



CHINO VALLEY
UNIFIED SCHOOL DISTRICT

Student Achievement • Safe Schools • Positive School Climate
Humility • Civility • Service

BOARD OF EDUCATION AGENDA

January 17, 2019

BOARD OF EDUCATION

James Na, President
Irene Hernandez-Blair, Vice President
Andrew Cruz, Clerk
Christina Gagnier, Member
Joe Schaffer, Member

Alexi Magallanes, Student Representative



SUPERINTENDENT
Norm Enfield, Ed.D.

5130 Riverside Drive. Chino. California 91710
www.chino.k12.ca.us

CHINO VALLEY UNIFIED SCHOOL DISTRICT
REGULAR MEETING OF THE BOARD OF EDUCATION
5130 Riverside Drive, Chino, CA 91710
4:00 p.m. - Closed Session • 7:00 p.m. - Regular Meeting
January 17, 2019

AGENDA

- The public is invited to address the Board of Education regarding items listed on the agenda. Comments on an agenda item will be accepted during consideration of that item, or prior to consideration of the item in the case of a closed session item. Persons wishing to address the Board are requested to complete and submit to the Administrative Secretary, Board of Education, a "Request to Speak" form available at the entrance to the Board room.
- In compliance with the Americans with Disabilities Act, please contact the Administrative Secretary, Board of Education, if you require modification or accommodation due to a disability.
- Agenda documents that have been distributed to members of the Board of Education less than 72 hours prior to the meeting are available for inspection at the Chino Valley Unified School District Administration Center, 5130 Riverside Drive, Chino, California, during the regular business hours of 7:30 a.m. to 4:30 p.m., Monday through Friday.
- Order of business is approximate and subject to change.

I. OPENING BUSINESS

I.A. CALL TO ORDER – 4:00 P.M.

1. Roll Call
2. Public Comment on Closed Session Items
3. Closed Session

Discussion and possible action (times are approximate):

- a. Conference with Legal Counsel Existing Litigation: Government Code 54954.5(c) and 54956.9 (d)(1): Federal District Court, Case No. EDCV 14-2336-JGB (DTBx) Freedom from Religion Foundation vs. Chino Valley Unified School District Board of Education. (Tyler & Bursch, LLP) (60 minutes)
- b. Conference with Legal Counsel Existing Litigation: Government Code 54954.5 (c) and 54956.9 (d)(1): Oxford Preparatory Academy v. Chino Valley Unified School District, et. al. SBC No. CIVDS1710045. (Chidester, Margaret A. & Associates) (5 minutes)
- c. Conference with Legal Counsel Anticipated Litigation: Government Code 54954.5(c) and 54956.9 (d)(2) and (e)(1): One possible case. (Atkinson, Andelson, Loya, Ruud & Romo) (45 minutes)
- d. Conference with Real Property Negotiators Pursuant to Government Code 54956.8: Property: APN# 1019-511-06, APN # 1019-441-03, APN # 1019-441-04 and APN # 1019-511-04. Agency negotiator: Terry Tao, Esquire. Under negotiation: Terms and Price. (5 minutes)
- e. Conference with Legal Counsel Anticipated Litigation: Government Code 54954.5(c) and 54956.9 (d)(4): One possible case. (Chidester, Margaret A. & Associates) (30 minutes)
- f. Student Expulsion Matter (Education Code 35146, 48916 (c)): Case 18/19-05. (5 minutes)
- g. Public Employee Appointment: Government Code 54957: Junior High School Assistant Principal. (5 minutes)
- h. Conference with Labor Negotiators (Government Code 54957.6): A.C.T. and CSEA negotiations. Agency designated representatives: Frank Arce, Sandra Chen, Lea Fellows, and Richard Rideout. (10 minutes)
- i. Public Employee Discipline/Dismissal/Release: Government Code 54957: (15 minutes)

I.B. RECONVENE TO REGULAR OPEN MEETING – 7:00 P.M.

1. Report Closed Session Action
2. Pledge of Allegiance

The proceedings of this meeting are being recorded.

- I.C. **STUDENT SHOWCASE/PRESENTATIONS**
 - 1. Townsend JHS Band
 - 2. LCAP Annual Update: College and Career Indicator
- I.D. **COMMENTS FROM STUDENT REPRESENTATIVE**
- I.E. **COMMENTS FROM EMPLOYEE REPRESENTATIVES**
- I.F. **COMMENTS FROM COMMUNITY LIAISONS**
- I.G. **COMMENTS FROM THE AUDIENCE ON ITEMS NOT ON THE AGENDA**
- I.H. **CHANGES AND DELETIONS**

II. ACTION

II.A. CURRICULUM, INSTRUCTION, INNOVATION, AND SUPPORT

II.A.1. Resolution 2018/2019-26 Recognizing February as Career and Technical Education Month Motion ___ Second ___
 Page 10 Preferential Vote: ___
 Recommend the Board of Education adopt Resolution 2018/2019-26 Recognizing February as Career and Technical Education Month. Vote: Yes ___ No ___

II.A.2. Proclamation for National School Counseling Week, February 4-8, 2019 Motion ___ Second ___
 Page 13 Preferential Vote: ___
 Recommend the Board of Education adopt the proclamation for National School Counseling Week, February 4-8, 2019. Vote: Yes ___ No ___

III. CONSENT

Motion ___ Second ___
 Preferential Vote: ___
 Vote: Yes ___ No ___

III.A. ADMINISTRATION

III.A.1. Minutes of the Organizational Meeting of December 13, 2018
 Page 15 Recommend the Board of Education approve the minutes of the organizational meeting of December 13, 2018.

III.A.2. Revision of Bylaws of the Board 9110—Terms of Office
 Page 26 Recommend the Board of Education approve the revision of Bylaws of the Board 9110—Terms of Office.

III.B. BUSINESS SERVICES

III.B.1. Warrant Register

Page 28 Recommend the Board of Education approve/ratify the warrant register, provided under separate cover.

III.B.2. 2018/2019 Application to Operate Fundraising Activities and Other Activities for the Benefits of Students

Page 29

Recommend the Board of Education approve/ratify the 2018/2019 application to operate fundraising activities and other activities for the benefit of students.

III.B.3. Fundraising Activities

Page 31

Recommend the Board of Education approve/ratify the fundraising activities.

III.B.4. Donations

Page 34

Recommend the Board of Education accept the donations.

III.B.5. Legal Services

Page 38

Recommend the Board of Education approve payment for legal services to the law offices of Atkinson, Andelson, Loya, Ruud & Romo; Margaret A. Chidester & Associates; and Fagen Friedman & Fulfrost LLP.

III.C. CURRICULUM, INSTRUCTION, INNOVATION, AND SUPPORT

III.C.1. Student Expulsion Case 18/19-05

Page 39

Recommend the Board of Education approve student expulsion case 18/19-05.

III.C.2. School-Sponsored Trips

Page 40

Recommend the Board of Education approve/ratify the school-sponsored trips for Cattle ES, Chino Hills HS, and Don Lugo HS.

III.C.3. 2018/2019 Single Plan For Student Achievement

Page 42

Recommend the Board of Education approve the 2018/2019 Single Plan for Student Achievement.

III.C.4. Chino Valley Unified School District 2018/2019 School Accountability Report Card

Page 43

Recommend the Board of Education approve the Chino Valley Unified School District 2018/2019 School Accountability Report Card.

III.C.5. New Course: Career Essentials

Page 45

Recommend the Board of Education approve the new course Career Essentials.

- III.C.6. New Course: Emerging English Language Development (ELD)**
Page 49 Recommend the Board of Education approve the new course Emerging English Language Development (ELD).
- III.C.7. New Course: Expanding English Language Development (ELD) A**
Page 54 Recommend the Board of Education approve the new course Expanding English Language Development (ELD) A.
- III.C.8. New Course: Expanding English Language Development (ELD) B**
Page 59 Recommend the Board of Education approve the new course Expanding English Language Development (ELD) B.
- III.C.9. New Course: Humanities**
Page 64 Recommend the Board of Education approve the new course Humanities.
- III.C.10. New Course: Math Foundations**
Page 69 Recommend the Board of Education approve the new course Math Foundations.
- III.C.11. New Course: Personal Finance**
Page 75 Recommend the Board of Education approve the new course Personal Finance.
- III.C.12. New Course: Sociology**
Page 82 Recommend the Board of Education approve the new course Sociology.
- III.C.13. Revision of English 9 CP Course**
Page 87 Recommend the Board of Education approve the revision of the English 9 CP course.
- III.C.14. Revision of English 10 CP Course**
Page 104 Recommend the Board of Education approve the revision of the English 10 CP course.
- III.C.15. Revision of English 11 CP Course**
Page 122 Recommend the Board of Education approve the revision of the English 11 CP course.
- III.C.16. Revision of English 12 CP Course**
Page 139 Recommend the Board of Education approve the revision of the English 12 CP course.

III.D. FACILITIES, PLANNING, AND OPERATIONS

III.D.1. Purchase Order Register

Page 155 Recommend the Board of Education approve/ratify the purchase order register, provided under separate cover.

III.D.2. Agreements for Contractor/Consultant Services

Page 156 Recommend the Board of Education approve/ratify the Agreements for Contractor/Consultant Services.

III.D.3. Surplus/Obsolete Property

Page 159 Recommend the Board of Education declare the District property surplus/obsolete and authorize staff to sell/dispose of said property.

III.D.4. Resolution 2018/2019-25, Authorization to Utilize a Piggyback Contract

Page 161 Recommend the Board of Education adopt Resolution 2018/2019-25, authorization to utilize a piggyback contract.

III.D.5. Notice of Completion for CUPCCAA Project

Page 165 Recommend the Board of Education approve the Notice of Completion for CUPCCAA Project.

III.D.6. Change Order and Notice of Completion for Bid 17-18-14F, Don Lugo HS New Single Ply Roofing Installation

Page 166 Recommend the Board of Education approve the change order and Notice of Completion for Bid 17-18-14F, Don Lugo HS New Single Ply Roofing Installation.

III.D.7. Bid 18-19-10F, Cattle ES, Litel ES, and Oak Ridge ES Alteration Project, BP 05-01

Page 169 Recommend the Board of Education award Bid 18-19-10F, Cattle ES, Litel ES, and Oak Ridge ES Alteration Project, BP 05-01, to RND Contractors.

