}{6}a = \frac{13}{6}$$

$$\frac{5}{5} \cdot \frac{1}{2}x - \frac{3}{3} \cdot \frac{8}{5} = -\frac{52}{15}$$

$$\frac{3}{6}x - \frac{17}{6}x = -\frac{147}{6}x$$

$$\left(-\frac{35}{15}x - \frac{24}{15} \right) = \left(-\frac{52}{15} \right) \quad \text{(all terms multiplied by 15 to "clear the fractions")}$$

$$-35x - 24 = -52$$

$$+24 \quad +24$$

$$-35x = -28$$

$$-35 \quad -35 \quad 5$$

$$x = \frac{4}{5}$$

$$5) -\frac{3}{2}p - \frac{5}{3}p = -\frac{13}{3} - 1\frac{1}{2}p$$

$$-\frac{19}{6}p = -\frac{13}{3} - \frac{3}{2}p$$

$$-\frac{19}{6}p = -\frac{26}{6} - \frac{9}{6}p$$

(all terms multiplied by 6
to "clear the fractions")

$$6) -\frac{9}{5}n + \frac{7}{4} = -2n + \frac{33}{20}$$

$$-\frac{9}{6}p - \frac{10}{6}p = -\frac{19}{6}p$$

$$7) -\frac{5}{2}m - \frac{7}{3}m = \frac{1}{4}m + 1 - \frac{5}{4}m + \frac{103}{12}$$

$$12 \left(-\frac{30}{12}m - \frac{28}{12}m \right) = \left(\frac{3}{12}m + \frac{12}{12} - \frac{15}{12}m \right) \quad \text{(all terms multiplied by 12 to "clear the fractions")}$$

$$-30m - 28m = 3m + 12 - 15m + 103$$

$$-58m = -12m + 115$$

$$+12m \quad +12m$$

$$-46m = 115 - 5$$

$$-46 \quad -46 \quad 2$$

$$\begin{array}{r} 1 \\ 23 \\ \times 5 \\ \hline 115 \end{array}$$

$$m = -\frac{5}{2}$$

$$8) \frac{43}{5} + \frac{1}{4}x = -\frac{5}{3}x + 4$$

2.6 Mixture Problems

Prentice Hall Algebra

Extra Practice

Page 99



Type	Amount (Pounds)	Cost Per Pound ("1 pound cost")	Total Cost
Almonds? Peanuts?	x	\times \$2.95	$=$ \$2.95 x
Cashews	$80 - x$	\times \$7.95	$=$ \$7.95 $(80 - x)$
Mixture	80	\times \$6.50	$=$ \$6.50 (80)

$$2.95x + 7.95(80 - x) = 6.50(80)$$

**23.2 pounds of Almonds/Peanuts
and 56.8 pounds of Cashews**



Type	Amount of Solution (Liters)	% Chlorine of the Solution	Total Amount of Chlorine
30% Solution	x	\times 30%	$=$ $.3x$
60% Solution	$120 - x$	\times 60%	$=$ $.6(120 - x)$
Mixture (40% Solution)	120	\times 40%	$=$ $.4(120)$

$$.3x + .6(120 - x) = .4(120)$$

**80 liters of the 30% Solution
(and 40 liters of the 60% Solution)**

#3

Type	Amount (Pounds)	Cost Per Pound ("1 pound cost")	Total Cost
Cranberries	12	\$4.99	\$4.99 (12)
Blueberries	18	x	18x
Mixture	30	\$8.98	\$8.98 (30)

$$4.99(12) + 18x = 8.98(30)$$

Blueberries cost \$11.64 per pound

#4

Type	Amount (Ounces)	Cost Per Pound ("1 ounce cost")	Total Cost
Tea 1	x	\$3.99	\$3.99 x
Tea 2	32 - x	\$8.99	\$8.99 (32 - x)
Mixture	32	\$5.99	\$5.99 (32)

$$3.99x + 8.99(32 - x) = 5.99(32)$$

19.2 ounces of the \$3.99 tea

Due Wednesday, November 6, 2013. Please show your work.

Date _____

Solve each equation.

1) $|n - 20| = 11$

2) $|26r| = 494$

$$\begin{array}{l} \cancel{n-20} = 11 \quad \text{or} \quad \cancel{n-20} = -11 \\ +20 \quad +20 \qquad \qquad +20 \quad +20 \\ n = 31 \quad \text{or} \quad n = 9 \end{array}$$

\therefore solution set: $\{31, 9\}$

3) $|a + 28| = 4$

4) $\left|\frac{n}{16}\right| = 13$

$$\begin{array}{l} \cancel{a+28} = 4 \quad \text{or} \quad \cancel{a+28} = -4 \\ -28 \quad -28 \qquad \qquad -28 \quad -28 \\ a = -24 \quad \text{or} \quad a = -32 \end{array}$$

\therefore solution set: $\{-24, -32\}$

5) $|-38x| = 988$

6) $|-9 + p| = 45$

$$\frac{\cancel{-38x} = 988}{\cancel{-38} \quad \cancel{-38}} \quad \text{or} \quad \frac{\cancel{-38x} = -988}{\cancel{-38} \quad \cancel{-38}}$$

$$x = -26 \quad \text{or} \quad x = 26$$

\therefore solution set: $\{-26, 26\}$

7) $|n - 36| = 4$

$$\begin{array}{l} n - 36 = 4 \text{ or } n - 36 = -4 \\ +36 \quad +36 \qquad \qquad +36 \quad +36 \\ n = 40 \text{ or } n = 32 \end{array}$$

$$\therefore \text{Solution Set: } \{40, 32\}$$

8) $\left|\frac{n}{5}\right| = 15$

9) $\left|\frac{x}{16}\right| = 15$

10) $|x + 8| = 6$

$$\cancel{16} \frac{x}{\cancel{16}} = 15 \cdot 16 \text{ or } \cancel{16} \frac{x}{\cancel{16}} = -15 \cdot 16$$

$$x = 240 \text{ or } x = -240$$

$$\therefore \text{Solution Set: } \{240, -240\}$$

11) $|k + 28| = 38$

12) $|21v| = 630$

$$\begin{array}{l} k + 28 = 38 \text{ or } k + 28 = -38 \\ -28 \quad -28 \qquad \qquad -28 \quad -28 \end{array}$$

$$k = 10 \text{ or } k = -66$$

$$\therefore \text{Solution Set: } \{10, -66\}$$



Section 6
Sample Course Syllabus

Wilson Middle School
Algebra and Pre-Algebra

Mr. Pass

Welcome to Mr. Pass's Algebra and Pre-Algebra classroom at Wilson Middle School. Algebra is about finding an “unknown” and about putting real life problems into equations to solve them. It is intended to build a foundation for all higher math classes. This course will review algebraic expressions, integers, and mathematical properties that will lead into working with variables and linear equations. I am committed to working with students to help them understand Algebra and discover its balance and its beauty.

Dear Parents/Guardians:

As your child’s teacher, I want to do everything possible to ensure that your son/daughter enjoys a successful experience in 8th grade Algebra. Many parents ask me how they may assist their children in this endeavor. The following information should prove helpful to both parents and students.

→ Please help your children to finish their homework assignments every day. Since this course is extremely short, there will be homework on the weekends.

→ If there are any questions, write them down so they are ready for me in the morning! Please be specific. Which steps are confusing? Does the answer not seem right? Is there trouble getting started?

→ Note that, if all else fails, looking up problems on the internet can be extremely helpful, not to copy them of course, but to learn how to complete them.

A. Content and goals:

The student enrolled in this course should demonstrate a mastery of a thorough understanding of the 7th Grade Mathematics Content Standards for California Public Schools located at <http://www.cde.ca.gov/be/st/ss/documents/mathstandards.pdf>

B. Supplies needed in class every day:

1. Two (2) pencils (required)
2. Composition Notebook (required)
3. Lined paper for 5-minute warm-up and homework (required)
4. Graph Paper (required)
5. Eraser (optional)

C. Marking Policy: Tests and Quizzes will be based on percentages. It is also the basis of the overall grades.

90 – 100%= A

80 – 89% = B

70 – 79% = C

60 – 69% = D

0 – 59% = F

Homework = 20%

Quizzes/Tests = 55%

Homework Quizzes = 20%

Notebook (Notes/Warm-ups/Classroom Assignments) = 5%

D. Work Habits Policies

1. Class work will be assigned daily.
2. Homework will be assigned four (4) times per week, mostly on Monday, Tuesday, Wednesday, and Thursday.
3. Incomplete work will not be accepted.
4. Full First and Last Name (no abbreviations), date, and period must be written in the upper right hand corner of all assignments.
5. All necessary work must be neatly shown in and assignment title must be written on the top of the page.
6. Work must be turned in on time. Parents will be contacted at every incidence of late or incomplete work and chronic issues will be dealt with on an individual basis.
7. When absent, the student is responsible for picking up make-up classwork on the day s/he returns.
8. Students must be in their seat when the bell begins to ring to avoid tardiness.
9. Each student is responsible for keeping his/her desk and the area around it clean.
10. Students must bring required supplies to class every day.

Please note that students who do not pass a test, earning a score of 69% or below, will have the opportunity to retake the test and improve their score up to a 70%. The test retakes will take place before school, at lunch, or after school. This policy does not apply to Quizzes or Homework Quizzes.

Homework

Homework will be assigned Monday through Thursday to allow students to explore and practice what they are learning. Unless otherwise specified, homework will be due at the beginning of the period the following school day.

Students must:

- Complete all problems on the assignment. Incomplete work will not be accepted and will receive no credit until it is completed. Students must solve problems as far as they can if they get stuck on a problem. I am not looking for perfection on their homework, I am looking for effort. I always encourage students to try! “You might be right!” Using notes and possibly the textbook

to try to make sense of the material when having any difficulty is very important. "Do your best, and come to class with questions."

- Show all calculations and work, even if they do it in their heads or on a calculator. They will also need to include this work on their Homework Quizzes.
- Review the textbook discussion of new topics and class notes prior to beginning their homework assignment.
- Be proactive about creating study groups, using outside resources such as dictionaries and websites, and discussing problems with each other (not copying answers, but discussing solution methods) and with me. Any and all of these strategies can help students understand more thoroughly the concepts we will be studying.

Homework Check Policy

- ✓ Students should check all odd homework questions in the back of the book before coming to class.
- ✓ Homework will be checked in class. Students might be asked to explain their process, so must be prepared with their worked-out solutions!
- ✓ Students should ask for clarification on any problems that were incorrect or did not understand. During the homework review they should correct any wrong answers and include the correct method for solving the problem.

Personal Effort

It is very important that students review their notes and homework frequently! This is especially true when homework has a purpose. Most homework has one or more of the following aims:

- Practice reinforces the learning of material already presented in class and helps them to master specific skills.
- Extension or elaboration involves the transfer of previously learned skills to new situations.
- Integration asks students to apply skills and concepts to produce a single product

I ask that students please keep the following points in mind:

- ✓ When I worry "I can't do it," I will tell myself, "I can do it, and I just need to figure it out."
- ✓ I can always ask for help.
- ✓ I will bring a positive attitude and a smile to class.

Extra Assistance: If students are struggling with a section or concept, they are encouraged to stay after school and get additional help. They should me as soon as

they are aware of a problem and talk to me about arranging a time for help. I am always available for questions right before and right after school in the Math room.

Mr. Pass's "Pet Peeves"

- ☹ Copying someone else's work
- ☹ Not trying
- ☹ Coming to class without materials
- ☹ Forgetting to make up work when after an absence
- ☹ Copying someone else's work
- ☹ Asking to leave class to go to the bathroom
- ☹ Wasting class time
- ☹ Copying someone else's work
- ☹ Making fun of other students or teachers
- ☹ Copying someone else's work

E. Cooperation Standards:

All Wilson Middle School rules will be enforced

Also observe the following classroom rules:

In order to be successful...

- Be prompt.
 - Be ready to learn when the class begins.
- Be prepared.
 - Have materials with you and know the due dates.
- Be a polite and positive participant.
 - Use your "six-inch" voice when working in groups and listen attentively.
- Be productive.
 - Turn in work on time and always do your best.
- Be a problem solver.
 - Try, try, and try again.

Sincerely,

Mr. Pass



Section 7
Student Work

Chapter 3 Part 1 Quiz

November 15, 2011

21 1/2 / 23

Solve each equation.