III.D.8. Bid 18-19-15F, Chino Hills HS Safety and Security Keyless Access, Security Cameras, and Intrusion Alarm

Page 170 Recommend the Board of Education award Bid 18-19-15F, Chino Hills HS Safety and Security Keyless Access, Security Cameras, and Intrusion Alarm, to Champion Electric Inc.

III.D.9. Bid 18-19-16F, Don Lugo HS Safety and Security Keyless Access, Security Cameras, and Intrusion Alarm

Page 171 Recommend the Board of Education award Bid 18-19-16F, Don Lugo HS Safety and Security Keyless Access, Security Cameras, and Intrusion Alarm, to Champion Electric Inc.

III.D.10. Bid 18-19-17F, Buena Vista HS Safety and Security Keyless Access, Security Cameras, and Intrusion Alarm

Page 172

Recommend the Board of Education award Bid 18-19-17F, Buena Vista HS Safety and Security Keyless Access, Security Cameras, and Intrusion Alarm, to Champion Electric Inc.

III.D.11. CUPCCAA Bid 18-19-19I, Briggs K-8 Playground Equipment Installation

Page 173

Recommend the Board of Education award CUPCCAA Bid 18-19-19I, Briggs K-8 Playground Equipment Installation, to J2 Builders.

III.D.12. CUPCCAA Bid 18-19-20I, Newman ES Playground Equipment Installation

Page 174

Recommend the Board of Education award CUPCCAA Bid 18-19-20I, Newman ES Playground Equipment Installation, to J2 Builders.

III.D.13. CUPCCAA Bid 18-19-21I, Hidden Trails ES Playground Equipment Installation

Page 175

Recommend the Board of Education award CUPCCAA Bid 18-19-21I, Hidden Trails ES Playground Equipment Installation, to J2 Builders.

III.E. HUMAN RESOURCES

III.E.1. Certificated/Classified Personnel Items

Page 176

Recommend the Board of Education approve/ratify the certificated/classified personnel items.

III.E.2. Rejection of Claim

Page 182

Recommend the Board of Education reject the claim and refer it to the District's insurance adjuster.

III.E.3. Partnership Program Agreement with Concordia University-Portland

Page 183

Recommend the Board of Education approve the Partnership Program Agreement with Concordia University-Portland.

IV. INFORMATION

IV.A. ADMINISTRATION

IV.A.1. Revision of Bylaws of the Board 9322—Agenda/Meeting Materials

Page 186

Recommend the Board of Education receive for information the revision of Bylaws of the Board 9322—Agenda/Meeting Materials.

IV.A.2. Revision of Bylaws of the Board 9324—Minutes and Recordings

Page 194

Recommend the Board of Education receive for information the revision of Bylaws of the Board 9324—Minutes and Recordings.

IV.B. BUSINESS SERVICES

IV.B.1. 2017/2018 Independent Auditor’s Annual Financial Audit Report

Page 198 Recommend the Board of Education receive for information the 2017/2018 Independent Auditor’s Annual Financial Audit Report.

IV.C. CURRICULUM, INSTRUCTION, INNOVATION, AND SUPPORT

IV.C.1. Low-Performing Student Block Grant

Page 199 Recommend the Board of Education receive for information the Low-Performing Student Block Grant.

IV.C.2. Revision to Board Policy 6142.1 Instruction—Family Life/Sex Education Sexual Health and HIV/AIDS Prevention Instruction

Page 201 Recommend the Board of Education receive for information the revision of Board Policy 6142.1 Instruction—Family Life/Sex Education Sexual Health and HIV/AIDS Prevention Instruction.

IV.C.3. Williams Settlement Legislation Quarterly Uniform Complaint Report Summary for October Through December 2018

Page 206 Recommend the Board of Education receive for information the Williams Settlement Legislation Quarterly Uniform Complaint Report Summary for October through December 2018.

IV.D. FACILITIES, PLANNING, AND OPERATIONS

IV.D.1. Revision of Administrative Regulation 3543 Business and Noninstructional Operations—Transportation Safety and Emergencies

Page 208 Recommend the Board of Education receive for information the revision of Administrative Regulation 3543 Business and Noninstructional Operations—Transportation Safety and Emergencies.

IV.D.2. Measure G Financial/Performance Audit Report

Page 217 Recommend the Board of Education receive for information the Measure G Financial/Performance Audit Report.

V. DISCUSSION

V.A. ADMINISTRATION

V.A.1. Board Member Irene Hernandez-Blair’s Request to Rescind the Board Action Taken on September 4, 2008, Adopting Resolution 2008/2009-06, In Support of Proposition 8

Page 219

Recommend the Board of Education discuss Board member Irene Hernandez-Blair’s request to rescind the Board action taken on September 4, 2008, adopting Resolution 2008/2009-06, In Support of Proposition 8.

V.A.2. Board Member Irene Hernandez-Blair’s Request to Rescind the Board Action Taken on October 17, 2013, Adopting Resolution 2013/2014-10, Opposing Assembly Bill 1266

Page 220

Recommend the Board of Education discuss Board Member Irene Hernandez-Blair’s request to rescind the Board action taken on October 17, 2013, adopting Resolution 2013/2014-10, Opposing Assembly Bill 1266.

VI. COMMUNICATIONS

BOARD MEMBERS AND SUPERINTENDENT

VII. ADJOURNMENT

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

Student Achievement • Safe Schools • Positive School Climate
Humility • Civility • Service

DATE: January 17, 2019

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

PREPARED BY: Grace Park, Ed.D., Associate Superintendent, Curriculum, Instruction, Innovation, and Support
Julian Rodriguez, Ed.D., Director, Secondary Curriculum and Instruction

SUBJECT: RESOLUTION 2018/2019-26 RECOGNIZING FEBRUARY AS CAREER AND TECHNICAL EDUCATION MONTH

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BACKGROUND

Career and Technical Education (CTE) is a program of study that involves a multiyear sequence of courses that integrates core academic with technical and occupational knowledge. Skills attained from this program will empower students to choose a meaningful and sustainable career by providing a pathway to postsecondary education and careers.

Career and Technical Education Month is a public awareness campaign that takes place each February to celebrate the value of CTE and the achievements and accomplishments of CTE programs across the country.

Approval of this item supports the goals identified within the District's Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education adopt Resolution 2018/2019-26 recognizing February as Career and Technical Education Month.

FISCAL IMPACT

None.

NE:GP:JR:smr

**Chino Valley Unified School District
Resolution 2018/2019-26
Recognizing February as
Career and Technical Education Month**

WHEREAS, the month of February has been designated Career and Technical Education Month by the Association for Career and Technical Education; and

WHEREAS, career and technical education helps students form career goals and provides them with pathways, and opportunities to gain the academic, technical and employability skills necessary for true “Career Readiness”; and

WHEREAS, leaders from business and industry nationwide report increasing challenges related to addressing the skills gap and connecting qualified professionals with available careers in critical and growing CTE-related fields, including healthcare, energy, advanced manufacturing and information technology; and

WHEREAS, career and technical education students experience meaningful, real-world problem solving and applications, emerging technologies, and opportunities to interface with experts through business and industry partnerships; and

WHEREAS, career and technical education is part of the backbone of workforce and economic development, fostering productivity in business and industry and contributes to America’s leadership in the globally competitive marketplace; and

WHEREAS, career and technical education prepares students for fulfilling careers by offering integrated programs of study that link secondary and postsecondary education and lead to the attainment of industry-recognized credentials; and

WHEREAS, career and technical education offers individuals lifelong opportunities to learn new skills, which provide them with career choices and advancement opportunities; and

WHEREAS, cooperative efforts between career and technical educators, business, and industry stimulate growth and vitality in the local economy; and

WHEREAS, CTE programs of Chino Valley Unified School District offers rigor, relevance, and relationships that engage students in career path preparation and options for employment, industry recognized credentials and post-secondary education;

NOW, THEREFORE, BE IT RESOLVED the Board hereby finds, determines, and declares February 2019 as Career and Technical Education Month and urges residents to become familiar with the services and benefits offered by career and technical education programs.

APPROVED, PASSED, AND ADOPTED by the Board of Education of the Chino Valley Unified School District this 17th day of January 2019 by the following vote:

Blair	_____
Cruz	_____
Gagnier	_____
Na	_____
Schaffer	_____

I, Norm Enfield, Ed.D., Secretary of the Chino Valley Unified School District Board of Education, do hereby certify that the foregoing is a full, true, and correct copy of the Resolution passed and adopted by said Board at a regularly scheduled and conducted meeting held on said date, which Resolution is on file in the office of said Board.

Norm Enfield, Ed.D., Superintendent
Secretary, Board of Education

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

Student Achievement • Safe Schools • Positive School Climate
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DATE: January 17, 2019

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

PREPARED BY: Grace Park, Ed.D., Associate Superintendent, Curriculum, Instruction, Innovation, and Support
Julian Rodriguez, Ed.D., Director, Secondary Curriculum and Instruction

SUBJECT: PROCLAMATION FOR NATIONAL SCHOOL COUNSELING WEEK, FEBRUARY 4-8, 2019

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BACKGROUND

National School Counseling Week, sponsored by the American School Counselor Association, will be celebrated from February 4-8, 2019, to focus public attention on the unique contribution professional school counselors provide within U.S. school systems. National School Counseling Week highlights the tremendous impact school counselors have in helping students achieve school success and plan for a career.

This special week provides recognition for school counselors who implement comprehensive school counseling programs.

Approval of this item supports the goals identified within the District's Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education adopt the proclamation for National School Counseling Week, February 4-8, 2019.

FISCAL IMPACT

None.

NE:GP:JR:smr

**Chino Valley Unified School District
Proclamation
National School Counseling Week
February 4-8, 2019**

WHEREAS, school counselors are employed in public and private schools to help students reach their full potential;

WHEREAS, school counselors are actively committed to helping students explore their abilities, strengths, interests, and talents as these traits relate to career awareness and development;

WHEREAS, school counselors help parents focus on ways to further the educational, personal, and social growth of their children;

WHEREAS, school counselors work with teachers and other educators to help students explore their potential and set realistic goals for themselves;

WHEREAS, school counselors seek to identify and utilize community resources that can enhance and complement comprehensive school counseling programs and help students become productive members of society; and

WHEREAS, comprehensive developmental school counseling programs are considered an integral part of the educational process that enables all students to achieve success in school.

NOW, THEREFORE, BE IT RESOLVED the Board of Education of the Chino Valley Unified School District does hereby proclaim February 4-8, 2019, as National School Counseling Week.