1) $1 = \frac{7+x}{-6}$

$-6 = 7+x$
 $-13 = x$ C

2) $-4 + 4x = -60$

$4x = -56$
 $x = -14$ C

3) $131 = -9 - 10v$

$140 = -10v$
 $-12 = v$ X
 $140 \div 10?$

4) $\frac{p}{7} + 4 = 6$

$\frac{p}{7} = 2$
 $p = 14$ C

5) $|-40 + b| = 4$

$-40 + b = -4$
 $b = 44$ or $b = 36$ C C

6) $|x + 14| = 7$

$x + 14 = -7$
 $x = -7$ or $x = -21$ C C

7) $\left|\frac{m}{5}\right| = 10$

$\frac{m}{5} = -10$
 $m = 50$ or $m = -50$ C C

8) $|-8p| = 168$

$-8p = -168$
 $p = -21$ or $p = 21$ C C

$$9) 12 + 8|x-4| = 100$$

$$\frac{8|x-4|}{8} = \frac{88}{8}$$

$$x-4 = 11 \quad x-4 = -11$$

$$x = 15 \text{ or } x = -7$$

excellent!!!!

$$11) 10(14n - 31) = 38n + 200$$

$$140n - 310 = 38n + 200$$

$$140n = 38n + 510$$

$$102n = 510$$

$$h = 5$$

$$10) a - 91 = 14a - 169$$

$$a = 14a - 78$$

$$-13a = -78$$

$$a = 6$$

$$\begin{array}{r} 527 \\ 15 \\ \hline 512 \end{array}$$

$$12) -2(m-7) = -7(m-12)$$

$$-2m + 14 = -7m + 84$$

$$-2m = -7m + 70$$

$$5m = 70$$

$$m = 14$$

$$\frac{1}{4} \frac{9}{6} \frac{9}{18}$$

$$\frac{1}{1}$$

$$13) -2(-8m-8) - 4(1+5m) = -4m+4m$$

$$16m + 16 - 4 - 20m = -4m + 4m$$

$$16m + 12 - 20m = -4m + 4m$$

$$16m + 12 - 20m = 0$$

$$16m - 20m = -12$$

$$-4m = -12$$

$$m = 3$$

$$14) -\frac{1}{4}x + x = \frac{9}{8}$$

$$\frac{3}{4}x = \frac{9}{8}$$

$$\frac{6}{8}x = \frac{9}{8}$$

$$6x = 9$$

$$x = \frac{9}{6}$$

$$\frac{1}{4} \frac{4}{4} \frac{3}{4}$$

$$\frac{3}{2}$$

→ Needed to subtract

$$16) \frac{5}{2} \left(-\frac{10}{3}x + \frac{1}{2} \right) - \frac{7}{3}x = \frac{527}{12}$$

$$-\frac{50}{6}x + \frac{5}{4} - \frac{7}{3}x = \frac{527}{12}$$

$$-\frac{100}{12}x + \frac{15}{12} - \frac{28}{12}x = \frac{527}{12}$$

$$-100x + 15 - 28x = 527$$

$$-128x - 15 = 527$$

$$-128x = 542$$

15 on both sides

(527-15=512)

~~12~~ 12

$$x = -\frac{542}{128} = \frac{271}{64}$$

$$15) \frac{1}{2}n - \frac{5}{4}n = -\frac{37}{10} - 2\frac{3}{5}n \frac{13}{5}$$

$$\frac{20}{40}n - \frac{50}{40}n = -\frac{148}{40} - \frac{104}{40}n$$

$$20n - 50n = -148 - 104n$$

$$-30n = -148 - 104n$$

$$74n = -148$$

$$h = -2$$

17) Adam rented a bike from Mary's Bikes. It cost \$16 plus \$2 per hour. If Adam paid \$24, then he rented the bike for how many hours?

$$4 \text{ hours}$$

18) For a field trip 16 students rode in cars and the rest filled four buses. How many students were in each bus if 100 students were on the trip?

$$\frac{100}{84}$$

$$21 \text{ Students}$$

What I liked most about
this class is the visual
vocabulary! ♡ ☺

Mixture Problems



\$4 per lb. Bananas \$1 per lb. Oranges \$8 per lb. Apples \$5 per basket Strawberries \$3 per lb. Pears \$3 per lb. Grapes \$3 per lb. Lemons

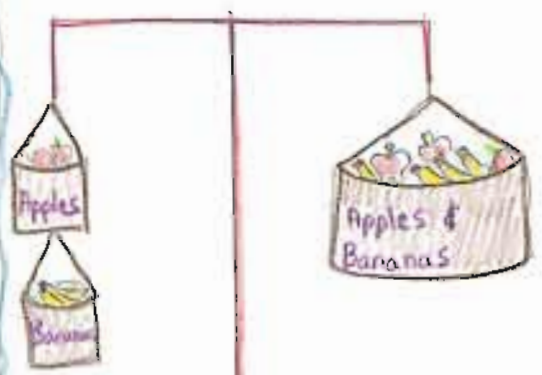


* Specials *

objects	lb's	# per lb	Cost
Apples	a	\$8	$8a$
Bananas	$10-a$	\$4	$4(10-a)$
Mix.:	10	\$6	$6(10)$

How many pounds of each fruit should you use to make a 10lb mix. that costs \$6 per pound?

$$\begin{aligned}
 8a + 4(10-a) &= 6(10) \\
 8a + 40 - 4a &= 6(10) \\
 4a + 40 - 40 &= 60 - 40 \\
 \frac{4a}{4} &= \frac{20}{4} \\
 a &= 5 \\
 b &= 10 - a \\
 b &= 10 - (5) \\
 b &= 5
 \end{aligned}$$



Apples = 5 lbs ; bananas = 5lbs

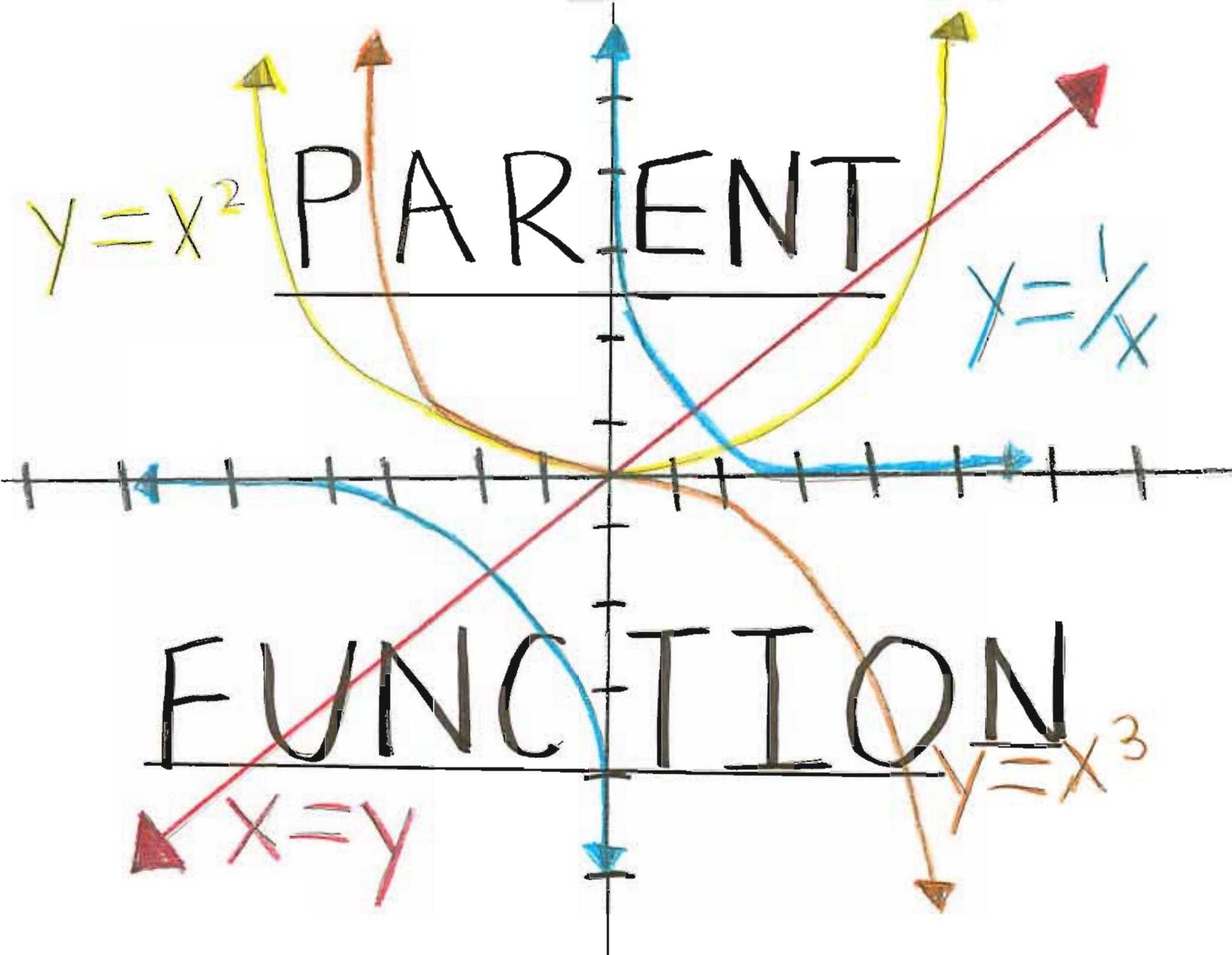
$y = x^2$ PARENT

$x = \frac{1}{x}$

FUNCTION

$x = y$

$y = x^3$

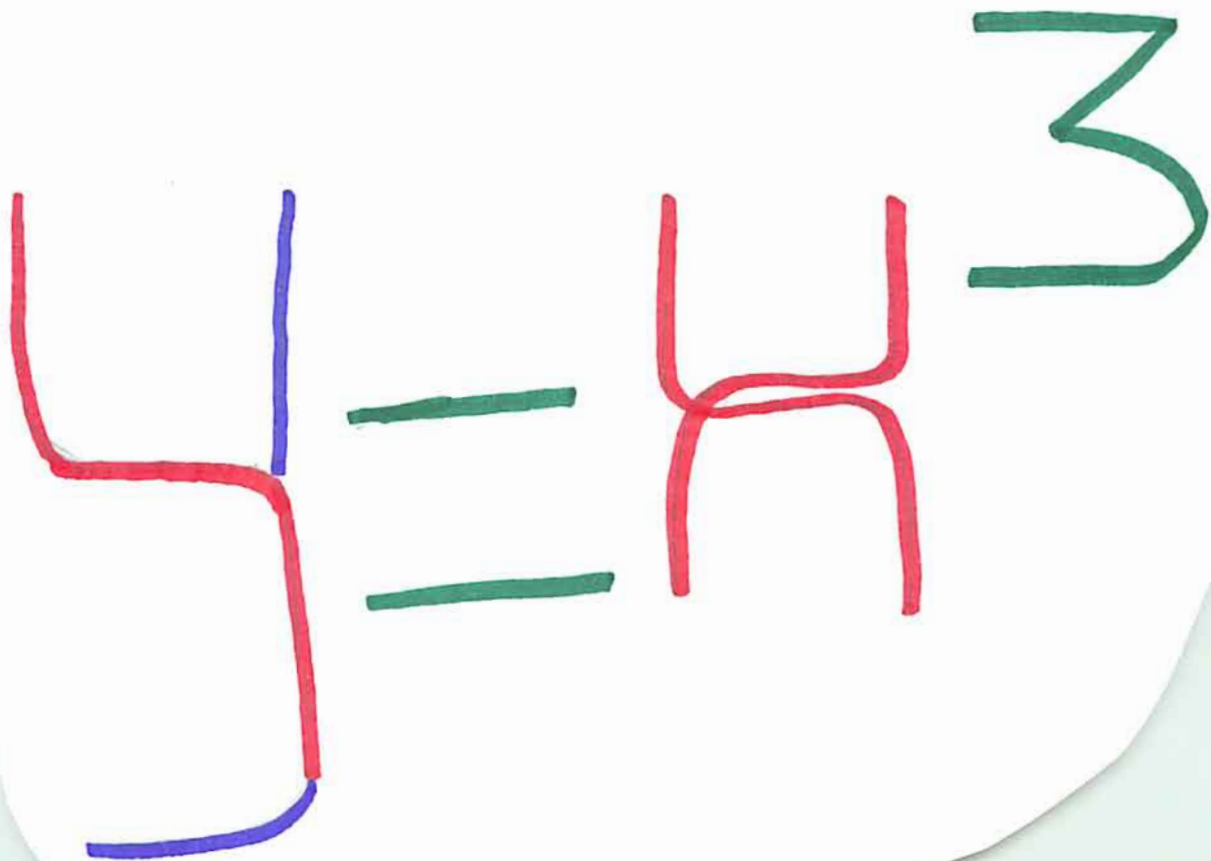


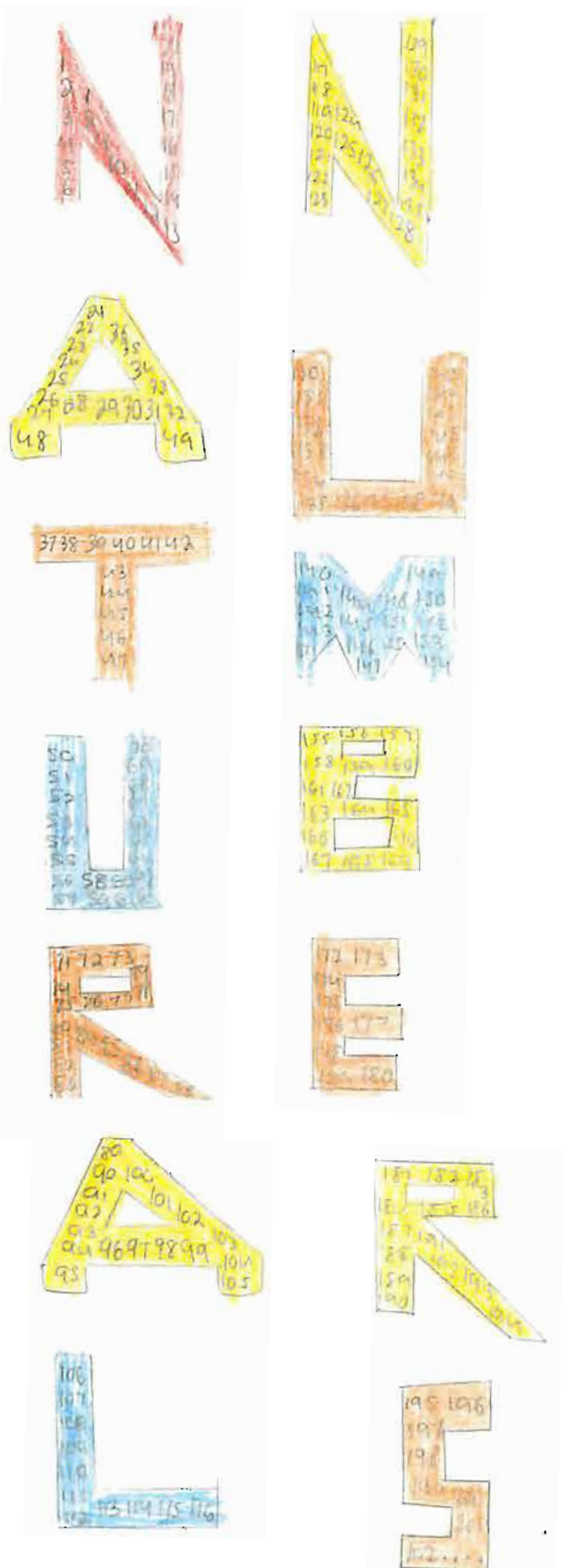
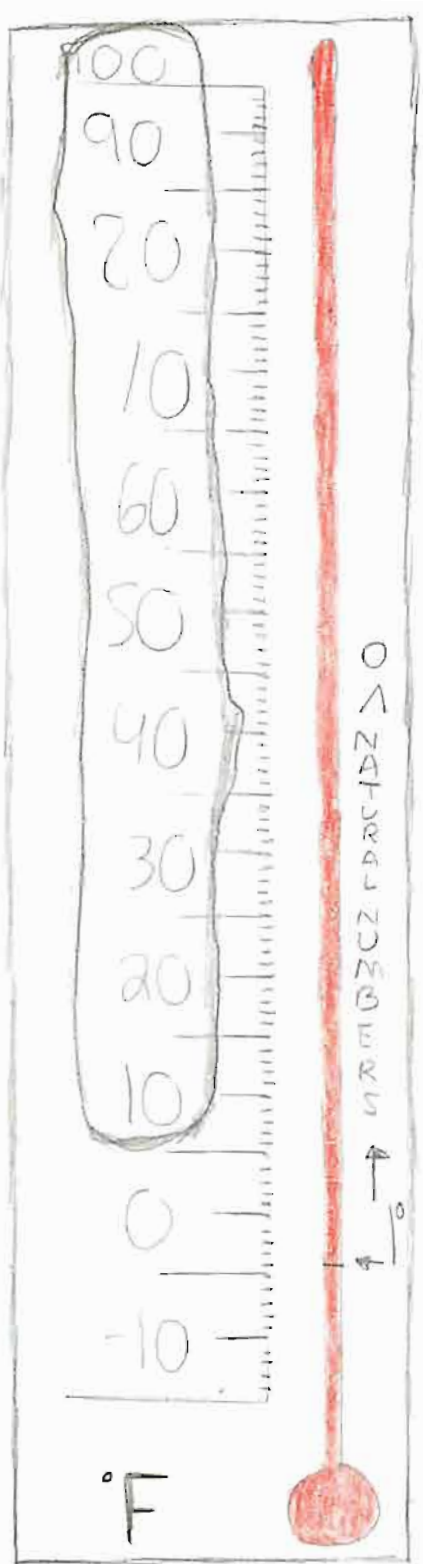