Norm Enfield, Ed.D., Superintendent
Secretary, Board of Education

**CHINO VALLEY UNIFIED SCHOOL DISTRICT
ORGANIZATIONAL MEETING OF THE BOARD OF EDUCATION
December 13, 2018**

MINUTES

I. OPENING BUSINESS

I.A. CALL TO ORDER – 5:05 P.M.

1. Roll Call

Vice President Na called to order the organizational meeting of the Board of Education, Thursday, December 13, 2018, at 5:05 p.m. with Blair, Cruz, Gagnier, Schaffer, and Na present. Superintendent Enfield administered the oath of office to Christina Gagnier and Joe Schaffer.

Administrative Personnel

Norm Enfield, Ed.D., Superintendent
Sandra H. Chen, Associate Superintendent, Business Services
Lea Fellows, Assistant Superintendent, CIIS
Grace Park, Ed.D., Associate Superintendent, CIIS
Richard Rideout, Assistant Superintendent, Human Resources
Gregory J. Stachura, Assistant Supt., Facilities, Planning, & Operations

2. Public Comment on Closed Session Items

None.

3. Closed Session

Vice President Na adjourned to closed session at 5:05 p.m. regarding conference with legal counsel existing and anticipated litigation; conference with real property negotiators; student readmissions; public employee dismissal/discipline/release; and conference with labor negotiators: A.C.T. and CSEA.

I.B. RECONVENE TO REGULAR OPEN MEETING – 7:00 P.M.

1. Report Closed Session Action

Vice President Na reconvened the organizational meeting of the Board of Education at 7:00 p.m. with Blair, Cruz, Gagnier, Schaffer, and Na present. The Board met in closed session from 5:15 p.m. to 6:49 p.m. regarding conference with legal counsel existing and anticipated litigation; conference with real property negotiators; student readmissions; public employee dismissal/discipline/release; and conference with labor negotiators: A.C.T. and CSEA.

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The Board gave counsel direction regarding the appeal of CVUSD's denial of the SASCA-CV charter petition that is now pending before the San Bernardino County Board of Education. No further action was taken that required public disclosure.

2. Pledge of Allegiance

Boys Republic HS Principal Carl Hampton led the Pledge of Allegiance.

I.C. OATH OF OFFICE FOR BOARD MEMBERS

Superior Court Judge Mark Peterson administered the oath of office to Christina Gagnier, and Chief Al Jackson, San Bernardino County Community College District Police Department, administered the oath of office to Joe Schaffer.

I.D. PRESENTATIONS

1. Boys Republic HS: Della Robbia Wreath Presentation

Boys Republic HS Principal Carl Hampton, staff, and students presented Della Robbia wreaths and baked goods to the Board of Education.

2. Annual Report: Measure G Citizens' Oversight Committee for the 2017/2018 School Year

Mark Hargrove, Measure G Citizens' Oversight Committee, provided the report.

3. Annual Report: Academic Indicator

Dr. Grace Park and staff provided the Academic Indicator annual report.

I.E. ORGANIZATION OF BOARD

Election of Officers/Representatives

1.- 3. Moved (Blair) seconded (Cruz) carried unanimously (5-0) to select James Na as President; Irene Hernandez-Blair as Vice President; Andrew Cruz as Clerk, and identified Superintendent Enfield as Secretary to the Board of Education.

4. Election of Board Liaison—City of Chino

Christina Gagnier volunteered to serve as Board liaison to the city of Chino. There were no other volunteers or nominations, and Christina Gagnier was selected.

5. Election of Board Liaison—City of Chino Hills

Irene Hernandez-Blair volunteered to serve as Board liaison to the city of Chino. There were no other volunteers or nominations, and Irene Hernandez-Blair was selected.

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6. Election of Board Liaison–City of Ontario
Andrew Cruz volunteered to serve as Board liaison to the city of Ontario. There were no other volunteers or nominations, and Andrew Cruz was selected.
7. Election of Board Liaison–Chino Valley Independent Fire District
Christina Gagnier volunteered to serve as Board liaison to the Chino Valley Independent Fire District. There were no other volunteers or nominations, and Christina Gagnier was selected.
8. Election of Representative–County Committee on School District Organization
Irene Hernandez-Blair volunteered to serve as Board representative on the County Committee on School District Organization. There were no other volunteers or nominations, and Irene Hernandez-Blair was selected.
9. Election of Representative–Chino Hills Parks and Recreation Commission
Joe Schaffer volunteered to serve as Board representative on the Chino Hills Parks and Recreation Commission. There were no other volunteers or nominations, and Joe Schaffer was selected.
10. Election of Two Representatives–Joint Meeting with the City of Chino
Andrew Cruz and Christina Gagnier volunteered to serve as representatives to the joint meeting with the city of Chino. There were no other volunteers or nominations, and Andrew Cruz and Christina Gagnier were selected.
11. Election of Two Representatives–Joint Meeting with the City of Chino Hills
Andrew Cruz and Irene Hernandez-Blair volunteered to serve as representatives to the joint meeting with the city of Chino Hills. There were no other volunteers or nominations, and Andrew Cruz and Irene Hernandez-Blair were selected.
12. Election of Representative–Chamber of the Chino Valley
Christina Gagnier volunteered to serve as representative to the Chamber of the Chino Valley. There were no other volunteers or nominations, and Christina Gagnier was selected.
13. Election of Representative and Alternate–Baldy View Regional Occupational Program Commission for a Term to Expire in December 2019
James Na nominated Joe Schaffer to serve as representative, and himself as alternate, to the Baldy View Regional Occupational Program Commission for a term to expire in December 2019. There were no other volunteers or nominations, and Joe Schaffer was selected as representative, and James Na was selected as alternate.

Minutes of the Organizational Meeting of the Board of Education - December 13, 2018

I.F. BREAK FOR RECEPTION

President Na called a recess from 8:00 p.m. to 8:23 p.m. for a reception.

I.G. COMMENTS FROM STUDENT REPRESENTATIVE

Absent.

I.H. COMMENTS FROM EMPLOYEE REPRESENTATIVES

Yvette Farley, CHAMP President, welcomed Joe Schaffer and Christina Gagnier to the Board; said CHAMP contributed over \$600.00 to the HOPE center; congratulated Isabel Brenes for her appointment to director of human resources, and Karen Miner as principal of Cal Aero Preserve Academy; said ACSA nominations for administrators of the year are still being accepted; and extended holiday wishes.

I.I. COMMENTS FROM COMMUNITY LIAISONS

Art Bennett, Chino Hills City Council, congratulated Christina Gagnier and Joe Schaffer; announced that Cynthia Moran was selected as mayor of Chino Hills and he was selected as vice mayor at the Chino Hills city council organizational meeting; thanked the school district for what it does; implored residents to drive safely during the holiday season; announced the Chino Hills boat parade; extended Christmas blessings and holiday greetings; thanked God for blessings; and asked that we remember homeless children in the community.

I.J. COMMENTS FROM THE AUDIENCE ON ITEMS NOT ON THE AGENDA

Peter Attwood addressed the Board regarding the RAPTOR system (personal information disclosure) and the LCAP report related to special education.

I.K. CHANGES AND DELETIONS

The following changes were read into the record: Human Resources, Item III.E.1., Certificated/Classified Personnel Items, under *Change of Assignment* deleted the name Zaine Pimentel; and Facilities, Planning, and Operations, Item III.D.8., Bid 18-19-10F, Cattle ES, Litel ES, and Oak Ridge ES Alteration Project, was yellow-sheeted.

II. ACTION

II.A. ADMINISTRATION

II.A.1. 2019/2020 Board Meeting Calendar

Moved (Blair) seconded (Cruz) carried unanimously (5-0) to approve the 2019/2020 Board meeting calendar.

II.A.2. Nominations for CSBA Delegate Assembly

No action was taken.

II.B. BUSINESS SERVICES

II.B.1. 2018/2019 First Interim Financial Report

Sandra Chen provided a brief summary of the item. Moved (Blair) seconded (Cruz) carried unanimously (5-0) to approve the 2018/2019 First Interim Financial Report, and authorize the President of the Board of Education and the Superintendent to sign the Positive Certification of Financial Condition for the current and two subsequent fiscal years.

II.C. HUMAN RESOURCES

II.C.1. Public Notice and Hearing Regarding the District's Initial Bargaining Proposal to the Associated Chino Teachers for a Successor Collective Bargaining Agreement Effective July 1, 2019

President Na gave public notice and opened the public hearing regarding the District's initial bargaining proposal to the Associated Chino Teachers for a successor Collective Bargaining Agreement effective July 1, 2019, at 8:43 p.m. Peter Attwood addressed the Board, and the public hearing was closed at 8:44 p.m.

III. CONSENT

Joe Schaffer pulled for separate action item III.A.1., Moved (Blair) seconded (Gagnier) carried unanimously (5-0) to approve the remainder of consent items, as amended.

III.A. ADMINISTRATION

III.A.1. Minutes of the Regular Meeting of November 15, 2018

Moved (Blair) seconded (Schaffer) carried unanimously (5-0) to approve the minutes of the regular meeting of November 15, 2018.

Minutes of the Organizational Meeting of the Board of Education - December 13, 2018

III.B. BUSINESS SERVICES

III.B.1. Warrant Register

Approved/ratified the warrant register.

III.B.2. 2018/2019 Application to Operate Fundraising Activities and Other Activities for the Benefits of Students

Approved/ratified the 2018/2019 application to operate fundraising activities and other activities for the benefit of students.

III.B.3. Fundraising Activities

Approved/ratified the fundraising activities.

III.B.4. Donations

Accepted the donations.

III.B.5. Legal Services

Approved payment for legal services to the law offices of Atkinson, Andelson, Loya, Ruud & Romo; Fagen Friedman & Fulfrost LLP; Margaret A. Chidester & Associates; and The Tao Firm.

III.B.6. Signature Authorizations for Chino Valley Unified School District

Approved the signature authorizations for Chino Valley Unified School District.

III.C. CURRICULUM, INSTRUCTION, INNOVATION, AND SUPPORT

III.C.1. Student Readmission Cases 16/17-28 and 17/18-05

Approved student readmission cases 16/17-28 and 17/18-05.

III.C.2. School-Sponsored Trips

Approved/ratified the school-sponsored trips for Ayala HS and Chino Hills HS.

III.C.3. 2019 Supplemental Summer Instruction Program and Special Education Extended School Year

Approved the 2019 Supplemental Summer Instruction Program and Special Education Extended School Year.