Cubic
Function

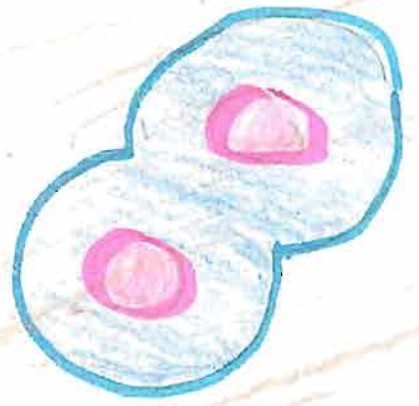
$$y = x^3$$

Cubic Function

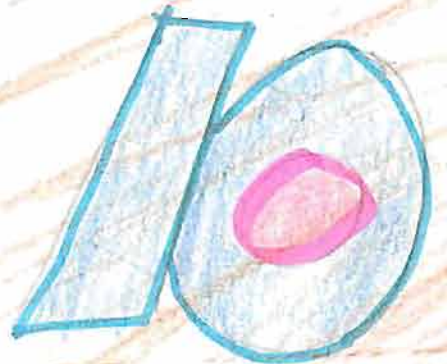
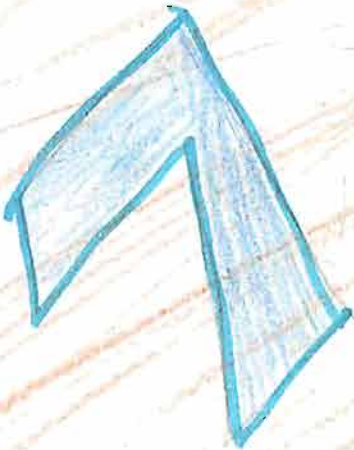
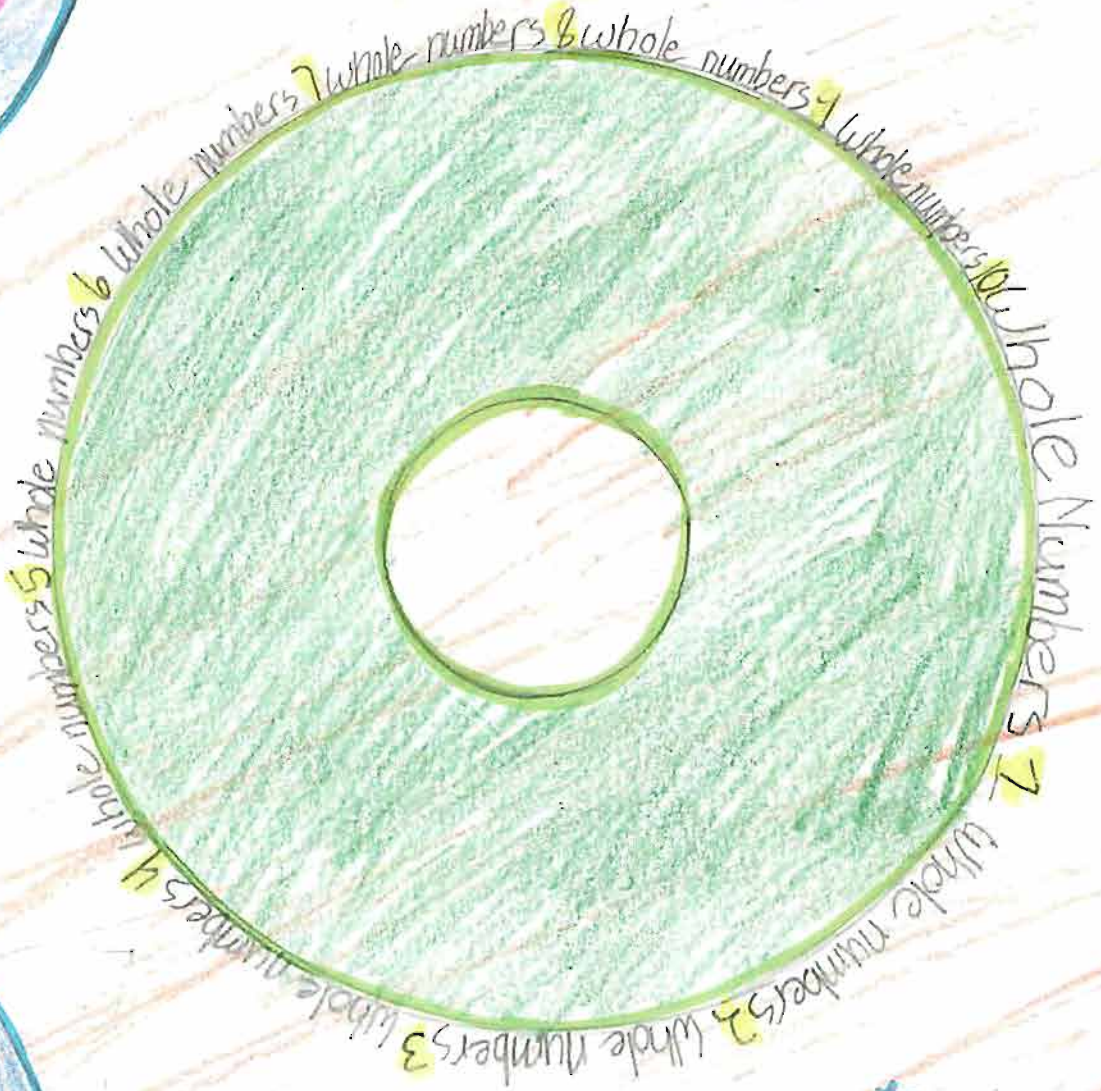




Whole

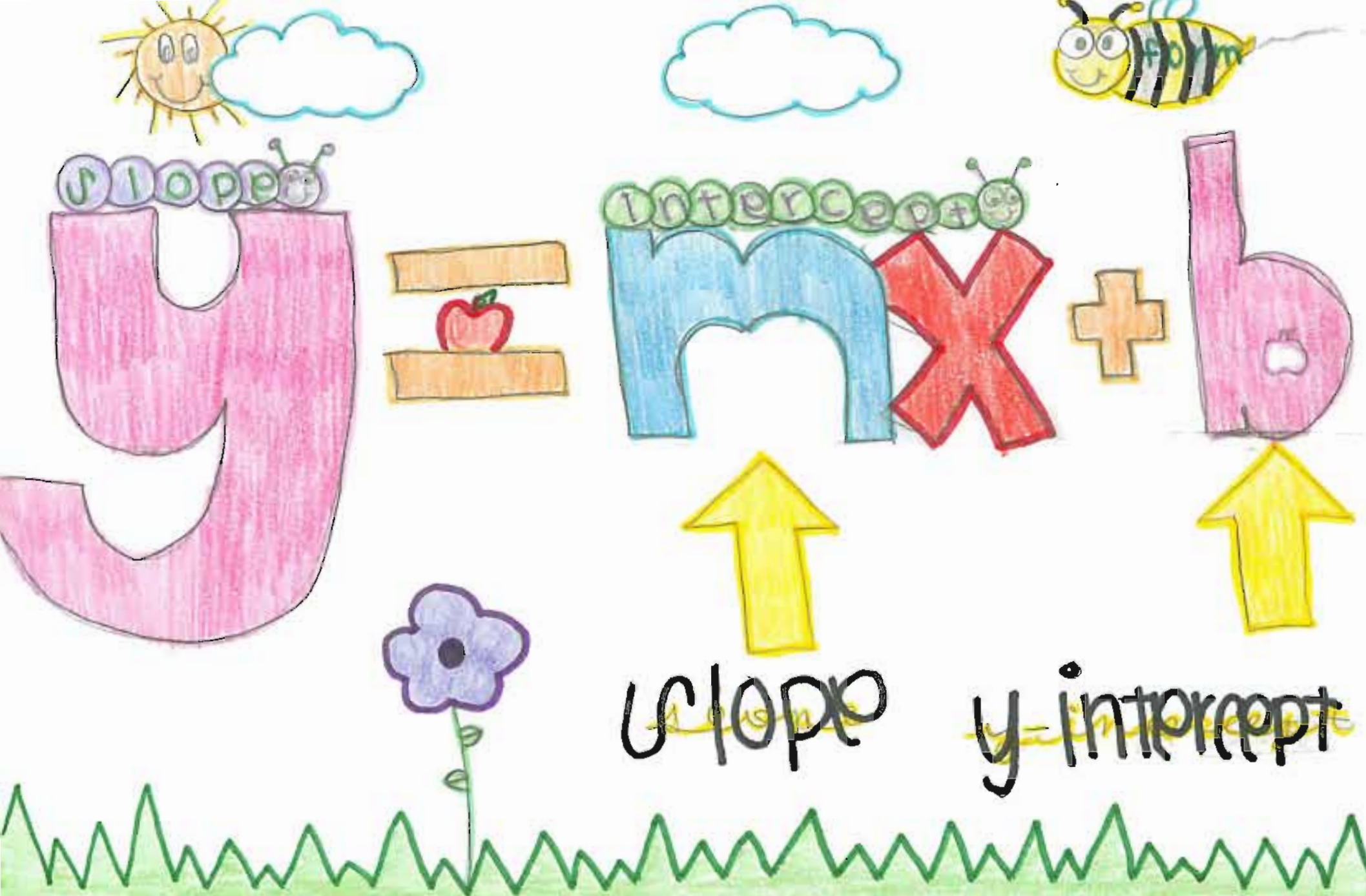


Numbers



Transversal





slope

y-intercept

Slope-intercept form: a linear equation of a nonvertical line written as $y = mx + b$.

Order of Operations

{ [(P)] }

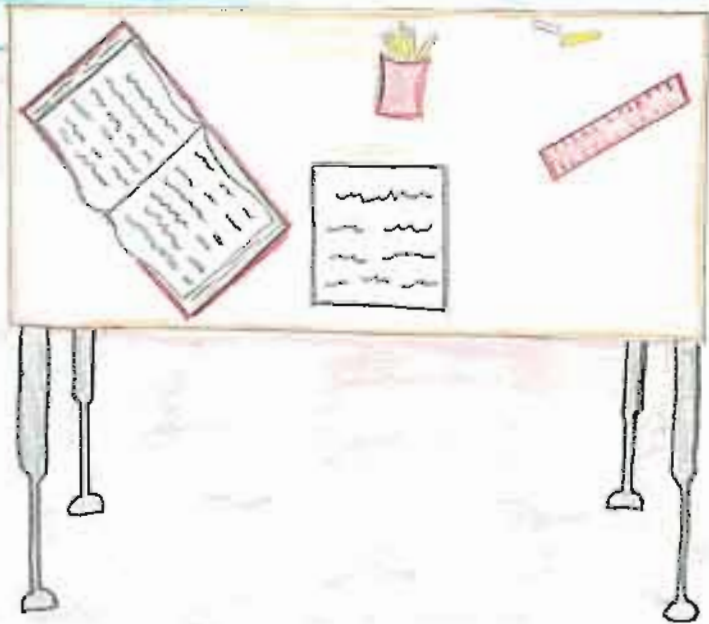
E^{xponent}

M^x D[/]