III.C.4. Career Technical Education/Carl D. Perkins Advisory Committee

Approved the Career Technical Education/Carl D. Perkins Advisory Committee as follows: Jennell Acker, Teacher, Chino Hills HS (Hospitality & Tourism); Alyssa Berry, Teacher, Don Lugo HS (Agriculture); Yvette Bookout, Computer Operations Support Technician, CVUSD; Michael Collins, Teacher, Ayala HS (Architectural Engineering); Scott Eckersall, Engineer, Eckersall LLC; Brian Engstrom, Teacher, Don Lugo HS (Engineering); Fe Rama, Engineer, City of Chino Hills; Mike Rolland, Teacher, Chino Hills HS (Digital Design);

Minutes of the Organizational Meeting of the Board of Education - December 13, 2018

Lorraine Vara, Teacher, Chino HS (Law & Justice); and Elizabeth Williams, Teacher, Chino HS. (Culinary)

III.D. FACILITIES, PLANNING, AND OPERATIONS

III.D.1. Purchase Order Register

Approved/ratified the purchase order register.

III.D.2. Agreements for Contractor/Consultant Services

Approved/ratified the Agreements for Contractor/Consultant Services.

III.D.3. Surplus/Obsolete Property

Declared the District property surplus/obsolete and authorized staff to sell/dispose of said property.

III.D.4. Change Order and Notice of Completion for CUPCCAA Projects

Approved the change order and Notice of Completion for CUPCCAA Projects.

III.D.5. Change Orders and Notice of Completion for Bid 17-18-18F, Ayala HS Portable Classroom Relocation

Approved the change orders and Notice of Completion for Bid 17-18-18F, Ayala HS Portable Classroom Relocation.

III.D.6. Resolution 2018/2019-24, for Authorization to Utilize a Piggyback Contract

Adopted Resolution 2018/2019-24, for authorization to utilize a piggyback contract.

III.D.7. Bid 18-19-09F, Free Standing Satellite Food Service Stations

Awarded Bid 18-19-09F, Free Standing Satellite Food Service Stations to On Premise Products, Inc. dba ServeSmart K-12 Products.

III.D.8. Bid 18-19-10F, Cattle ES, Litel ES, and Oak Ridge ES Alteration Project

Awarded Bid 18-19-10F, Cattle ES, Litel ES, and Oak Ridge ES, Alteration Project to: BP 02-01 Precision Contracting; BP 03-01 KAR Construction; BP 05-01 RND Contractors; BP 06-01 Miller Construction; BP 06-02 Stolo Cabinets; BP 07-01 Letner Roofing; BP 08-01 Construction Hardware; BP 09-01 Mirage Builders; BP 09-02 Continental Marble & Tile; BP 09-03 CG Acoustics; BP 09-04 Signature Flooring; BP 09-05 AJ Fistes Corp.; BP 10-01 RVH Constructors, Inc.; BP 11-01 Kitcor Corp.; BP 22-01 Empyrean Plumbing; BP 23-01 Aire-Masters Air Conditioning; BP 26-01 RDM Electric; and BP 32-01 General Consolidated, as amended.

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- III.D.9. **Bid 18-19-12F, Ayala HS Safety and Security (Keyless Access, Security Camera and Door/Hardware Replacement)**
Awarded Bid 18-19-12F, Ayala HS Safety and Security (Keyless Access, Security Camera, and Door/Hardware Replacement), to RIS Electric Contractors Inc.
- III.D.10. **Bid 18-19-13F, Cal Aero K-8 and Ayala HS Fencing**
Awarded Bid 18-19-13F, Cal Aero K-8 and Ayala HS Fencing, to FenceCorp. Inc.
- III.D.11. **CUPCAA Bid 18-19-18I, Borba ES Playground Equipment Installation**
Awarded CUPCAA Bid 18-19-18I, Borba ES Playground Equipment Installation, to J2 Builders.
- III.D.12. **Chino Unified School District Capital Facilities Corporation—
Designation of New Trustees**
Designated Christina Gagnier and Joe Schaffer to serve as trustees on the Board of the Chino Unified School District Capital Facilities Corporation.
- III.D.13. **Chino Unified School District Land Acquisition Corporation—
Designation of New Directors**
Designated Christina Gagnier and Joe Schaffer to serve as directors on the Board of the Chino Unified School District Land Acquisition Corporation.
- III.E. **HUMAN RESOURCES**
- III.E.1. **Certificated/Classified Personnel Items**
Approved/ratified the certificated/classified personnel items, as amended.
- III.E.2. **Student Teaching Agreement with Loyola Marymount University**
Approved the student teaching agreement with Loyola Marymount University.

IV. INFORMATION

IV.A. ADMINISTRATION

- IV.A.1. **Revision of Bylaws of the Board 9110—Terms of Office**
Received for information the revision of Bylaws of the Board 9110—Terms of Office.

Minutes of the Organizational Meeting of the Board of Education - December 13, 2018

IV.B. CURRICULUM, INSTRUCTION, INNOVATION, AND SUPPORT

IV.B.1. San Bernardino County Superintendent of Schools Williams Report of Findings Decile 1-3 Schools for Borba ES, Chino HS, Dickson ES, Marshall ES, Ramona JHS, and Walnut ES

Received for information the San Bernardino County Superintendent of Schools Williams Report of Findings Decile 1-3 schools for Borba ES, Chino HS, Dickson ES, Marshall ES, Ramona JHS, and Walnut ES.

IV.B.2. San Bernardino County Superintendent of Schools Williams Settlement Fiscal Year 2017/2018 Annual Report

Received for information the San Bernardino County Superintendent of Schools Williams Settlement Fiscal Year 2017/2018 Annual Report.

IV.B.3. New Course: Career Essentials

Received for information the new course Career Essentials.

IV.B.4. New Course: Emerging English Language Development (ELD)

Received for information the new course Emerging English Language Development (ELD).

IV.B.5. New Course: Expanding English Language Development (ELD) A

Received for information the new course Expanding English Language Development (ELD) A.

IV.B.6. New Course: Expanding English Language Development (ELD) B

Received for information the new course Expanding English Language Development (ELD) B.

IV.B.7. New Course: Humanities

Received for information the new course Humanities.

IV.B.8. New Course: Math Foundations

Received for information the new course Math Foundations.

IV.B.9. New Course: Personal Finance

Received for information the new course Personal Finance.

IV.B.10. New Course: Sociology

Received for information the new course Sociology.

IV.B.11. Revision of English 9 CP Course

Received for information the revision of the English 9 CP course.

IV.B.12. Revision of English 10 CP Course

Received for information the revision of the English 10 CP course.

Minutes of the Organizational Meeting of the Board of Education - December 13, 2018

IV.B.13. Revision of English 11 CP Course

Received for information the revision of the English 11 CP course.

IV.B.14. Revision of English 12 CP Course

Received for information the revision of the English 12 CP course.

V. COMMUNICATIONS

BOARD MEMBERS AND SUPERINTENDENT

Joe Schaffer thanked everyone who attended the meeting; attended Litel ES's Night of Giving; thanked Superintendent Enfield for joining him at the CSBA conference in San Francisco; and wished everyone a merry Christmas.

Christina Gagnier thanked everyone for attending the meeting; said she is humbled to serve the community; said she is committed to putting students first and being accessible to everyone and wants to hear the concerns from everyone who is part of the student community; and extended holiday greetings.

Andrew Cruz attended events that brought the community together; attended Litel ES's Night of Giving; attended the Make a Child Smile event and acted as a bus captain; attended the Chino parade; participated in the 7th Annual Chino Valley YMCA Reindeer Romp 5K run and took first in his division; announced the Run for Russ K5 scheduled for February 2, 2019; announced the DairyAire 5k/10k fun run scheduled for March 2, 2019; announced the Chino Neighborhood House community event scheduled for December 21; announced the Vex Robotics event this Saturday at Ayala HS; and extended Christmas wishes.

Irene Hernandez-Blair congratulated Joe Schaffer and Christina Gagnier; spoke about the LCAP presentation; said mental health support services with courses such as peer counseling is needed; spoke about comments made several years ago by David Speak, Cal Poly Pomona Professor of Political Science regarding Chino Valley Unified School District's passing of a resolution; requested of Superintendent Enfield and President Na that there be a discussion to end pursuing the prayer lawsuit; asked for action agenda items to rescind the resolution that supported Proposition 8 many years ago and the resolution that opposed AB1266; and extended holiday well wishes.

Superintendent Enfield congratulated Joe Schaffer and Christina Gagnier; and extended holiday well wishes.

President Na said he received a recent communication from a former student who now resides in Alaska, and said it is good to hear that students still remember CVUSD; extended Christmas wishes to everyone; said it is time to give thanks for what we have and time to share love and compassion; and closed by saying education starts at home with caring parents.

VI. ADJOURNMENT

President Na adjourned the organizational meeting of the Board of Education at 8:57 p.m.

James Na, President

Andrew Clerk, Clerk

Recorded by: Patricia Kaylor, Administrative Secretary, Board of Education

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

Student Achievement • Safe Schools • Positive School Climate
Humility • Civility • Service

DATE: January 17, 2019
TO: Members, Board of Education
FROM: Norm Enfield, Ed.D., Superintendent
SUBJECT: REVISION OF BYLAWS OF THE BOARD 9110—TERMS OF OFFICE

=====

BACKGROUND

Board policies, administrative regulations, and Bylaws of the Board are routinely developed and revised as a result of changes in law, mandates, federal regulations, and current practice. Bylaws of the Board 9110—Terms of Office is being updated to reflect new law AB 2449, which changes the commencement of the term of office of Board members from the first Friday in December following their election to the second Friday in December. This item was presented as information on December 13, 2018.

New language is provided in UPPER CASE while old language to be deleted is ~~lined through~~.

Approval of this item supports the goals identified within the District’s Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education approve the revision of Bylaws of the Board 9110—Terms of Office.

FISCAL IMPACT

None.

NE:pk

TERMS OF OFFICE

The Board of Education shall consist of five members whose terms shall be staggered so that as nearly as practicable, one half of the members shall be elected in each ~~even numbered~~ year IN WHICH THE BOARD'S ELECTIONS ARE REGULARLY HELD. (Education Code 35012)

(cf. 9220 - Governing Board Elections)

The term of office for BOARD members elected in regular elections shall be four years, commencing on the ~~first~~ SECOND Friday in December ~~next succeeding~~ FOLLOWING their election. (Education Code 5017)

(cf. 9223 - Filling Vacancies)

(cf. 9224 - Oath or Affirmation)

(cf. 9250 - Remuneration, Reimbursement, Other Benefits)

~~Board member terms expire four years after their initial election on the first Friday in December following the election of new members. (Education Code 5000)~~

A BOARD memberS whose termS ~~has~~ HAVE expired shall continue to discharge the duties of the office until ~~his/her~~ THEIR successorS ~~has~~ HAVE qualified by taking the oath of office. (Education Code 5017; Government Code 1302, 1360)

Legal Reference:

EDUCATION CODE

5000-5033 Election of school district board members

35010 Control of district

35012 Board members; number, election and terms

35107 Eligibility

ELECTIONS CODE

1302 Local elections, school district election

10400-10418 Consolidation of elections

14050-14057 California Voter Participation Rights Act

GOVERNMENT CODE

1302 Continuance in office until qualification of successor

1303 Exercising functions of office without having qualified

1360 Necessity of taking constitutional oath

Management resources:

WEBSITES

California School Boards Association: www.csba.org

Chino Valley Unified School District

Bylaw adopted: August 17, 1995

Revised: November 6, 2008

REVISED:

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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Humility • Civility • Service

DATE: January 17, 2019
TO: Members, Board of Education
FROM: Norm Enfield, Ed.D., Superintendent
PREPARED BY: Sandra H. Chen, Associate Superintendent, Business Services
Liz Pensick, Director, Fiscal Services
SUBJECT: WARRANT REGISTER

=====

BACKGROUND

Education Code 42650 requires the Board to approve and/or ratify all warrants. These payments are made in the form of warrants, and the warrant (check) form is approved by the County Superintendent.

All items listed are within previously budgeted amounts. There is no fiscal impact beyond currently available appropriations.

Approval of this item supports the goals identified within the District’s Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education approve/ratify the warrant register, provided under separate cover.

FISCAL IMPACT

\$8,556,432.27 to all District funding sources.

NE:SHC:LP:wc

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

Student Achievement • Safe Schools • Positive School Climate
Humility • Civility • Service

DATE: January 17, 2019
TO: Members, Board of Education
FROM: Norm Enfield, Ed.D., Superintendent
PREPARED BY: Sandra H. Chen, Associate Superintendent, Business Services
Liz Pensick, Director, Fiscal Services
**SUBJECT: 2018/2019 APPLICATION TO OPERATE FUNDRAISING
ACTIVITIES AND OTHER ACTIVITIES FOR THE BENEFIT OF
STUDENTS**

=====
BACKGROUND

Administrative Regulation 1230 Community Relations – School Connected Organizations requires that any person or group of people desiring to raise money to benefit a student or students at one or more schools within the District shall request authorization to operate by applying to the Chino Valley Unified School District Board of Education.

Approval of this item supports the goals identified within the District’s Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education approve/ratify the 2018/2019 application to operate fundraising activities and other activities for the benefit of students.

FISCAL IMPACT

None.

NE:SHC:LP:wc

CHINO VALLEY UNIFIED SCHOOL DISTRICT
January 17, 2019

**2018/2019 AUTHORIZATION TO OPERATE FUNDRAISING ACTIVITIES
AND OTHER ACTIVITIES FOR THE BENEFIT OF STUDENTS**

School

Ayala HS

Organization

Girls Soccer Boosters

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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Humility • Civility • Service

DATE: January 17, 2019
TO: Members, Board of Education
FROM: Norm Enfield, Ed.D., Superintendent
PREPARED BY: Sandra H. Chen, Associate Superintendent, Business Services
Liz Pensick, Director, Fiscal Services
SUBJECT: FUNDRAISING ACTIVITIES

=====

BACKGROUND

Board Policy 3452 Business and Noninstructional Operations – Student Activity Funds and Board Policy 1230 Community Relations – School Connected Organizations require that fundraising activities be submitted to the Board of Education for approval.

Approval of this item supports the goals identified within the District’s Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education approve/ratify the fundraising activities.

FISCAL IMPACT

None.

NE:SHC:LP:wc

CHINO VALLEY UNIFIED SCHOOL DISTRICT
January 17, 2019

<u>SITE/DEPARTMENT</u>	<u>ACTIVITY/DESCRIPTION</u>	<u>DATE</u>
<u>Butterfield Ranch ES</u>		
PTA	Movie Night	1/25/19
PTA	Friendship Gram Sale	1/31/19 - 2/18/19
PTA	Mother/Son Dance	2/20/19
PTA	Father/Daughter Dance	2/22/19
<u>Hidden Trails ES</u>		
PTA	Souplantation Spirit Day	3/13/19
PTA	Chino Hills Pizza Co. Spirit Day	4/10/19
<u>Liberty ES</u>		
ASB	Holiday Boutique	12/10/18 - 12/14/18
<u>Litel ES</u>		
PTA	Pencil Gram Sale	2/5/19 - 2/13/19
<u>Marshall ES</u>		
PTO	Color Run Pledge Drive	1/23/19 - 2/6/19
<u>Rhodes ES</u>		
PEP Club	Family Fun Night	1/25/19
PEP Club	Someone Special Dinner	2/19/19
PEP Club	Ontario Reign Rhodes Night	3/22/19
<u>Rolling Ridge ES</u>		
PTA	Which Wich? Family Night Out	1/23/19
<u>Canyon Hills JHS</u>		
ASB	California Pizza Kitchen Spirit Day	1/30/19
Renaissance	Pieology Family Night Out	2/5/19

CHINO VALLEY UNIFIED SCHOOL DISTRICT
January 17, 2019

<u>SITE/DEPARTMENT</u>	<u>ACTIVITY/DESCRIPTION</u>	<u>DATE</u>
<u>Ayala HS</u>		
Choral Boosters	Panera Bread Family Night Out	1/18/19
Girls Soccer Boosters	eTeamSponsor Donation Drive	1/18/19 - 3/1/19
Theatre Arts Boosters	Comedy Show/Dinner Ticket Sale	1/25/19
Theatre Arts Boosters	Winter Production Ticket/Concession Sale	2/1/19 - 2/9/19
AVID	Off Campus Candy Sale	2/2/19 - 3/22/19
History Club	Chipotle Family Night Out	3/12/19
<u>Chino HS</u>		
Track & Field Boosters	All-Comers Track Meets	1/19/19 & 1/26/19
Girls Golf Boosters	Ono's Hawaiian BBQ Family Night Out	1/24/19
N.H.S.	After School Taco Sale	1/25/19
Band Boosters	eTeamSponsor Donation Drive	1/25/19 - 2/15/19
Softball Boosters	Mountain Mike's Spirit Day	1/31/19
Softball Boosters	Banner Sponsorship Sale	2/1/19 - 5/1/19
Softball Boosters	Chipotle Family Night Out	3/19/19
Softball Boosters	Los Portales Family Night Out	3/19/19
Softball Boosters	Pieology Family Night Out	4/10/19
<u>Chino Hills HS</u>		
General Boosters	Weekly Bingo	1/18/19 - 3/7/19
<u>Don Lugo HS</u>		
AVID	Spirit Fan Cloth Sale	2/1/19 - 2/15/19

CHINO VALLEY UNIFIED SCHOOL DISTRICT

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DATE: January 17, 2019
TO: Members, Board of Education
FROM: Norm Enfield, Ed.D., Superintendent
PREPARED BY: Sandra H. Chen, Associate Superintendent, Business Services
Liz Pensick, Director, Fiscal Services
SUBJECT: DONATIONS

=====

BACKGROUND

Board Policy 3290 Business and Noninstructional Operations - Gifts, Grants, and Bequests states the Board of Education may accept any bequest or gift of money or property on behalf of the District. All gifts, grants, and bequests shall become property of the District. Use of the gift shall not be impaired by restrictions or conditions imposed by the donor. Approximate values are determined by the donor.

Approval of this item supports the goals identified within the District’s Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education accept the donations.

FISCAL IMPACT

Any cost for repairs of donated equipment will be a site expense.

NE:SHC:LP:wc

CHINO VALLEY UNIFIED SCHOOL DISTRICT
January 17, 2019

<u>DEPARTMENT/SITE DONOR</u>	<u>ITEM DONATED</u>	<u>APPROXIMATE VALUE</u>
<u>H.O.P.E. Program</u>		
Errol & Linda Miller	Gift Cards	\$40.00
Leslie Toledo	Gift Cards	\$75.00
Terri Trembly	Gift Cards	\$100.00
Susan Stack	Gift Cards	\$210.00
<u>Superintendent's Office</u>		
Lewis Family Foundation	Cash	\$500.00
<u>Borba ES</u>		
Edison International	Cash	\$150.00
<u>Hidden Trails ES</u>		
Jennifer O'Neill	Cash	\$10.00
Johanna Beas	Cash	\$25.00
Anitha Byrareddy	Cash	\$25.00
Nathan Caldoza	Cash	\$25.00
Jun Cheng	Cash	\$25.00
Deepa Datta	Cash	\$25.00
Myra DeArmas	Cash	\$25.00
Anne Dilay	Cash	\$25.00
Amy Fulkerson	Cash	\$25.00
Nerissa Geller	Cash	\$25.00
Rebecca Guzman	Cash	\$25.00
Jim Ha	Cash	\$25.00
Shannon Hartz	Cash	\$25.00
Anne Hinh	Cash	\$25.00
Linh Hoang	Cash	\$25.00
George Hu	Cash	\$25.00
Mindy Hu	Cash	\$25.00
Sephehr Kalantan	Cash	\$25.00
Sophie Kam	Cash	\$25.00
Lorna Korste	Cash	\$25.00