A⁺ S⁻

Mr. Einstein's
Math Hall

e.g.
 $6 - (2 \cdot 2) + 2^2$
 $6 - 4 + 4$
 $2 + 4 =$
6



Percent of Change



It changed

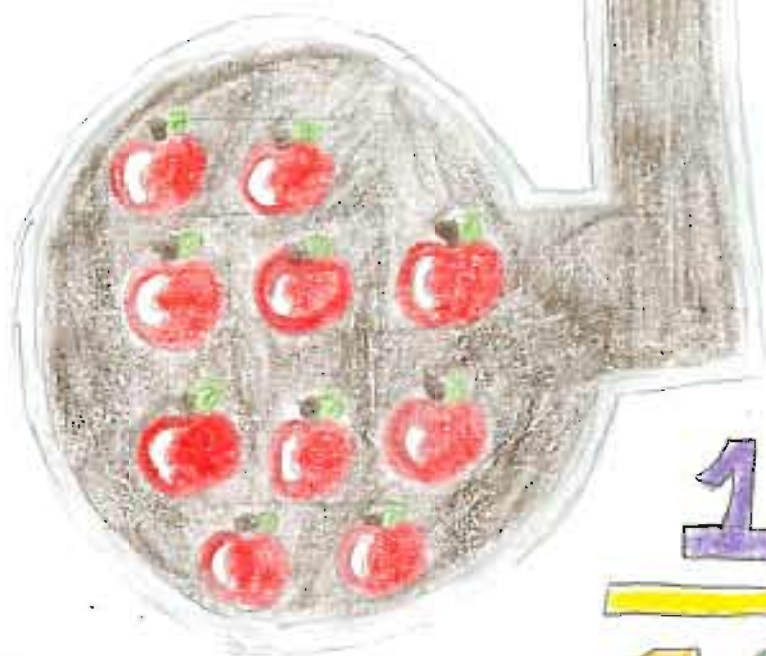


10%

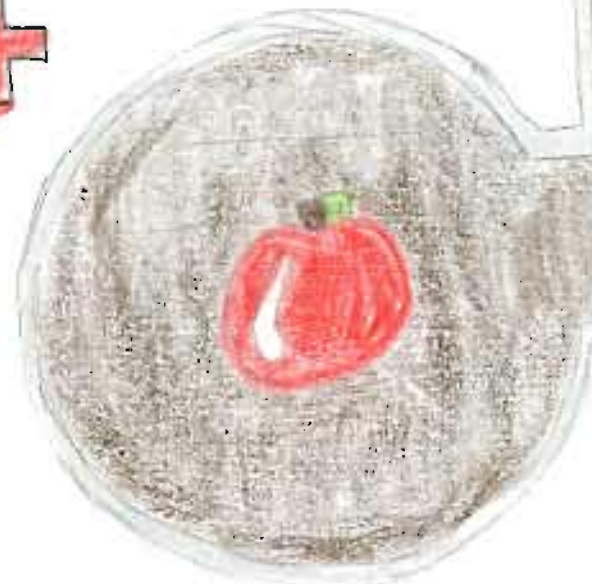


+

= 11
lbs



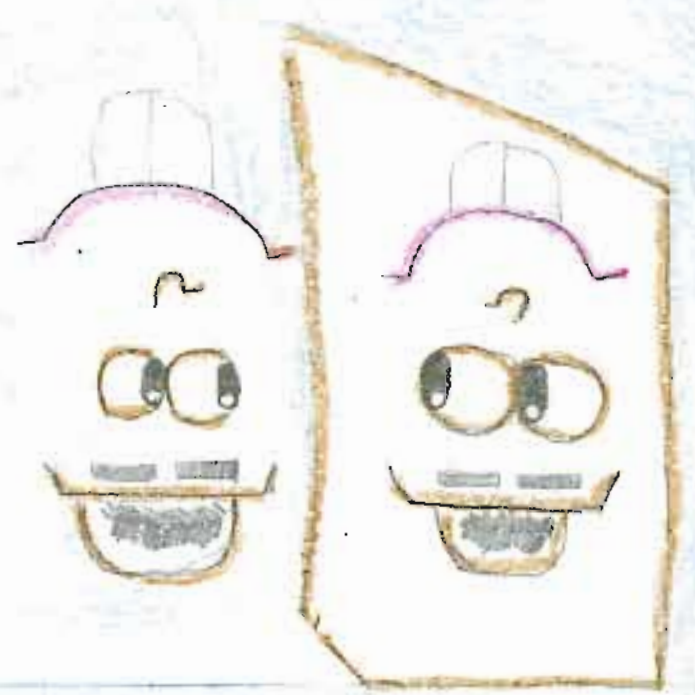
$\frac{1}{10}$



The Ratio Amount of change to the original amount.







Reflection

Unit Rate

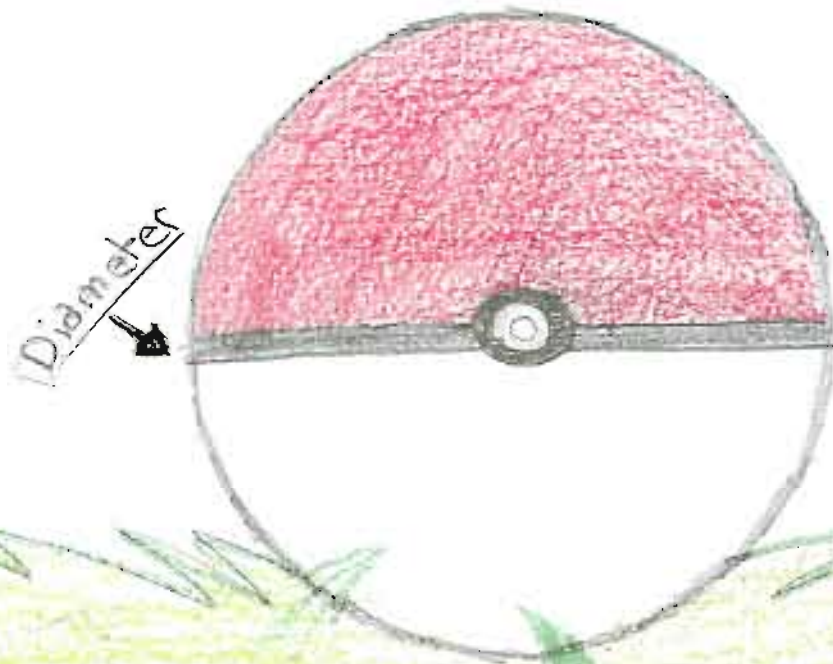
$\frac{65 \text{ miles}}{1 \text{ hour}}$
Speed Limit



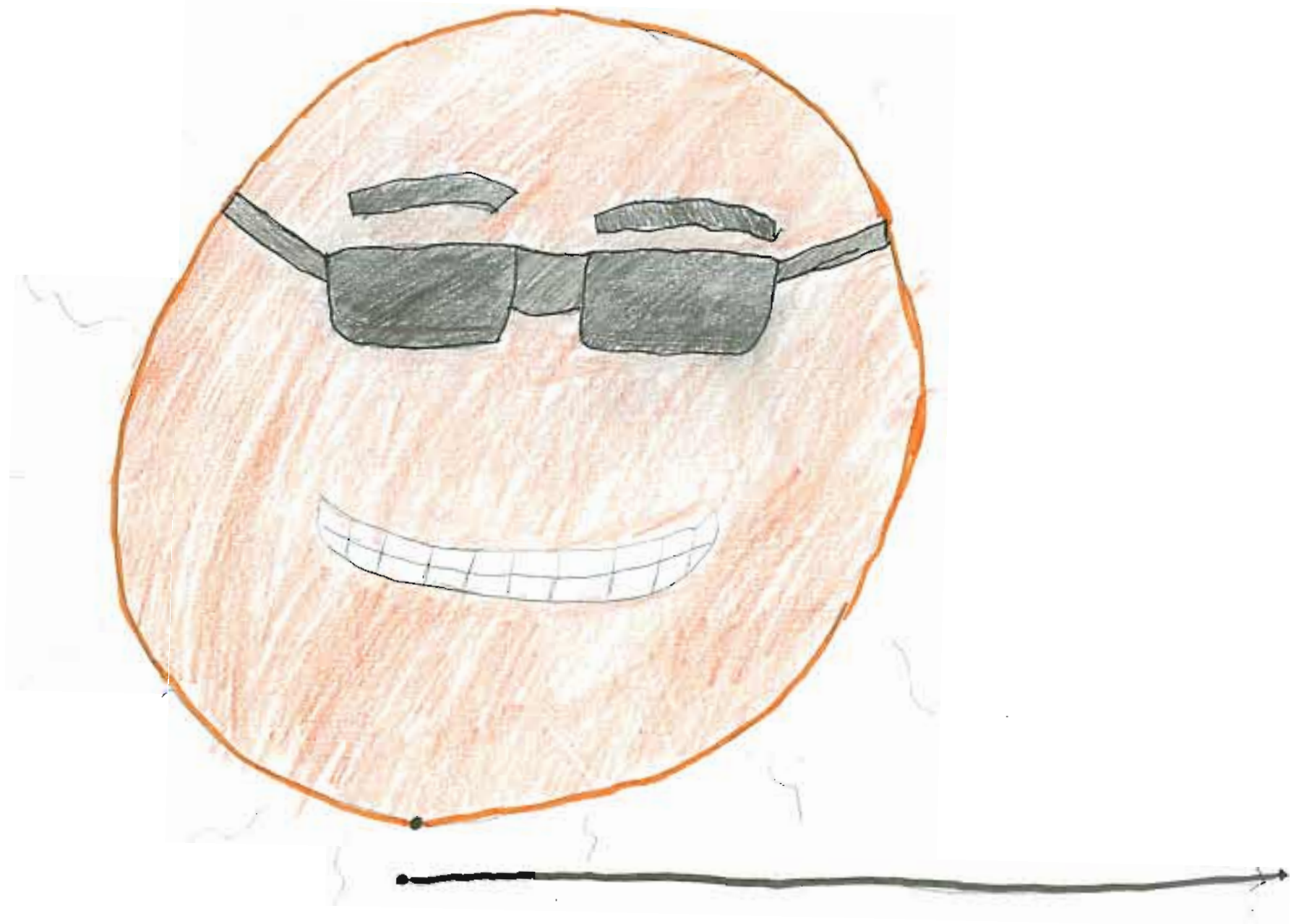
Section



A region enclosed by two radii and the arc joining their endpoints



Circumference of the Sun

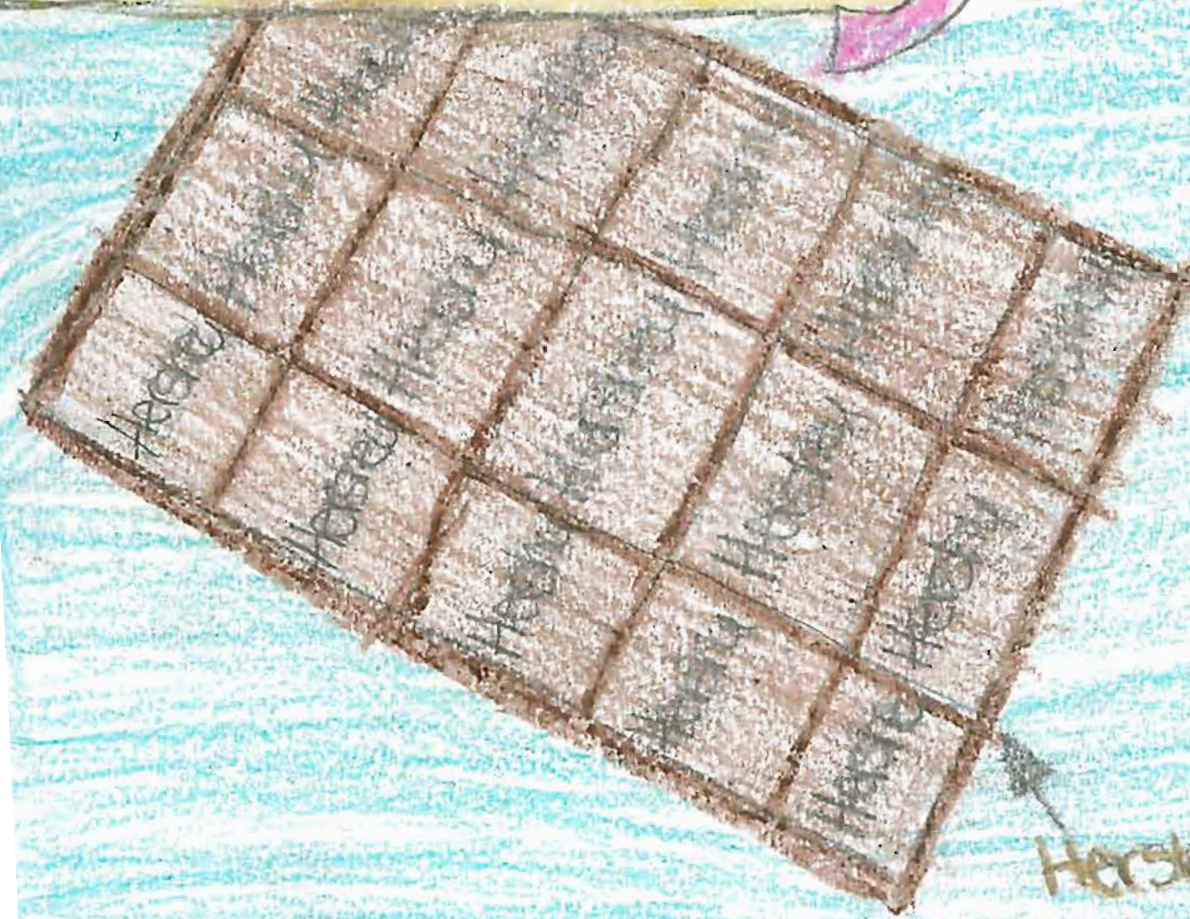


$$a + b + c = a \cdot b + a \cdot c$$

Handwritten annotations and arrows:

- A blue arrow points from the first 'a' to the 'a' in the product term 'a · b'.
- A green arrow points from the first 'b' to the 'b' in the product term 'a · b'.
- A blue arrow points from the first 'c' to the 'c' in the product term 'a · c'.
- Vertical text 'd' is written above the first 'b'.
- Vertical text 'e' is written below the first 'b'.
- Vertical text 'p' is written above the first 'c'.
- Vertical text 'y' is written below the first 'c'.

Rectangle



Hershey's
Chocolate
Bar

Definition

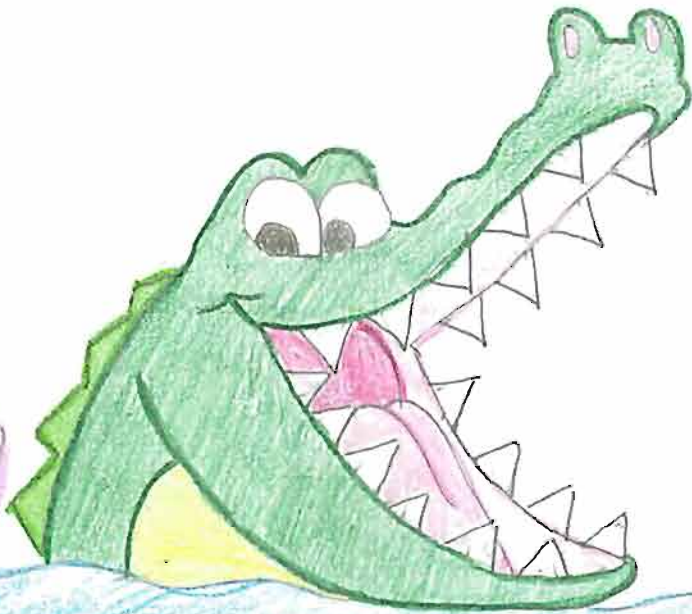
rectangle = A parallelogram with four right angles.

Inequality

$a < b$
less than

$a > b$
greater than

$a = b$
equal to



Excellent! Very Neat and Organized!