CHINO VALLEY UNIFIED SCHOOL DISTRICT
January 17, 2019

<u>DEPARTMENT/SITE DONOR</u>	<u>ITEM DONATED</u>	<u>APPROXIMATE VALUE</u>
<u>Hidden Trails ES</u> (cont.)		
Suruchi Kumari	Cash	\$25.00
Anna Lee	Cash	\$25.00
Anna Lee	Cash	\$25.00
Miran Lee	Cash	\$25.00
Sandy Lee	Cash	\$25.00
James Lie	Cash	\$25.00
Chiuping Lin	Cash	\$25.00
Kitty Leung	Cash	\$25.00
Yang Liyu	Cash	\$25.00
Jerry Mao	Cash	\$25.00
Rona McManus	Cash	\$25.00
Mamta Mehta	Cash	\$25.00
Tommy Mendoza	Cash	\$25.00
Christina Pianiuk	Cash	\$25.00
Rebecca Reger	Cash	\$25.00
Rosio Rodriguez-Mariscal	Cash	\$25.00
Deepali Sarvaiya	Cash	\$25.00
Christina Takislinian	Cash	\$25.00
Amanda Tinoco	Cash	\$25.00
Becky Tse	Cash	\$25.00
Zhe Wang	Cash	\$25.00
Debra Wiggins	Cash	\$25.00
Calman Wong	Cash	\$25.00
Calman Wong	Cash	\$25.00
Lisa Wu	Cash	\$25.00
Yin-Yin Wu	Cash	\$25.00
Wei Xu	Cash	\$25.00
Junxuan Diao	Cash	\$45.00
Larry Chou	Cash	\$50.00
Julia Deitering	Cash	\$50.00
Juhun Kim	Cash	\$50.00
Isabel Mendez	Cash	\$50.00

CHINO VALLEY UNIFIED SCHOOL DISTRICT
January 17, 2019

<u>DEPARTMENT/SITE DONOR</u>	<u>ITEM DONATED</u>	<u>APPROXIMATE VALUE</u>
<u>Canyon Hills JHS</u>		
Heffernan Foundation	Cash	\$20.00
Jennifer Laddaga	Cash	\$100.00
Scoutit Inc.	Cash	\$117.00
Kayoko Ioriya	Cash	\$500.00
<u>Ayala HS</u>		
Circle K Stores, Inc.	Cash	\$1,000.00
Lally Medical Group	Cash	\$11,000.00
<u>Chino Hills HS</u>		
Circle K Stores, Inc.	Cash	\$1,000.00
James M. Lally, DO, Inc.	Cash	\$4,000.00
<u>Don Lugo HS</u>		
Robert Grebel	Cash	\$21.00
Carisa Lopez	Cash	\$83.00
Nestor Zamora	Cash	\$83.00
Sophie Yu	Cash	\$150.00
Lindsey Davison	Cash	\$165.00
Kelly Duffy	Cash	\$165.00
Pauline Frenes	Cash	\$165.00
George Gofas	Cash	\$165.00
Reliable Machine Rebuilders	Cash	\$200.00
Chino Mounted Posse	Cash	\$1,294.00

CHINO VALLEY UNIFIED SCHOOL DISTRICT
Our Motto:
 Student Achievement • Safe Schools • Positive School Climate
 Humility • Civility • Service

DATE: January 17, 2019

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

PREPARED BY: Sandra H. Chen, Associate Superintendent, Business Services
 Liz Pensick, Director, Fiscal Services

SUBJECT: LEGAL SERVICES

=====

BACKGROUND

The following law firms provide services to the Chino Valley Unified School District and have submitted their invoices. The current invoice amounts, along with the fiscal year-to-date totals for each individual law firm, are listed below.

FIRM	MONTH	INVOICE AMOUNTS	2018/2019 YEAR-TO-DATE
Atkinson, Andelson, Loya, Ruud & Romo	November 2018	\$ 12,666.46	\$102,908.38
Fagen Friedman & Fulfrost LLP	October 2018	\$ 8,601.00	\$ 10,984.50
Margaret A. Chidester & Associates	Oct/Nov 2018	\$309,488.46	\$694,934.16
The Tao Firm	-	-	\$ 700.00
	Total	\$330,755.92	\$809,527.04

Approval of this item supports the goals identified within the District's Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education approve payment for legal services to the law offices of Atkinson, Andelson, Loya, Ruud & Romo; Margaret A. Chidester & Associates, and Fagen Friedman & Fulfrost LLP.

FISCAL IMPACT

\$330,755.92 to the General Fund.

NE:SHC:LP:wc

CHINO VALLEY UNIFIED SCHOOL DISTRICT

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DATE: January 17, 2019
TO: Members, Board of Education
FROM: Norm Enfield, Ed.D., Superintendent
PREPARED BY: Lea Fellows, Assistant Superintendent, Curriculum, Instruction, Innovation, and Support
Stephanie Johnson, Director, Student Support Services
SUBJECT: STUDENT EXPULSION CASE 18/19-05

=====

BACKGROUND

The Board of Education has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction.

Expulsion is an action taken by the Board for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion is used only when there is a history of misconduct when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to him/herself or others.

A student may be expelled only by the Board of Education. The Board shall expel, as required by law, any student found to have committed certain offenses listed in Education Code 48915.

Approval of this item supports the goals identified within the District's Strategic Plan.

RECOMMENDATION

Based upon the recommendation of the Expulsion Hearing Administrative Panel, it is recommended the Board of Education approve student expulsion case 18/19-05.

FISCAL IMPACT

None.

NE:LF:SJ:ss

CHINO VALLEY UNIFIED SCHOOL DISTRICT

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DATE: January 17, 2019
TO: Members, Board of Education
FROM: Norm Enfield, Ed.D., Superintendent
PREPARED BY: Lea Fellows, Assistant Superintendent, Curriculum, Instruction, Innovation, and Support
SUBJECT: SCHOOL-SPONSORED TRIPS

=====

BACKGROUND

The Board of Education recognizes that school-sponsored trips are an important component of a student’s development and supplement and enrich the classroom learning experience. School-sponsored trips may be conducted in connection with the District’s course of study or school related social, educational, cultural, athletic, school band activities, or other extracurricular or cocurricular activities. Resources will be identified and established at the school site to assist economically disadvantaged students in obtaining funding for field trips and, in some cases, student travel. School sponsored trips that require overnight stay or are in excess of 250 miles (one way) require board approval.

Approval of this item supports the goals identified within the District’s Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education approve/ratify the following school-sponsored trips for:

School-Sponsored Trips	Date	Fiscal Impact
Site: Cattle ES Event: Sacramento Day Trip Place: Sacramento, CA Chaperone: 10 student/8 chaperones	March 12, 2019	Cost: \$379.00 per student Funding Source: Parents
Site: Chino Hills HS Event: Choir Tour Place: Seattle, WA Chaperone: 37 students/4 chaperones	March 26-30, 2019	Cost: \$1,600.00 per student Funding Source: Fundraising

Site: Don Lugo HS Event: Future Farmers of America - Made for Excellence Advanced Leadership Academy Place: Ontario, CA Chaperone: 6 students/1 chaperone	February 1-2, 2019	Cost: \$115.00 per student Funding Source: Parents
Site: Don Lugo HS Event: Associated Student Body - Northern California College Tour Place: Merced, CA; Santa Cruz, CA; Berkeley, CA; and UC Santa Barbara Chaperone: 50 students/5 chaperones	February 27-March 2, 2019	Cost: \$350.00 per student Funding Source: Parents and sponsors

FISCAL IMPACT

None.

NE:LF:rtr

CHINO VALLEY UNIFIED SCHOOL DISTRICT

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DATE: January 17, 2019
TO: Members, Board of Education
FROM: Norm Enfield, Ed.D., Superintendent
PREPARED BY: Lea Fellows, Assistant Superintendent, Curriculum, Instruction, Innovation, and Support
Yvette Farley, Director, Access and Equity
SUBJECT: 2018/2019 SINGLE PLAN FOR STUDENT ACHIEVEMENT

=====

BACKGROUND

The California Department of Education requires every public school receiving federal funds to annually develop a Single Plan for Student Achievement (SPSA). The plan describes goals and objectives based on each school site's assessment data and describes how funds will be spent to support the goals identified.

The School Site Council and the Board of Education must approve the SPSA annually. A SPSA for each school is submitted at this time based on the federal funds program budgets for fiscal year 2018/2019. The SPSA for each school site is provided under separate cover.

Approval of this item supports the goals identified within the District's Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education approve the 2018/2019 Single Plan for Student Achievement.

FISCAL IMPACT

None.

NE:LF:YF:rtr

Chino Valley Unified School
District Our Motto:
Student Achievement • Safe Schools • Positive School
Climate Humility • Civility • Service

DATE: January 17, 2019
TO: Members, Board of Education
FROM: Norm Enfield, Ed.D., Superintendent
PREPARED BY: Lea Fellows, Assistant Superintendent, Curriculum, Instruction, Innovation, and Support
SUBJECT: **CHINO VALLEY UNIFIED SCHOOL DISTRICT 2018/2019 SCHOOL ACCOUNTABILITY REPORT CARD**

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BACKGROUND

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Additionally, data reported in the Local Control and Accountability Plan is to be consistent with data reported in the SARC.

The SARC generally begins with a profile that provides background information about the school and its students. The profile summarizes the school's mission, goals, and accomplishments. State law requires that the SARC contains all of the following:

- Demographics
- School safety and climate for learning information
- Facilities inspection results
- Academic data
- Class size
- Teacher and staff information
- Curriculum and instruction descriptions
- Postsecondary preparation information
- Fiscal and expenditure data
- Types of services

State law encourages schools to make a concerted effort to notify parents of the purpose of the SARC. Specifically, schools are required to notify all parents about the availability of the SARC and instructions about how the SARC can be obtained both through the internet and on paper. It is also required that if a sufficient number of the school's enrolled students speak a single primary language other than English, state law requires that the SARC be made available to parents in the appropriate language.

Approval of this item supports the goals identified within the District's Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education approve the Chino Valley Unified School District 2018/2019 School Accountability Report Card.

FISCAL IMPACT

None.

NE:LF:rtr

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

Student Achievement • Safe Schools • Positive School Climate
Humility • Civility • Service

DATE: January 17, 2019

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

PREPARED BY: Grace Park, Ed.D., Associate Superintendent, Curriculum, Instruction, Innovation, and Support
Julian Rodriguez, Ed.D., Director, Secondary Curriculum and Instruction

SUBJECT: NEW COURSE: CAREER ESSENTIALS

=====

BACKGROUND

The Chino Valley Unified School District routinely revises curriculum guides and develops new courses in accordance with State Content Standards, State Frameworks, and student need. Accordingly, the revision and development of curriculum guides are the results of a collaborative effort of teachers in the related academic areas. This item was presented to the Board of Education on December 13, 2018, for information.

Career Essentials is offered through Chino Valley Unified School District's Adult Education Program. Career Essentials prepares students for job search and work force participation. The course serves as a general elective for Adult School graduation and meets accreditation requirements.

This course was presented to the Curriculum Council and A.C.T. has been consulted.

Approval of this item supports the goals identified within the District's Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education approve the new course Career Essentials.