Tonyca Beatty
Math
Per. 4 TB
9-13-10

Work for Ch 1-1 pg 6-7

4) The product of 15 and c

$$15c$$

6) The quotient of 17 and k

$$17 \div k$$

7) 23 less than x

$$x - 23$$

11) 9 minus a number

$$9 - n$$

14) The sum of 13 and twice a number.

$$13 + 2n$$

16) The quotient of 11 and a number

$$11 \div s$$

17) The total cost is the number of cans times \$.70.

$$x = \$.70n$$

18) The perimeter of a square equals 4 times the length of a side.

$$4s$$

20) How many slices are left from an 8-slice pizza after you have eaten some.

$$8 - e$$

21)

1	13
2	26
3	39
4	52

$$13n$$

22)

1	8.50
2	17.00
3	25.50
4	34.00

$$8.5n$$

24)

4	\$32
6	\$48
8	\$64
10	\$80

$$8n$$

27) 9.85 less than the product of 37 and t.

$$37t - 9.85$$

30) 7 minus the product of v and 3.

$$7 - 3v$$

31) The product of 5 and n, minus the quotient of t and 7.

$$n \cdot 5 - t/7$$

TUESDAY - ch 2-3 pg 132-133 #2-30 evens ☺

A 2.) $0 < c - 8$ 8

$+8 \quad +8$

$8 < c - 8$

L 4.) $x > 10$
 $+1 \quad +1$
 $x > 11$



C 6.) $-5 > b - 1$
 $+1 \quad +1$
 $-4 > b$



L 8.) $5 - 2 \geq -6$
 $+2 \quad +2$
 $5 \geq -4$



J 10.) $-4 \geq w - 2$
 $+2 \quad +2$
 $-2 \leq w$



O 12.) $y - 4 \leq -5$
 $+4 \quad +4$
 $y \leq -1$



M 14.) $x - 2 \geq 0.5$
 $+2 \quad +2$
 $x \geq 2.5$



E 16.) $-3.4 > m - 1.8$
 $+1.8 \quad +1.8$
 $-1.6 > m$



Algebra A

KJ

1.

	Amount (lb)	Cost per Pound	Cost (dollars)
coffee	c	7.50	$7.50c$
coffee	$15-c$	10.00	$10(15-c)$
Mix	15	8.95	$8.95(15)$ 134.25

$$\begin{array}{r} 8.95 \\ \times 15 \\ \hline 4475 \\ 13425 \\ \hline 134.25 \end{array} \textcircled{2}$$

$$\begin{array}{r} 10.00 \\ - 7.50 \\ \hline 2.50 \end{array}$$

$$\begin{array}{r} 15.0 \\ - 6.3 \\ \hline 8.7 \end{array}$$

$$7.50c + 10(15-c) = 134.25$$

$$7.50c + 150 - 10c = 134.25 - 150 - 2.50 - 15.75$$

$$-2.50c = -15.75$$

$$c = \boxed{6.3 \text{ and } 8.7}$$

2.

	Amount	Cost per pound	Cost
Peanut	c	2.95	$2.95c$
almonds	$90-c$	5.95	$5.95(90-c)$
Mix	90	4.50	$4.50(90)$ 405

$$\begin{array}{r} 4.50 \\ \times 90 \\ \hline 450 \\ 4050 \\ \hline 405.00 \end{array}$$

$$\begin{array}{r} 5.95 \\ - 2.95 \\ \hline 3.00 \end{array}$$

$$2.95c + 5.95(90-c) = 405$$

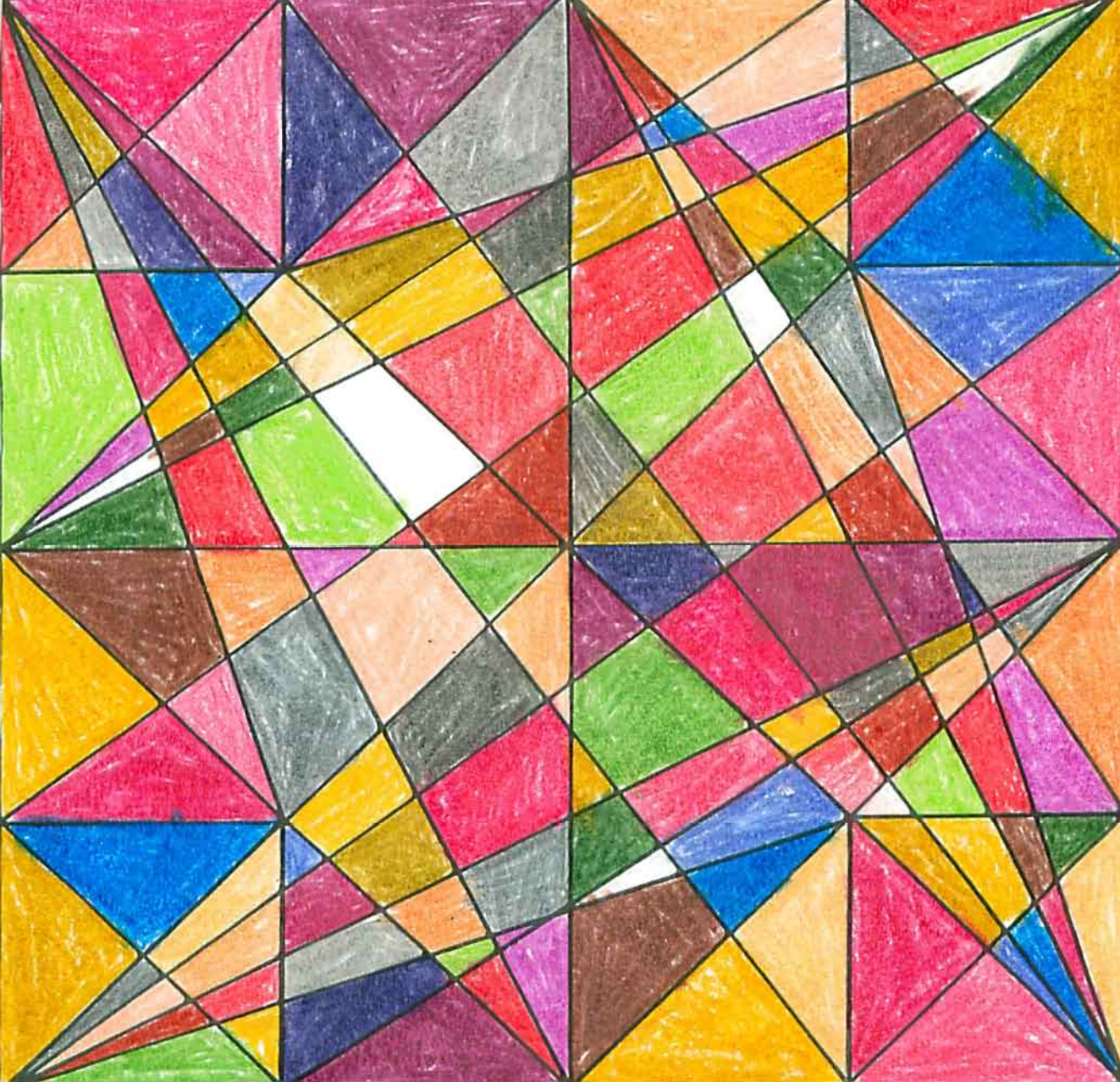
$$\begin{array}{r} 90 \\ - 43.5 \\ \hline 46.5 \end{array}$$

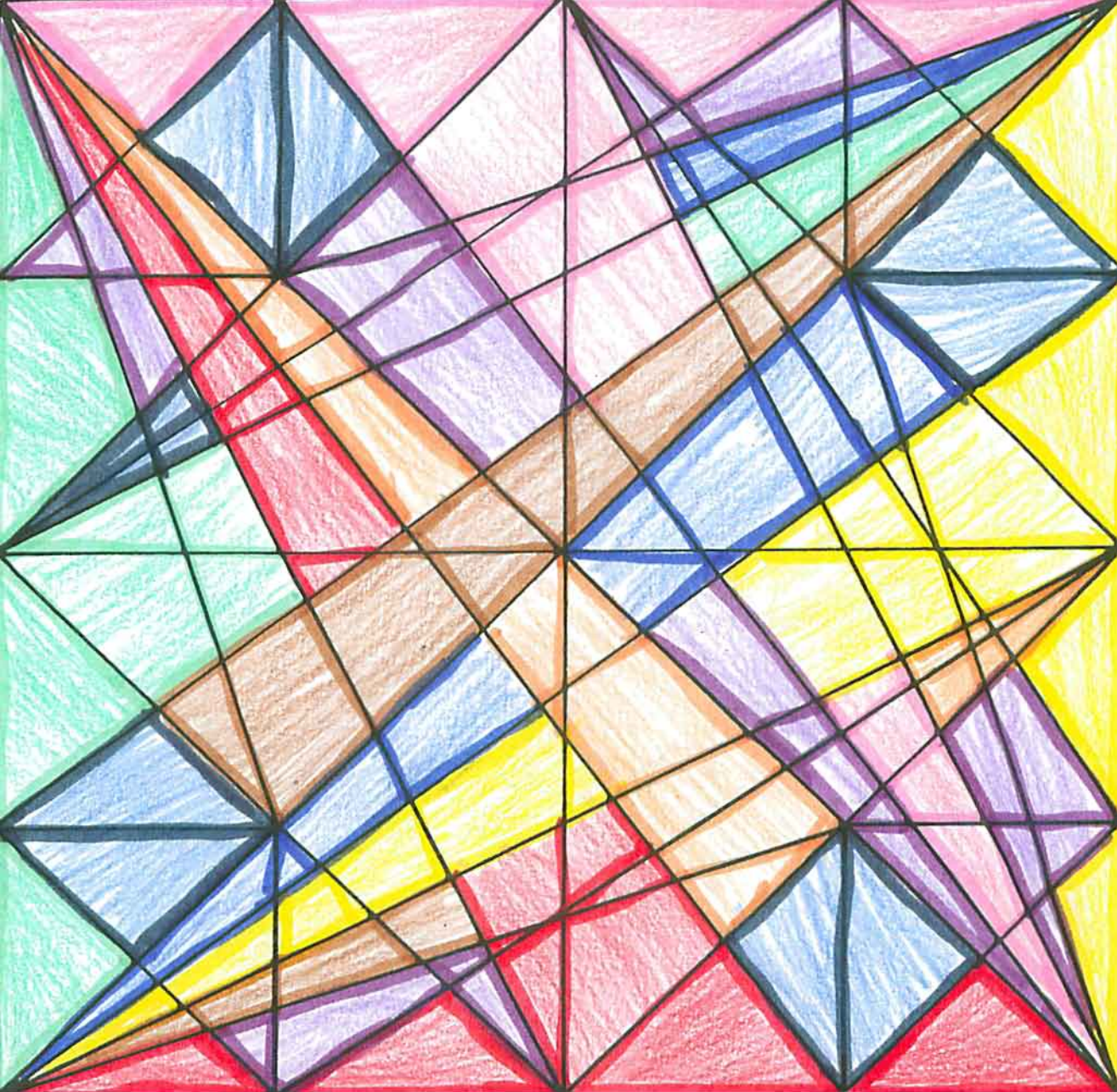
$$2.95c + 535.5 - 5.95c = 405 - 535.5$$

$$-3c = -130.5 \div 3$$

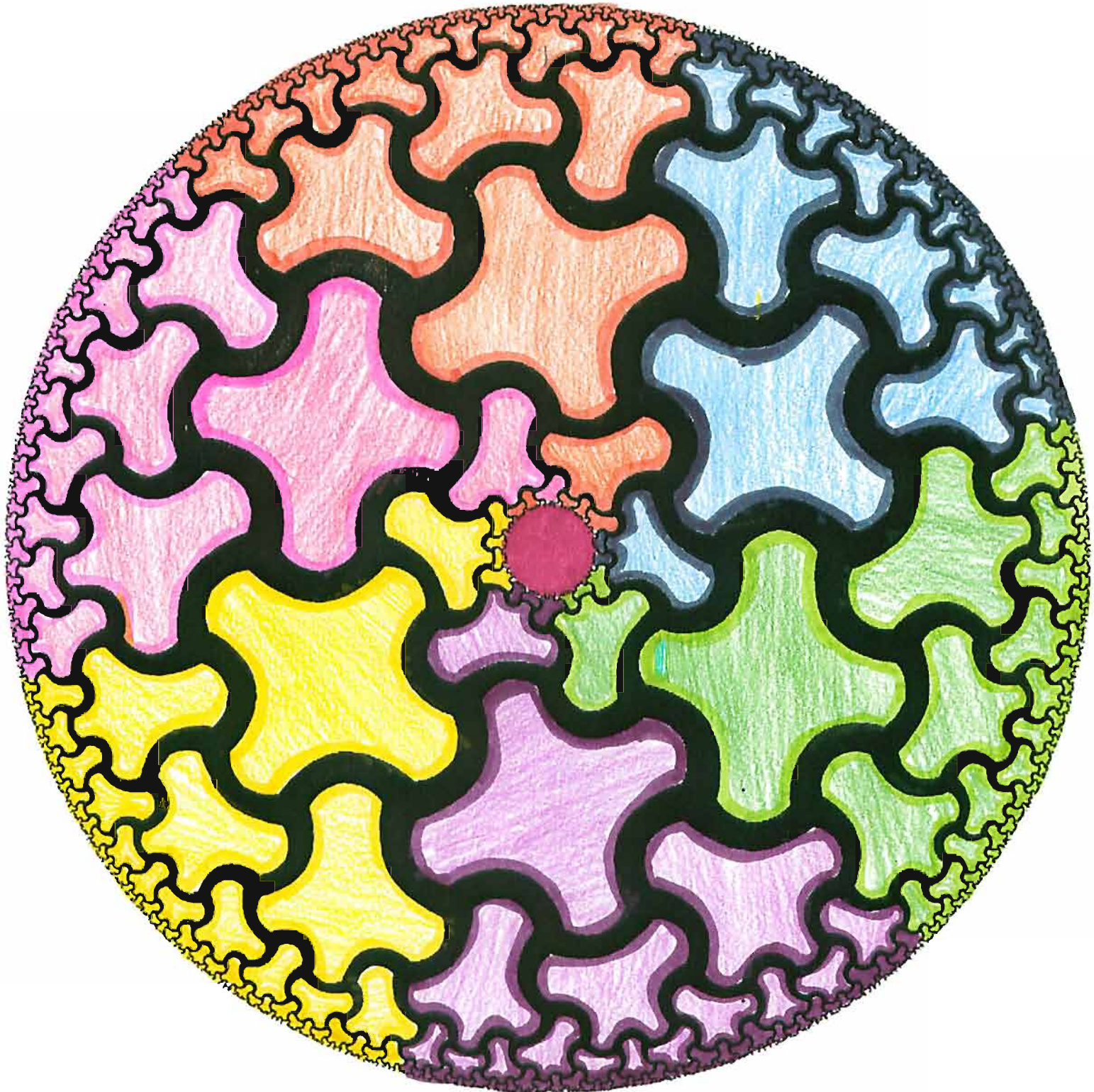
$$c = \boxed{43.5 \text{ and } 46.5}$$

$$\begin{array}{r} 130.5 \\ - 43.5 \\ \hline 87.0 \\ \div 3 \\ \hline 29.0 \end{array}$$





Esmeralda Huizar



Section 8

Awards

California State
PTA[®]
everychild. one voice.

Certificate of Appreciation

Daniel Pass

Presented To

Wilson Chess Club

For

May 16, 2012

Date

Smah Rudchen Head

PTA President



EMPLOYEE OF THE MONTH

IN RECOGNITION OF YOUR
OUTSTANDING WORK AND LOYAL SERVICE
WE HONOR YOU

Daniel Pass

April 2007

A handwritten signature in black ink, appearing to read "Lisa L. Lucas", written over a horizontal line.

BRANCH MANAGER



A handwritten signature in black ink, appearing to read "James Bryant Howard", written over a horizontal line.

FOUNDER AND CEO

CREATING NEW OPPORTUNITIES FOR PEOPLE AND BUSINESS TO WORK BETTER TOGETHER

President's Education Awards Program



presented to

Danny Pass

in recognition of

Outstanding Academic Achievement

Dick Riley

1995

Bill Clinton

U.S. Secretary of Education

Richard K. Fisher
Principal

President of the United States

Hamilton High Schools Complex
School



January 12, 1998

Danny Pass
9315 Gerald Ave
North Hills CA 91343-2701

Dear Danny:

It is an extreme pleasure for me to extend my congratulations to you for the excellent academic work you did in the Fall 1997 semester. By earning a GPA of 3.5 or higher while taking at least 12 credit hours, you have been placed on the Dean's Honor List. You can be proud to rank among the best students majoring in the College of Fine Arts.

Although this honor and letter may seem fleeting -- a mere acknowledgment of one (1) semester's excellent work -- let me assure you that rewards, tangible and otherwise, will be valuable to you the rest of your life. Quality work and exceptional individuals are always in demand in any situation. You have proven yourself a bright, dedicated student. It is fitting you be recognized. Your diligence, talent, and skill will bring you rewards in the future. You have begun a clearly marked path to success that will effect you all of your life. I trust you will, if you pardon the cliché, keep up the good work.

On behalf of UNLV and the College of Fine Arts, I extend my congratulations, recognition and thanks.

Sincerely,

A handwritten signature in black ink, appearing to read "Jeffrey Koep".

Jeffrey Koep, Ph.D.
Dean

JK:mab



June 19, 1997

Dear Student:

It is an extreme pleasure for me to extend my congratulations to you for the excellent academic work you did in the Spring 1997 semester. By earning a GPA of 3.5 or higher while taking at least 12 credit hours, you have been placed on the Dean's Honor List. You can be proud to rank among the best students majoring in the College of Fine Arts.

Although this honor and letter may seem fleeting -- a mere acknowledgment of one (1) semester's excellent work -- let me assure you that rewards, tangible and otherwise, will be valuable to you the rest of your life. Quality work and exceptional individuals are always in demand in any situation. You have proven yourself a bright, dedicated student. It is fitting you be recognized. Your diligence, talent, and skill will bring you rewards in the future. You have begun a clearly marked path to success that will effect you all of your life.

On behalf of the College of Fine Arts, I extend my congratulations, recognition and thanks.

Sincerely,

A handwritten signature in black ink that reads "Jeffrey Koep/dpc". The signature is written in a cursive style.

Jeffrey Koep, Ph.D.
Dean

JK:dpc



January 27, 1997

Danny Pass
9315 Gerald Ave
N. Hills CA 91343

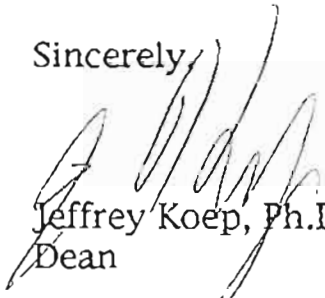
Dear Danny:

I am extremely pleased to extend my personal congratulations to you for your excellent academic work in the Fall 1996 semester. By earning a GPA of 3.5 or higher, while taking at least 12 credit hours, you have been placed on the Dean's Honor List. You can be proud to rank among the very best students majoring in the College of Fine Arts.

I hope you realize that, beyond this acknowledgment, your work will lead to rewards, tangible and otherwise, that will be available to you the rest of your life. Your work emphasizes that you are an exceptional individual - a person questing for quality. You are the type of person society, both globally and locally, needs.

On behalf of the College of Fine and Performing Arts I extend congratulations, recognition, and thanks.

Sincerely,

A handwritten signature in black ink, appearing to read "Jeffrey Koep", is written over the typed name and title.

Jeffrey Koep, Ph.D.
Dean



June 17, 1996

Danny A. Pass
9315 Gerald Ave
N Hills CA 91343

Dear Danny:

I am extremely pleased to extend my personal congratulations to you for your excellent academic work in the Spring 1996 semester. By earning a GPA of 3.5 or higher, while taking at least 12 credit hours, you have been placed on the Dean's Honor List. You can be proud to rank among the very best students majoring in the College of Fine and Performing Arts.

I hope you realize that, beyond this acknowledgment, your work will lead to rewards, tangible and otherwise, that will be available to you the rest of your life. Your work emphasizes that you are an exceptional individual - a person questing for quality. You are the type of person society, both globally and locally, needs.

On behalf of the College of Fine and Performing Arts I extend congratulations, recognition, and thanks.

Sincerely,



Jeffrey Koep, Ph.D.
Dean

JK: bh
cc: President Harter



Honor Roll Award

THIS CERTIFIES THAT

Danny Pass

IS AWARDED THIS CERTIFICATE FOR

Excellence

AT

Hamilton High

PRESENTED THIS 15th DAY OF June 1993

Elizabeth Metzelaar

Wendy K. Russo

SCHOLARSHIP AWARD

This Certifies That

Danny A. Pass

is awarded this certificate for

Graduating with Honors

at

Hamilton High Schools Complex

Presented this 13th day of June 1995

Dr. Nina C. Pass

LOS ANGELES UNIFIED SCHOOL DISTRICT

Hamilton High School Academy of Music

2955 S. ROBERTSON BOULEVARD, LOS ANGELES, CALIFORNIA 90034

TELEPHONE: (310) 836-1602

Sidney A. Thompson
Superintendent

Dr. Nina K. Russo
Principal

Jeffrey H. Kaufman
Assistant Principal

June 11, 1994

Dear Danny:

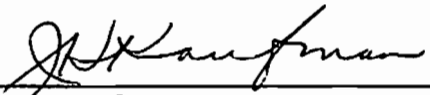
CONGRATULATIONS!!

You are a recipient of the Bob Garcia Scholarship Award for the 1993-1994 school year. The award is in the amount of \$400.00. In order for funds to be disbursed, you will be required to submit to Mr. Kaufman invoices/purchase orders or receipts for reimbursement within two years. A running total will be kept at the Academy of Music Office. This scholarship award is to be used to further your performing arts education. Again, congratulations and we wish you the best of luck in your future endeavors.

The Alexander Hamilton High School Academy of Music
Performing Arts Faculty and Staff

Andrea Calomee
Joseph Cooper
Art Copper
Robert Jurkowski
Gloria Kalatzis
Mary Kuo
Sidney Lasaine
Lynne Levine

Diane Marshall
Juanita McNeil
Michael Mertens
Vance Miller
Dee Ann Rogahn
Richard Schraier
David R. Sears
Lynne Verdi-Shanks

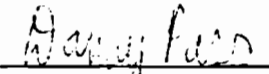


Jeff Kaufman, Assistant Principal

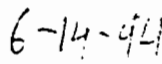


Nina K. Russo, Principal

I hereby accept the Norman J. Pattiz Scholarship and will abide by the stipulations stated above.



Danny Pass



Date

ALFRED B. NOBEL JUNIOR HIGH SCHOOL

Award of Merit
Danny ^{honoring} A. Pass

for

Personal Accomplishment

in

Geometry- Logical, Creative Thinking



Ernest F. Scarcelli

Principal

Mrs. Margo Tepe

Mrs. Margo Tepe

Sponsor

June 23, 1992

ALFRED B. NOBEL JUNIOR HIGH SCHOOL

Award of Merit

certifying that

Danny Pass

participated in

Computer Programming

as
Outstanding Student - Teaching Assistant



Ernest F. Scarcelli

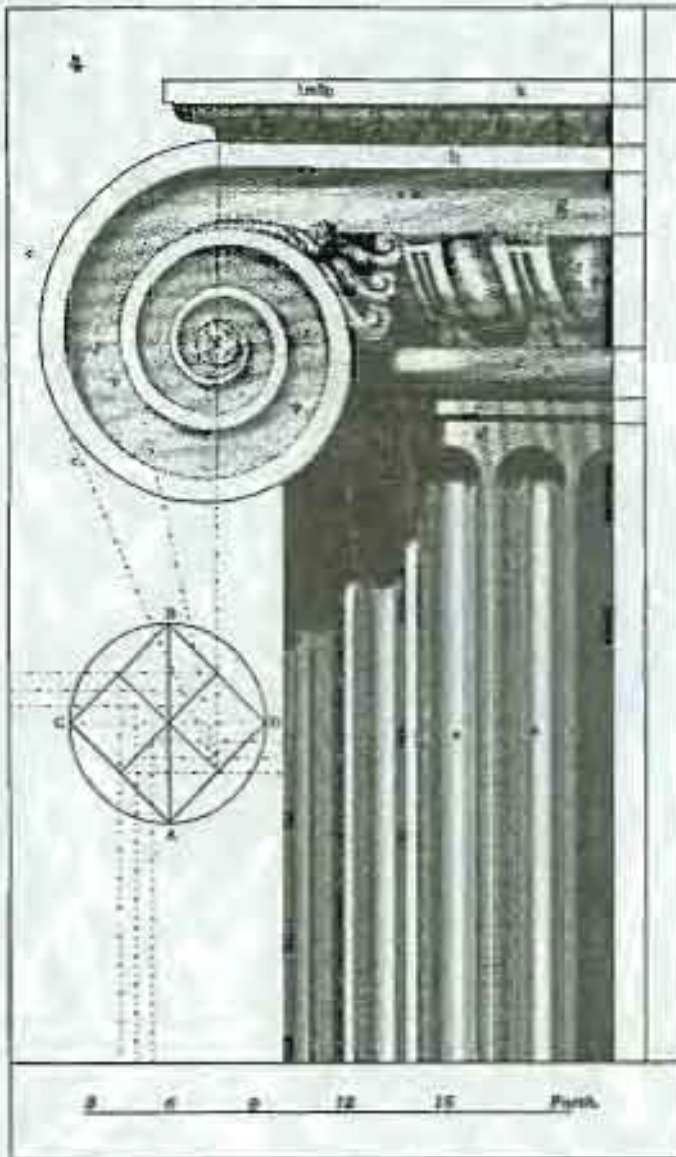
Principal

Mrs. Margo Pepe

Sponsor

Mrs. Margo Pepe

June 23, 1992



1995

BANK OF AMERICA
*A*CHIEVEMENT AWARD

PRESENTED TO

DANNY PASS

IN THE FIELD OF

MUSIC

Richard Rosenberg

Richard Rosenberg
Chairman and Chief Executive Officer



Bank of America

Achievement

A W A R D

Danny Pass

is hereby granted the full recognition of
Hamilton High Schools complex
for overall academic performance.

Dr. Nina K. Russo
Dr. Nina Russo

Launce Sommers
Launce Sommers

October 5, 1994

California Legislature Assembly

Certificate
Of
Recognition

Presented To:

Danny Pass

Hamilton High School

In Recognition For:

Your participation in the 1995 Musicalympics program. You are to be commended for being selected as a honoree for your demonstrated artistic talent. Keep up the good work, and I wish you continued success.

Kevin Murray

*Member of the Assembly
California State Legislature*



La Mirada High School Jazz Festival

Certificate of Merit

Presented to

Danny Pass - Trumpet

for

Outstanding Performance



3/25/95

Date

[Signature]
Adjudicator

Jaimie Hall
Host

AWARD
OF
HONOR

This Certificate of Honor
is presented to

Danny Pass

as an acknowledgment
of Outstanding Achievement in

Wind Ensemble

at

Hamilton High

Given this 24th day of May 1994

J. Kaufman

Dr. Nick Russo

A MUSIC AWARD

This Award of Honor is Presented to

Danny Pass

*In Recognition of
Musical Achievement and Outstanding Service
as a member of the*

Brass Ensemble

at

Hamilton High

Presented this 15th day of June 1993

Elizabeth Metzger

Wendy K. Russo

STUDENT OF THE MONTH



This Certifies That

DANNY PASS

is awarded this certificate for

STUDENT OF THE MONTH

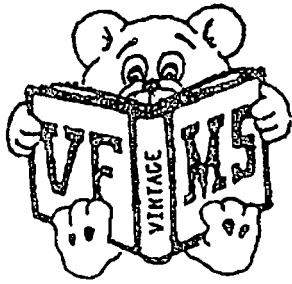
at

VINTAGE MAGNET SCHOOL

Presented this 11ST *day of* MARCH 19 89

Mrs. Anna Eberle

Ruth E. Jackson



CITIZEN OF THE MONTH AWARD

AWARDED TO:

Danny Pass

Danny is an eager student. He is very involved in all class activities. His skill at questioning and discussing is excellent. Danny is talented in music and he also draws very well. It is indeed a pleasure to have Danny in class and to honor him with this citizenship award!

Mrs. Eberle
Teacher

March 31, 1989
Date

2
Room Number

6
Grade

VINTAGE FUNDAMENTAL MAGNET SCHOOL

This is to certify that:

Danny Pass

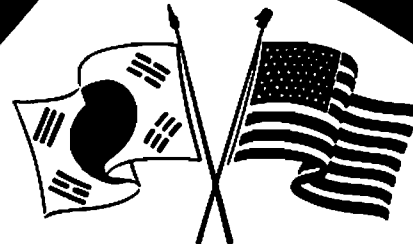
has satisfactorily completed the requirements, both mental and physical, and is hereby promoted to the rank of *2nd Green*

Signed *W. Parent*

(INSTRUCTOR)

GRANADA HILLS KARATE

Association



Certificate of Recognition

This certifies that
Danny Pass
is commended for distinguished accomplishment in
Strength!