FISCAL IMPACT

None.

NE:GP:JR:lar

Chino Valley Unified School District

High School Course Description

A. CONTACTS	
1. School/District Information:	School/District: Chino Valley Unified School District Street Address: 5130 Riverside Dr. Chino, CA 91710 Phone: (909) 628-1201 Web Site: https://chino.k12.ca.us
2. Course Contact:	Teacher Contact: Office of Secondary Curriculum Position/Title: Director of Secondary Curriculum Site: District Office Phone: (909) 628-1201 X1630
B. COVER PAGE - COURSE ID	
1. Course Title:	Career Essentials
2. Transcript Title/Abbreviation:	Not Applicable
3. Transcript Course Code/Number:	Not Applicable
4. Seeking Honors Distinction:	No
5. Subject Area/Category:	General Elective
6. Grade Level(s):	11-12
7. Unit Value:	5 credits per semester
8. Course Previously Approved by UC:	No
9. Classified as a Career Technical Education Course:	No
10. Modeled after an UC-approved course:	No
11. Repeatable for Credit:	No
12. Date of Board Approval:	
13. Brief Course Description:	The choice of a career is an integral aspect of the personal and social development of an individual and being prepared for a job search increases the chances of success. Career Essentials is presented as a semester-long elective course. All thirty-two lessons contain a study guide, a practice and mastery test, and an essay or other constructed response.
14. Prerequisites:	None
15. Context for Course:	Career Essentials is used to assist in preparation for the rigors of college and the demands of a professional career. The Anywhere Learning System Career Essentials course prepares students to deal with the various aspects of the job search, such as resume writing, job interviewing, thank-you letters, and prospective job offers.
16. History of Course Development:	Students often lack the skills necessary for career success. Providing students with the opportunity to practice career-related skills ensures students are ready to excel in the workplace and as leaders of their communities. This course is designed to provide every student an opportunity to develop personal, workplace and technical skills.
17. Textbooks:	A Plus Learning System Online software
18. Supplemental Instructional Materials:	A Plus Learning System: Anywhere Learning System Encyclopedia Britannica® Online School Edition
C. COURSE CONTENT	
1. Course Purpose:	Career Essentials prepares students to deal with the various aspects of the job search, such as resume writing, job interviewing, thank-you letters, and prospective job offers. The course is offered as a general elective for Adult Diploma students to gain elective credits needed to fulfil graduation requirements while engaging in relevant curriculum for preparation for the rigors of college and the demands of a professional career.

Chino Valley Unified School District

High School Course Description

2. Course Outline:

The lessons in the Career Essentials course are divided into six units of study. These units are designed to guide the student through the process of a career search. The lessons identify the skills that are necessary to be successful in obtaining and keeping a job.

Unit 1: Understanding the Employer-Employee Relationship

- Why Work? Psychology of work; individual wants and needs; rewards of working including: the purchase of material goods and services, and personal accomplishments; job search specifics; planning your time; job search checklist

Unit 2: What Employers Want from Employees

- Employee Job skills: Self-management, job content, transferability, critical thinking, communication, organizational, mathematical, cognitive, manual dexterity, and efficiency skills; entry level jobs; the Secretary's Commission on Achieving Necessary Skills (SCANS); skill sets: basic skills, thinking skills, and personal qualities; competency skills: resources, interpersonal, information systems, and technology

Unit 3: Preparing for the Job Search

- Cover Letters: Use of cover letters as an introduction to the employer to obtain an interview; elements of a cover letter; drafting different types of cover letters
- Creating a Resume: Understanding the job market and the purpose of a resume; types of resumes: chronological, functional, combination, and targeted; skill sets; resume format: beginning and final drafts; review of resumes by employers
- Looking for a Job: Challenges of a job search; strategies for a successful job search; risking rejection; how to handle the personal and professional pressures of a new job; negative behaviors

Unit 4: The Job Search and Interview Process

- Preparing for the Interview: Guidelines for the interview process; identifying skill sets; learning about the employer and the requirements of the position; preparing for typical interview questions; appropriate and inappropriate interview questions; interview tips
- Interview Strategies: Discussion of the interview process; strategies for a successful interview; phases of a typical job interview: meet and greet, employer and employee question period and closing; purpose and importance of writing a follow-up thank you note

Unit 5: Keeping a Job and Building on Your Success

- Basic Job Regulations: First day on the job and typical first week activities; probation period; job coaching and job shadowing; interacting with customers; personnel forms and orientation; office policies; appropriate employee dress, positive attitude, effort, punctuality, and manners; separation of personal issues from the workplace; how the boss and co-workers perceive a new worker; importance of controlling negative emotions or feelings

Unit 6: Financial and Career Planning for the Future

- Paycheck Information: Payroll terms: worker's gross pay and net pay, payroll withholdings and deductions, pay stub, taxable income, earned income, unearned income, federal income tax withholdings, W-4 forms, personal allowances worksheet, employer's tax guide, Federal Social Security Tax withholding, Federal Medicare Tax

Chino Valley Unified School District

High School Course Description

withholding, state income tax withholdings, and gratuities and tips; regulations on submitting tax returns; Earned Income Tax Credit

- Employee Benefits: Value and types of employee benefits: healthcare, retirement, life and disability insurance; retirement contribution plans: 401K and 403B; life insurance and disability insurance; work schedule including: holidays, vacation, and sick leave; full and part time employee benefits; cost of medical insurance

3. Key Assignments:

Unit 1:

- Students perform a job search for jobs that interest the student.
- Students will write a descriptive essay explaining student interests and work experience.
- Students will write a persuasive essay regarding employee rights and responsibilities.

Unit 2:

- Students will write a compare-and-contrast essay compare job skills required to employee skills.

Unit 3:

- Students will write a sample cover letter that highlights their skills in relation to a job.
- Students will write a resume that highlights their previous job duties and marketability.
- Students will write a persuasive essay based on employee ability versus job requirements.

Unit 4:

- Students will write a descriptive essay that outlines skill sets, employer requirements, and preparation for the interview.
- Students will write a descriptive essay identifying skill sets, phases on an interview, and the purpose of follow-up.

Unit 5:

- Students will write a narrative that describes the first day on the job, probation period, and workplace behavior.

Unit 6:

- Students will write an expository essay that explains the various components of a paycheck.
- Students will write an expository essay the explains the components of employee benefits.

4. Instructional Methods and/or Strategies:

The Anywhere Learning System Career Essentials course is crafted to keep students on task and moving forward utilizing a “chunked” methodology to increase retention. Built-in assessments help identify precise gaps in students’ skills and understanding. Anywhere Learning System empowers teachers to prescribe and customize content that puts students on a pathway to mastery. After an initial diagnostic test, students are given “chunked” lessons. Students must pass a practice test before moving on to the mastery test. Upon successful completion of the mastery test, each lesson has a writing section to validate mastery of the material and application of the information and skills in relation to the writing prompt.

5. Assessment Including Methods and/or Tools:

The evaluation of student progress and evaluation will be based on the following criteria outlined in Board Policy:

- Assessments: 60-75% of the final grade
- Assignments and class discussions: 25-40% of the final grade

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

Student Achievement • Safe Schools • Positive School Climate
Humility • Civility • Service

DATE: January 17, 2019

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

PREPARED BY: Grace Park, Ed.D., Associate Superintendent, Curriculum,
Instruction, Innovation, and Support
Julian Rodriguez, Ed.D., Director, Secondary Curriculum and
Instruction

**SUBJECT: NEW COURSE: EMERGING ENGLISH LANGUAGE
DEVELOPMENT (ELD)**

=====

BACKGROUND

The Chino Valley Unified School District routinely revises curriculum guides and develops new courses in accordance with State Content Standards, State Frameworks, and student need. Accordingly, the revision and development of curriculum guides are the results of a collaborative effort of teachers in the related academic areas. This item was presented to the Board of Education on December 13, 2018, for information.

Emerging English Language Development (ELD) is a one-year ELD course specifically designed to accelerate language acquisition for students who have been in the United States for less than a year and have been identified by the state language proficiency assessment as Novice. Emerging ELD is the first in a new sequence of ELD courses intended to create a pathway to English language proficiency. This new pathway to language proficiency replaces the previous ELD 1-5 courses.

This course was presented to the Curriculum Council and A.C.T. has been consulted.

Approval of this item supports the goals identified within the District's Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education approve the new course Emerging English Language Development (ELD).

FISCAL IMPACT

None.

NE:GP:JR:lar

Chino Valley Unified School District

Junior High School Course Description

A. CONTACTS	
1. School/District Information:	School/District: Chino Valley USD Street Address: 5130 Riverside Drive Phone: (909) 628-1201 Web Site: www.chino.k12.ca.us
2. Course Contact:	Teacher Contact: Office of Secondary Curriculum Position/Title: Director of Secondary Curriculum Site: District Office Phone: (909) 628-1201 X1630
B. COVER PAGE - COURSE ID	
1. Course Title:	Emerging English Language Development (ELD)
2. Transcript Title/Abbreviation:	Emerging ELD
3. Transcript Course Code/Number:	
4. Seeking Honors Distinction:	No
5. Subject Area/Category:	English Language Development (ELD)
6. Grade Level(s):	7-8
7. Length of Course:	One year
8. Classified as a Career Technical Education Course:	No
9. Date of Board Approval:	
10. Brief Course Description:	Emerging ELD is a one-year English Language Development course specifically designed to accelerate language acquisition for students who have been in the United States for less than a year and have been identified by the state language proficiency assessment as Novice. This course provides students with an introduction to basic grammar and English vocabulary. Designed as an intensive language development course, the class is taught in a two-period block of English Language Development. The course is structured around California ELD Standards and Common Core State Standards in English-Language Arts (ELA).
11. Prerequisites:	Students must be in country less than a year and have scored Novice Performance level on the Initial English Language Proficiency Assessments for California (ELPAC).
12. Context for Course:	The Emerging ELD course fulfills a language development requirement for students new to learning English as a second language as determined by the state language proficiency assessment. This course will develop necessary basic language skills required to access the core content areas.
13. History of Course Development:	This course reflects the 2014 ELA/ELD Framework, 2012 ELD Standards, and 2010 California Common Core State Standards.
14. Textbooks:	Beers, G. K., & Houghton Mifflin Harcourt Publishing Company. (2017). <i>Collections</i> . Orlando, FL: Houghton Mifflin Harcourt.
15. Supplemental Instructional Materials:	READ 180/System 44

Chino Valley Unified School District

Junior High School Course Description

C. COURSE CONTENT

1. Course Purpose:

Novice English Learners require substantial linguistic support; therefore, the Emerging ELD level course attends to the language learning needs of English Learners in strategic ways that promote the simultaneous development of content knowledge and advanced levels of English. In this course, the CA ELD Standards are used to help students develop critical language skills they need for content learning in English. English Learners' language skills are developed primarily through meaningful interactions with others and through intellectually-rich content, texts, and tasks: interpreting and discussing literary and informational texts; writing (both collaboratively and independently) a variety of text types; and justifying their opinions by persuading others with relevant evidence. These activities help English Learners strengthen their abilities to use English successfully in school while also developing critical content knowledge through English.