This 18th *day of* March *, 19* 89 *.*
Signed W. Parent

Section 9

Certifications and Transcripts



COMMISSION ON
TEACHER CREDENTIALING

Ensuring Educator Excellence

*By virtue of the authority vested in the Commission
on Teacher Credentialing in recognition of preparation to serve
in California public schools*

DANIEL AARON PASS

is hereby awarded a

Clear Single Subject Teaching Credential

AUTHORIZED SUBJECT(S):
Foundational-Level Mathematics (Examination), Music (Examination)


 Welcome to **California**

[California Teacher
Credential Look-up and
Renewal](#)

California Commission on Teacher Credentialing

[Search for Credential for a
Public School Teacher](#)

Selected Credential Held

[Search for a Teacher's
Application Status and
Credentials Held](#)

The application status and credential information was last updated on 05/19/2011. The Commission, at one time, issued documents without assigning any document number. Assigning a document number to these records was necessary to be able to display them online. The document numbering assigned to display those records will appear as "NONE1, NONE2, NONE3, etc "

[Renew Credentials](#)

[Direct Application
\(Non-Recommendation Only\)](#)

[Track Payment
\(Renewal Only\)](#)

[Track Payment
\(Recommendation Only\)](#)

[Start the IHE Login Page](#)

[Start the Student Applicant
Login](#)

[Frequently Asked Questions](#)

[Glossary of Credential Terms](#)

Details of Selected Credential

Name: PASS, DANIEL AARON

Document Title Clear Single Subject Teaching Credential

Document Number 101064300

Authorization Code(s) R159

This document authorizes the holder to provide the following services to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults; and (2) specialty designed content instruction delivered in English in single-subject-matter (departmentalized) courses as authorized on this document. This authorization also covers classes authorized by other valid, non-emergency credentials held, as specified in Education Code Section 44253.3.

R1F

This document authorizes the holder to teach the content areas in general mathematics, algebra, geometry, probability and statistics, and consumer mathematics in grades twelve and below, including preschool, and in classes organized primarily for adults.

R1S

This document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults.

Renewal Code(s) R20

To renew this credential, the holder needs to submit only an application and fee to the Commission no earlier than 12 months before the expiration date. The renewal period is five years.

Issuance Date 10/08/2009

Expiration Date 11/01/2014

Date of Original Issuance 05/29/2004

Foundational-Level Mathematics (Examination)

Music (Examination)

County of Employment LOS ANGELES

State of California
Commission on Teacher Credentialing
issues this document to



DANIEL AARON PASS

Preliminary Single Subject Teaching Credential
Authorized Field: Music (Examination)

- R1S This document authorizes the holder to teach the subject area(s) listed above in grades twelve and below, including preschool, and in classes organized primarily for adults.
- R159 This document authorizes the holder to provide the following services to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults; and (2) specially designed content instruction delivered in English in single-subject-matter (departmentalized) courses as authorized on this document. This authorization also covers classes authorized by other valid, non-emergency credentials held, as specified in Education Code Section 44253.3.

Valid: May 29, 2004 to June 1, 2009

- R14R To renew this credential the holder must complete all of the requirements listed in one of the following options: (1) a Commission-approved Induction Program including a formal recommendation from the program sponsor and a valid CPR card (Infant, Child and Adult class); or (2) a California Beginning Teacher Support and Assessment (BTSA), and health education, and special education, and appropriate computer-based technology; or (3) fifth year of study including a formal recommendation from the college or university, and health education, and special education, and appropriate computer-based technology.
- R14T The following requirements are needed to renew this credential and complete an option as described above: health education, special education.

★ ★ ★ ★ ★

Lawrence H. Madkins, Jr.
Lawrence H. Madkins, Jr.
Chair, Commission on Teacher Credentialing

Arnold Schwarzenegger
Arnold Schwarzenegger
Governor, State of California

Dr. Sam W. Spafford
Dr. Sam W. Spafford
Executive Director, Commission on Teacher Credentialing

California Subject Examinations for Teachers®

Test Date: July 18, 2009

Social Security Number: [REDACTED]

DANIEL A PASS
[REDACTED]

For privacy/confidentiality reasons, only the last five digits of your Social Security Number are reported on Individual Score Reports and all other printed score reports.

a104/719

Score Report Test Date: July 18, 2009

<u>Subtest (Test Code)</u>	<u>Subtest Status</u>	<u>Subtest Score</u>	<u>Minimum Passing Score</u>	<u>Score Range</u>
Mathematics Subtest I (110)	Pass	---	220	100-300

Your results have been forwarded to the Commission on Teacher Credentialing.

CSET Single Subjects/LOTE/PET Passing Subtest Summary Report

<u>Subtest (Test Code)</u>	<u>Date Passed</u>
Mathematics I (110)	07/18/2009
Mathematics II (111)	05/16/2009

(continued on the reverse side)



TEST DATE: 02/09/02
 SSN: [REDACTED]
 ID#: 40549449

P139/179

DANIEL A. PASS
 [REDACTED]

CALIFORNIA BASIC EDUCATIONAL SKILLS TEST (CBEST™)

Permanent Passing Status Verification

DANIEL A. PASS

TEST DATE: 02/09/02 ID#: 40549449
 SSN: [REDACTED] Date of Birth: [REDACTED]

Reading Section Scaled Score: 49

# of Items	Skill Area	Performance Indicators
11-20	Critical Analysis and Evaluation	+++
21-30	Comprehension and Research Skills	+++

Mathematics Section Scaled Score: 61

# of Items	Skill Area	Performance Indicators
11-20	Estimation, Measurement, and Statistical Principles	++++
11-20	Computation and Problem Solving	++++
1-10	Numerical and Graphic Relationships	+++

Writing Section Scaled Score: 41

Performance on Topic 1:	Performance on Topic 2:
Your topic 1 essay met or exceeded the minimum standard.	Your topic 2 essay met or exceeded the minimum standard.

Cumulative Status: Highest Results

Section	Highest Score	Test Date
Reading	49	02/02
Mathematics	61	02/02
Writing	41	02/02

Total Passing Score: 151
 CBEST Status: **PASSED**

Your scores will be sent to the following:
 California Commission on Teacher Credentialing

CALIFORNIA BASIC EDUCATIONAL SKILLS TEST (CBEST™)

Passing Status Transcript Copy

DANIEL A. PASS

TEST DATE: 02/09/02 ID#: 40549449
 SSN: [REDACTED] Date of Birth: [REDACTED]

This transcript copy is for your use and may be sent to any agency requiring CBEST verification.

CALIFORNIA BASIC EDUCATIONAL SKILLS TEST (CBEST™)

Passing Status Transcript Copy

DANIEL A. PASS

TEST DATE: 02/09/02 ID#: 40549449
 SSN: [REDACTED] Date of Birth: [REDACTED]

This transcript copy is for your use and may be sent to any agency requiring CBEST verification.

San Francisco State University

Certificate of Participation

Is hereby granted to

Danny Pass

On behalf of the faculty of the

Department of Secondary Education

Single Subject Credential Program

June 7, 2004



Nathan T. Avani, Ph.D., Professor & Chair



Jacob E. Perea, Ed.D., Dean



TouchSafe®

PASS, DANNY A

08/31/2009

1 of 1

L000230987

XXX-XX-

OUT-OF-STATE

Any alteration or modification of this record or any copy thereof may constitute a felony and/or lead to student disciplinary sanctions.

COLLEGE OF THE CANYONS
CALIFORNIA HIGH SCHOOL

TRANSFER 10.0 3.10
0.0 3.54

FALL 1995	FP	MUSBA	U01
COMPOSITION I	ENG 101		3.0 A-
UNIV BAND-MARCHING	MUS 117A		1.0 A
UNIV BANDS-WIND ENS	MUS 117B		1.0 A
JAZZ ENSEMBLE	MUS 131		1.0 A
FR APPL-TRUMPET	MUS 161M		4.0 A
CONCT RCTL ATTEND	MUS 199		0.0 S
BSC MUS-EL HARMONY	MUS 201A		2.0 A
BSC MUS-SGT EAR KYB	MUS 201B		1.0 A
JAZZ ENSEMBLE	MUS 431		1.0 A
PVT THRY-JAZZ ARR	MUS 465C		2.0 A
AVE ERND GR PTS GPA BAL			
TUND 16.0 16.0	63.10	3.94	31.10

DEAN'S HONOR LIST

SPRING 1996	FP	MUSAPH	U01
COMPOSITION II	ENG 102		3.0 B+
UNIV BANDS-WIND ENS	MUS 117B		1.0 A
JAZZ ENSEMBLE	MUS 131		1.0 A
FR APPL-TRUMPET	MUS 162M		4.0 A
SEC APP-PIANO	MUS 165I		2.0 A
CONCT RCTL ATTEND	MUS 199		0.0 S
BSC MUS-EL HARMONY	MUS 202A		2.0 A
BSC MUS-SGT EAR KYB	MUS 202B		1.0 A
JAZZ ENSEMBLE	MUS 431		1.0 A
PVT THRY-JAZZ ARR	MUS 465C		2.0 A
AVE ERND GR PTS GPA BAL			
TUND 17.0 17.0	65.90	3.87	31.90

DEAN'S HONOR LIST

FALL 1996	FP	MUSAPH	U02
INTRO TO MUSIC LIT	MUS 122		2.0 C
JAZZ ENSEMBLE	MUS 131		1.0 A
SEC APP-PIANO	MUS 165I		2.0 B+
CONCT RCTL ATTEND	MUS 199		0.0 S
SO APPL-JAZZ STUDIES	MUS 261Z		4.0 A
ADV MUS-SGT EAR KYB	MUS 303B		1.0 A
UNIV BAND-MARCHING	MUS 417A		1.0 A-
UNIV BANDS-WIND ENS	MUS 417B		1.0 A
JAZZ ENSEMBLE	MUS 431		1.0 A
JAZZ IMPROV SEM	MUS 433		1.0 A
PVT THRY-JAZZ ARR	MUS 465C		2.0 A
PVT THRY-HARMONY	MUS 465E		2.0 A
TENNIS	PED 122A		1.0 A-
AVE ERND GR PTS GPA BAL			
TUND 19.0 19.0	70.00	3.68	32.00

DEAN'S HONOR LIST

SPRING 1997	FP	MUSAPH	U02
UNIV BANDS-WIND ENS	MUS 117B		1.0 A-
JAZZ ENSEMBLE	MUS 131		1.0 A
BUSINESS OF MUSIC	MUS 142X		2.0 B+
SEC APP-PIANO	MUS 165I		2.0 B
CONCT RCTL ATTEND	MUS 199		0.0 S
SO APPL-JAZZ STUDIES	MUS 262Z		4.0 A
ADV MUS-ADV HARMONY	MUS 304A		2.0 A
ADV MUS-SGT EAR KYB	MUS 304B		1.0 A-
MUSIC HISTORY II	MUS 321		3.0 B
JAZZ ENSEMBLE	MUS 431		1.0 A

AVE ERND GR PTS GPA BAL
TUND 17.0 17.0 61.00 3.58 27.00
DEAN'S HONOR LIST

FALL 1997	FP	MUSAPH	U03
NEVADA SCHOOL LAW	EDA 300		2.0 B
JAZZ ENSEMBLE	MUS 131		1.0 A
CONCT RCTL ATTEND	MUS 199		0.0 S
JAZZ KEYBOARD	MUS 232		2.0 A
MUS EDUC LAB ENSEMB-INSTR	MUS 241A		0.0 S
TCHG SEC MUS-INSTRU	MUS 349A		2.0 B
WOODWIND CLASS METH	MUS 358		2.0 B
JR APPL-JAZZ STUDIES	MUS 361Z		4.0 A
UNIV BAND-MARCHING	MUS 417A		1.0 B-
JAZZ ENSEMBLE	MUS 431		1.0 A

AVE ERND GR PTS GPA BAL
TUND 15.0 15.0 52.70 3.51 22.70
DEAN'S HONOR LIST

	AVE ERND	GR PTS	GPA	BAL
UCAH	84.0	84.0	312.70	3.72 144.70
UTRN	10.0			
UTOT	84.0	94.0	312.70	3.72 144.70

***** END OF TRANSCRIPT *****

THIS OFFICIAL UNIVERSITY TRANSCRIPT DOES NOT REQUIRE A RAISED SEAL



CEM SUNATA
OFFICE OF THE REGISTRAR & ADMISSIONS



COLLEGE OF THE CANYONS

STUDENT PERMANENT RECORD

TouchSafe®

August 24 2004

Pass, Daniel

Date of Birth: [REDACTED]

SSN: [REDACTED]

----- Summer Semester 1996 -----

IGETC	GE	CAN NO.	COURSE	TITLE	GRADE	UTA	UEAR	GPU	GPT	GPA NOTES
4H	D8	GOVT 2	POLISC-150	Intro-Am Gvrnmnt/Politi	C	3.00	3.00	3.00	6.00	
4J	D1	SOC 2	SOC-101	Intro to Sociology	B	3.00	3.00	3.00	9.00	
SEMESTER TOTAL						6.00	6.00	6.00	15.00	2.50
CUMULATIVE TOTALS						6.00	6.00	6.00	15.00	2.50
CUMULATIVE DEGREE APPLICABLE TOTALS						6.00	6.00	6.00	15.00	2.50

----- Summer Session 1997 -----

IGETC	GE	CAN NO.	COURSE	TITLE	GRADE	UTA	UEAR	GPU	GPT	GPA NOTES
5A	B1		GEOL-100	Physical Geology Lab	A	1.00	1.00	1.00	4.00	
5A	B1	GEOL 6	GEOL-101	Physical Geology	A	3.00	3.00	3.00	12.00	
SEMESTER TOTAL						4.00	4.00	4.00	16.00	4.00
CUMULATIVE TOTALS						10.00	10.00	10.00	31.00	3.10
CUMULATIVE DEGREE APPLICABLE TOTALS						10.00	10.00	10.00	31.00	3.10
CSU TRANSFERABLE UNIT SUMMARY						10.00	10.00	10.00	31.00	3.10
UC TRANSFERABLE UNIT SUMMARY						10.00	10.00	10.00	31.00	3.10

DIRECTOR OF ADMISSIONS & RECORDS

SEE REVERSE FOR SECURITY DETAILS

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UNIVERSITY OF THE PACIFIC

Student No: [REDACTED]
 Record of: Daniel Pass

Date Issued: 31-AUG-2009
 Page: 1

OFFICIAL

Issued to: Daniel Pass

Course Level: Undergraduate

Current College(s): Conservatory of Music
 Current Dept(s): General Music
 Current Major(s): Music
 Current Deg/Cert(s): Bachelor of Arts

SUBJ NO.	COURSE TITLE	CRED	GRD	PTS	R
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--- TRANSFER CREDIT ACCEPTED BY THE INSTITUTION ---

Fall 1995 University of Nevada-Las Vegas
 Hrs: 16.00 GPA-Hrs: 16.00 Pts: 67.10 GPA: 3.94

Spring 1996 University of Nevada-Las Vegas
 Hrs: 17.00 GPA-Hrs: 17.00 Pts: 65.90 GPA: 3.87

Fall 1996 University of Nevada-Las Vegas
 Hrs: 19.00 GPA-Hrs: 19.00 Pts: 70.00 GPA: 3.68

Spring 1997 University of Nevada-Las Vegas
 Hrs: 17.00 GPA-Hrs: 17.00 Pts: 61.00 GPA: 3.58

Fall 1997 University of Nevada-Las Vegas
 Hrs: 15.00 GPA-Hrs: 15.00 Pts: 52.70 GPA: 3.51

Summer 1996 College of the Canyons
 Hrs: 6.00 GPA-Hrs: 6.00 Pts: 18.00 GPA: 2.50

Summer 1997 College of the Canyons
 Hrs: 0.00 GPA-Hrs: 4.00 Pts: 16.00 GPA: 4.00

--- INSTITUTION CREDIT ---

Fall 1998
 Conservatory of Music
 Music Education
 Transfer

***** CONTINUED ON NEXT COLUMN *****

SUBJ NO.	COURSE TITLE	CRED	GRD	PTS	R
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Institution Information continued:

COMM 027	Public Speaking	3.00	B	9.00	
EPSY 121	Learning and Learner	3.00	A-	11.10	
MAPP 011S	Applied Music: Trumpet/Cornet	2.00	A	8.00	
MCOM 012	Music Theory III: Chromaticism	2.00	B-	5.40	
MCOM 013	Aural Perception III	1.00	B	3.00	
MEDU 101	Woodwind Instruments	1.00	A	4.00	
MEDU 103	Brass Instruments	1.00	A	4.00	
MEDU 113	Laboratory Ensemble	0.50	NC	0.00	
MPER 050	Solo Class	0.00	P	0.00	
MPER 151	Principles of Conducting	2.00	B-	5.40	
MPER 172	Adv. Symphonic Wind Ensemble	1.00	A	4.00	
MPER 183	Advanced University Chorus	1.00	A	4.00	

Hrs: 17.00 GPA-Hrs: 17.00 Pts: 67.90 GPA: 3.40
 Good Standing

Spring 1999

Conservatory of Music
 Music Education
 Continuing

MAPP 001B	Functional Guitar Class	1.00	A	4.00	
MAPP 111S	Applied Music: Trumpet/Cornet	2.00	A	8.00	
MCOM 016	Aural Perception IV	1.00	A-	3.70	
MCOM 017	Form and Process in Music	2.00	B	6.00	
MEDU 105	Percussion Instruments	1.00	C	2.00	
MEDU 113	Laboratory Ensemble	0.50	P	0.00	
ETHS 011	Survey of Music History I	1.00	F	0.00	
MPER 050	Solo Class	0.00	P	0.00	
MPER 056	Jazz Ensemble	1.00	A	4.00	
MPER 083	University Chorus	1.00	A	4.00	
MPER 172	Adv. Symphonic Wind Ensemble	1.00	A	4.00	
PHIL 035	Environmental Ethics	4.00	B	12.00	

Hrs: 14.50 GPA-Hrs: 17.00 Pts: 47.70 GPA: 2.80
 Good Standing

***** CONTINUED ON PAGE 2 *****



Student No: [REDACTED]

Date Issued: 31-AUG-2009

Record of: Daniel Pass
Level: Undergraduate

Page: 2

***** TRANSCRIPT TOTALS *****				
	Earned Hrs	GPA Hrs	Points	GPA
TOTAL INSTITUTION	31.50	34.00	105.60	3.10
TOTAL TRANSFER	90.00	94.00	343.70	3.65
OVERALL	121.50	128.00	449.30	3.51
***** END OF TRANSCRIPT *****				



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Cecilia M. Rodriguez, University Registrar



**SAN FRANCISCO STATE UNIVERSITY
TRANSCRIPT OF RECORD**

PASS,DANIEL AARON
(PASS,DANNY AARON)

PAGE 1 OF 4
SFSU ID [REDACTED]

DATE OF BIRTH [REDACTED]

DEGREE/CREDENTIALS EARNED AT SFSU

Bachelor Of Arts January 6, 2003
Major: Music

ADMITTED: SPRING 2000 UNDERGRADUATE STUDENT

ALL COLLEGE			SFSU TOTALS		
0.0	0.0	0.0	0.0	0.0	0.0

COMPLETE RECORD: C

TRANSFER CREDIT EVALUATION

INSTITUTION		U/ATT	UE	GP	U/ACC
Clg Of The Canyons	CC	10.0	10.0	31.0	10.0
Univ Nevada Las Ogaa		69.0	69.0	260.0	69.0
Univ Of The Pacific		34.0	31.5	108.0	31.5

ALL COLLEGE			SFSU TOTALS		
113.0	110.5	399.0	0.0	0.0	0.0

SPRING 2000			UNIT	GRD	PTS
MUS	506	SURVEY OF JAZZ	3.0	B+	9.9
MUS	390	JAZZ BAND	1.0	A	4.0
MUS	150	CONCERT MUSIC	0.0	CR	0.0
MUS	511	THE ROOTS OF ROCK	3.0	C	6.0
BL S	450	AFRICAN PHILOSOPHY	3.0	A	12.0
MATH	124	ELEMENTARY STATISTICS	3.0	B-	8.1

12/13/02 GRADE CHANGE

ALL COLLEGE			SFSU TOTALS			UA	UE	GP
126.0	123.5	439.0	13.0	13.0	40.0	13.0	13.0	40.0

FALL 2000			UNIT	GRD	PTS
MUS	531	MUSIC OF PACIFIC BASIN	3.0	W	0.0
ETHS	110	CRIT THINKING-3RD WORLD	3.0	F	0.0
MUS	390	JAZZ BAND	1.0	A	4.0
RAZA	210	LATINO HLTH CARE PERSPTVS	3.0	W	0.0
HIST	121	HISTORY OF US SINCE 1865	3.0	W	0.0
MUS	150	CONCERT MUSIC	0.0	CR	0.0
MUS	353	TRUMPET MAJOR	1.0	B+	3.3

ALL COLLEGE			SFSU TOTALS			UA	UE	GP
131.0	125.5	446.3	18.0	15.0	47.3	5.0	2.0	7.3

SEE NEXT PAGE

PRINT DATE: AUGUST 28, 2009



Suzanne Dreyfus
Registrar

**SAN FRANCISCO STATE UNIVERSITY
TRANSCRIPT OF RECORD**

**PASS,DANIEL AARON
(PASS,DANNY AARON)**

PAGE 2 OF 4
SFSU ID [REDACTED]

DATE OF BIRTH [REDACTED]

SPRING 2001

			UNIT	GRD	PTS
MUS	223	EAR-TRNING+MUSICIANSP III	2.0	F	0.0
JS	310	JEWISH THOUGHT & CULTURE	3.0	C	6.0
ETHS	110	CRIT THINKING-3RD WORLD	3.0	B-	8.1
MUS	431	ADV JAZZ IMPROV	2.0	B-	5.4
MUS	390	JAZZ BAND	1.0	B+	3.3
MUS	150	CONCERT MUSIC	0.0	CR	0.0
MUS	353	TRUMPET MAJOR	1.0	I	0.0
MUS	231	CONTRAPTL ANLYS+SYNTHESIS	3.0	D	3.0
MUS	388	JAZZ/BOP & STRAIGHT-AHEAD	1.0	A	4.0

05/20/02SEE BELOW

ALL COLLEGE	SFSU TOTALS			UA	UE	GP
146.0 138.5 476.1	33.0	28.0	77.1	15.0	13.0	29.8

FALL 2001

			UNIT	GRD	PTS
MUS	388	JAZZ/BOP & STRAIGHT-AHEAD	1.0	A	4.0
MUS	150	CONCERT MUSIC	0.0	CR	0.0
MUS	505	MUSIC OF WORLDS PEOPLES	3.0	C-	5.1
MUS	440	PRCTICAL JAZZ/POP HARMONY	3.0	A	12.0
WCL	416	BIBLE ETHICS: MORAL STORY	3.0	B+	9.9
BIOL	100	HUMAN BIOLOGY	3.0	C+	6.9
MUS	223	EAR-TRNING+MUSICIANSP III	2.0	A-	7.4

ALL COLLEGE	SFSU TOTALS			UA	UE	GP
161.0 153.5 521.4	48.0	43.0	122.4	15.0	15.0	45.3

SPRING 2002

			UNIT	GRD	PTS
MUS	520	ART/POP MUS FROM 60	3.0	C-	5.1
PLSI	430	ISRAEL: DEMOCRACY+SOCIETY	3.0	C	6.0
S S	200	DEV AM INST VALUES IDEALS	3.0	W	0.0
MUS	150	CONCERT MUSIC	0.0	CR	0.0
MUS	598	SENIOR THESIS	3.0	B	9.0
MUS	552	TWENTIETH-CENTURY MUSIC	3.0	C+	6.9
ENG	696	STUDENT EXPER IN SCHOOLS	3.0	A-	11.1

01/16/03GRADE CHANGE

ALL COLLEGE	SFSU TOTALS			UA	UE	GP
176.0 168.5 559.5	63.0	58.0	160.5	15.0	15.0	38.1

ADJUSTMENT ENTRY

05/20/2002 MAKE-UP I/SP: SP01 MUS 353 D

ALL COLLEGE	SFSU TOTALS		
177.0 169.5 560.5	64.0	59.0	161.5

SEE NEXT PAGE

PRINT DATE: AUGUST 28, 2009



Suzanne Day-Landis
Registrar

**SAN FRANCISCO STATE UNIVERSITY
TRANSCRIPT OF RECORD**

PAGE 3 OF 4

PASS,DANIEL AARON
(PASS,DANNY AARON)

SFSU ID [REDACTED]

DATE OF BIRTH [REDACTED]

SUMMER 2002

				UNIT	GRD	PTS
HIST	115	WORLD HISTORY SINCE 1500		3.0	C+	6.9
HIST	114	WORLD HISTORY TO 1500		3.0	W	0.0
ALL COLLEGE			SFSU TOTALS	UA	UE	GP
180.0	172.5	567.4	67.0 62.0 168.4	3.0	3.0	6.9

FALL 2002

				UNIT	GRD	PTS	
ISED	744	CURR BILING&2ND LANG DEV		3.0	B+	0.0	09/11/03GRAD CREDIT
S ED	720	READING-SECONDARY SCHOOL		3.0	C+	0.0	09/11/03GRAD CREDIT
HIST	120	HISTORY OF THE US TO 1865		3.0	C-	5.1	
MUS	150	CONCERT MUSIC		0.0	CR	0.0	
ALL COLLEGE			SFSU TOTALS	UA	UE	GP	
183.0	175.5	572.5	70.0 65.0 173.5	3.0	3.0	5.1	

ALL COLLEGE GPA
3.12

SFSU GPA
2.47

SPRING 2003

				UNIT	GRD	PTS	
S ED	759	CURRIC+INSTR SEC SCHOOLS		3.0	A	12.0	
S ED	640	SUPR OBSER PARTIC PUB SCH		1.0	CR	0.0	
S ED	751	SEM-SECONDARY EDUCATION		5.0	A-	18.5	
ISED	750	LANG&CULT:2ND LANG IN SCH		3.0	C	6.0	
ISED	747	CULTURE LANG&SOCTY IN ED		3.0	B	9.0	
ALL COLLEGE			SFSU TOTALS	UA	UE	GP	
14.0	15.0	45.5	14.0 15.0 45.5	14.0	15.0	45.5	DEAN'S LIST

SUMMER 2003

				UNIT	GRD	PTS
ITEC	712	INST COMPUTG IN SEC SCHLS		3.0	B+	9.9
ALL COLLEGE			SFSU TOTALS	UA	UE	GP
17.0	18.0	55.4	17.0 18.0 55.4	3.0	3.0	9.9

ADJUSTMENT ENTRY

09/11/2003 GRAD CREDIT: FA02 S ED 720 C+
09/11/2003 GRAD CREDIT: FA02 ISED 744 B+

ALL COLLEGE	SFSU TOTALS
23.0 24.0 72.2	23.0 24.0 72.2

SEE NEXT PAGE

PRINT DATE: AUGUST 28, 2009



Suzanne Day Leach
Registrar

**SAN FRANCISCO STATE UNIVERSITY
TRANSCRIPT OF RECORD**

PAGE 4 OF 4

PASS,DANIEL AARON
(PASS,DANNY AARON)

SFSU ID [REDACTED]

DATE OF BIRTH [REDACTED]

FALL 2003

				UNIT	GRD	PTS
S ED	752	ADV SEM-SECONDARY EDUCATN		4.0	W	0.0
S ED	660	STDNT TCHG-SINGLE SUBJECT		12.0	W	0.0

ALL COLLEGE			SFSU TOTALS			UA	UE	GP
23.0	24.0	72.2	23.0	24.0	72.2	0.0	0.0	0.0

SPRING 2004

				UNIT	GRD	PTS
S ED	752	ADV SEM-SECONDARY EDUCATN		4.0	B	12.0
S ED	660	STDNT TCHG-SINGLE SUBJECT		12.0	CR	0.0

ALL COLLEGE			SFSU TOTALS			UA	UE	GP
27.0	40.0	84.2	27.0	40.0	84.2	4.0	16.0	12.0

ALL COLLEGE GPA	SFSU GPA
3.11	3.11

STUDENT STATUS:

STUDENT LEVEL: POST BACCALAUREATE
PRIMARY MAJOR: CREDENTIAL ONLY

GRADUATE STANDING: CLASS CRED
CREDENTIAL OBJ: SINGLE SUBJ

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PRINT DATE: AUGUST 28, 2009



Suzanne Day-Lewis
Registrar