In this course, students also learn to develop advanced levels of English in order to access core curriculum. Students learn how English works to communicate particular meanings in different ways, based on discipline, topic, audience, task, and purpose. They will gain language awareness, which allows them deeper understanding of how they can adjust their language use and select particular language resources based on audience, discipline, topic, and task.

2. Course Outline:

In the Emerging level course, students will be immersed in a Newcomer Program to be used at the beginning of the course to familiarize students with basic grammar, survival vocabulary, and language they need to obtain necessities, make requests, and understand instructions. These lessons incorporate listening, speaking, reading and writing and engages students in activities that address the ELD standards. Once students have completed the Newcomer Program, they advance to the next phase of the course which ensures access to the core curriculum and is designed to provide students opportunities to connect to a text, collaborate with others, interpret meaning and language, produce written and oral tasks and reflect upon their learning.

Connect to text:

While students connect to text, they listen actively to spoken English in a range of social and academic contexts, read closely literary and informational texts and view multimedia to determine how meaning is conveyed explicitly and implicitly through language, analyze how writers and speakers use vocabulary and other language resources for specific purposes, and understand text structure and cohesion.

Collaborate with others:

Students exchange information and ideas through oral collaborative discussions on a range of social and academic topics, interact with others in written English in various communicative forms, offer and justify opinions, negotiate with and persuade others in communicative exchanges, and adapt language choices to various contexts.

Interpret:

Students listen actively to spoken English in a range of social and academic contexts, read closely literary and informational texts and view multimedia to determine how meaning is conveyed explicitly and implicitly through language, evaluate how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area, and analyze how writers and speakers use vocabulary and other language resources for specific purposes.

Chino Valley Unified School District

Junior High School Course Description

Produce:

Students express information and ideas in formal oral presentations on academic topics, write literary and informational texts to present, describe, and explain ideas and information. Students also justify their own arguments and evaluate others' arguments in writing, select and apply varied and precise vocabulary and other language resources to effectively convey ideas. Students learn to modify phrases to add details and connect and condense ideas.

Reflect:

Students exchange information and ideas with others, adapt language choices to various contexts, justify their own arguments and evaluate others' arguments in writing. Students select and apply varied and precise vocabulary and other language resources to effectively convey ideas, modify to add details, and connect and condense ideas.

3. Key Assignments:

With substantial support-

- Students will discuss topics and ideas with their classmates by following turn-taking rules, asking and answering questions, and sharing what they think and know.
- Students will share their writing with classmates and, at times, create texts together.
- Students will ask their classmates to clarify thoughts and opinions, share their own, and work to convince each other to agree.
- Students will select and use language suited to different settings, specific purposes, and given tasks.
- Students will ask and answer questions that show that they are listening closely to information and ideas presented orally by teacher or their classmates.
- Students will read carefully to understand and be able to explain ideas, events, activities, and relationships within and among texts.
- Students will read to make inferences and draw conclusions and will then select appropriate verbs to express those inferences and conclusions.
- Students will use knowledge of affixes, roots, base words, context clues, and reference materials to determine the meaning of words and phrases.
- Students will use evidence to explain how well writers and speakers use language to support their ideas and arguments.
- Students will explain how writer's word choices produce different meanings and different effects on their audiences.
- Students will plan, create, and deliver oral presentations to their classmates, sometimes using presentation software.
- Students will work alone or with classmates to write creative, informational, and argumentative texts about a variety of topics.
- Students will work alone or with classmates to summarize texts, as well as their own experiences.
- Students will work alone or with classmates to write opinions and support them with evidence from texts.
- Students will work alone or with classmates to write opinions and express their thoughts and feelings, using effective and accurate language.
- Students will learn and use grade-appropriate language, including vocabulary, ways of expressing ideas, and suitable sentence and paragraph structures.
- Students will learn to use prefixes and suffixes to change a word's meaning.

Chino Valley Unified School District

Junior High School Course Description

- Students will use what they know about how stories, informational texts, and arguments are arranged to understand and create them.
- Students will use what they know about how writers refer readers back and forward in texts to understand and produce them.
- Students will use what they know about how writers know about how writers link ideas, events, and reasons in texts to understand and produce them.
- Students will use a variety of verbs and forms of verbs appropriately.
- Students will use adjectives and clauses to expand noun phrases, to enrich the meaning of their sentences and to add details.
- Students will use adverbs and prepositions to add details about time, place, manner, and cause to their sentences.
- Students will connect and join ideas by combining clauses in a variety of ways.
- Students will create precise and detailed sentences by compounding ideas to condense them.

4. Instructional Methods and/or Strategies:

- Collaborative academic discussions
- Language models including sentence frames, starters, word walls, and anchor and charts
- Information systems including graphic organizers, Thinking Maps, multimedia sources, and technology
- Metacognitive development through think-alouds and self-assessments
- Explicit vocabulary instruction including morphology, context clues, and cognates
- Gradual release of responsibility/direct instruction
- Computer-based research projects
- Non-linguistic graphic representations
- Writing samples/exemplars, rubric scoring with peers and teacher
- Modeled writing
- Linking prior/background knowledge
- Collaborative learning
- Questioning that promotes critical thinking and extended discourse
- Sentence unpacking
- Checking for understanding through engagement strategies: Quick Writes, Give One Get One, Fist to 5

5. Assessment Including Methods and/or Tools:

The evaluation of student progress and evaluation will be based on the following criteria outlined in Board Policy:

- Assessments: 60-75% of the final grade
- Assignments and class discussions: 25-40% of the final grade

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

Student Achievement • Safe Schools • Positive School Climate
Humility • Civility • Service

DATE: January 17, 2019

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

PREPARED BY: Grace Park, Ed.D., Associate Superintendent, Curriculum, Instruction, Innovation, and Support
Julian Rodriguez, Ed.D., Director, Secondary Curriculum and Instruction

SUBJECT: NEW COURSE: EXPANDING ENGLISH LANGUAGE DEVELOPMENT (ELD) A

=====

BACKGROUND

The Chino Valley Unified School District routinely revises curriculum guides and develops new courses in accordance with State Content Standards, State Frameworks, and student need. Accordingly, the revision and development of curriculum guides are the results of a collaborative effort of teachers in the related academic areas. This item was presented to the Board of Education on December 13, 2018, for information.

Expanding English Language Development (ELD) A fulfills a language development requirement for students acquiring English as a second language. Students increase their understanding of how to use English in a variety of contexts. The course ensures students can use English to learn and communicate about a range of topics and academic content areas. Expanding ELD A is the second course in a new sequence of ELD courses intended to create a pathway to English language proficiency. This new pathway to language proficiency replaces the previous ELD 1-5 courses.

This course was presented to the Curriculum Council and A.C.T. has been consulted.

Approval of this item supports the goals identified within the District’s Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education approve the new course Expanding English Language Development (ELD) A.

FISCAL IMPACT

None.

Chino Valley Unified School District

Junior High School Course Description

A. CONTACTS	
1. School/District Information:	School/District: Chino Valley USD Street Address: 5130 Riverside Drive Phone: (909) 628-1201 Web Site: www.chino.k12.ca.us
2. Course Contact:	Teacher Contact: Office of Secondary Curriculum Position/Title: Director of Secondary Curriculum Site: District Office Phone: (909) 628-1201 X1630
B. COVER PAGE - COURSE ID	
1. Course Title:	Expanding English Language Development (ELD) A
2. Transcript Title/Abbreviation:	Expanding ELD A
3. Transcript Course Code/Number:	
4. Seeking Honors Distinction:	No
5. Subject Area/Category:	ELD
6. Grade Level(s):	7-8
7. Length of Course:	One year
8. Classified as a Career Technical Education Course:	No
9. Date of Board Approval:	
10. Brief Course Description:	The Expanding ELD A course ensures students engage in complex, cognitively demanding, academic activities requiring language while being provided moderate linguistic support. Students increase their understanding of how to use English in a variety of contexts. The course ensures students can use English to learn and communicate about a range of topics and academic content areas.
11. Prerequisites:	Students must have already completed the Emerging ELD course (or have completed one year of ELD in another district) and scored Performance level 1-3 on English Language Proficiency Assessments for California (ELPAC) Summative or have scored Intermediate Performance level on ELPAC Initial Assessment. Co-requisite: grade level English course.
12. Context for Course:	The Expanding ELD A course fulfills a language development requirement for students acquiring English as a second language as determined by the state language proficiency assessment. This course will develop academic language skills students need to access the core content areas.
13. History of Course Development:	The course reflects the 2014 English-Language Arts/ELD Framework, 2012 ELD Standards, and 2010 Common Core State Standards.
14. Textbooks:	Beers, G. K., & Houghton Mifflin Harcourt Publishing Company. (2017). <i>Collections</i> . Orlando, FL: Houghton Mifflin Harcourt.
15. Supplemental Instructional Materials:	READ 180/System 44
C. COURSE CONTENT	
1. Course Purpose:	Students at the Expanding ELD A level require moderate linguistic support. The Expanding ELD A level course is designed to attend to the language learning needs of English Learners in ways that promote the simultaneous development of content knowledge and advanced levels of English. This course continues to build on students' proficiency with English grammar and vocabulary. This course will develop students' language primarily through meaningful interactions with

Chino Valley Unified School District

Junior High School Course Description

others and through intellectually-rich content, texts, and tasks. Students interpret and discuss literary and informational texts. Students also write (both collaboratively and independently) a variety of text types and justify their written and spoken opinions by persuading others with relevant evidence. Students strengthen their abilities to use English successfully in school while also developing critical content knowledge through English.

In the continuum of language development, students in this course further develop English language structures with greater complexity. Students learn how English works to communicate particular meanings in different ways, based on discipline, topic, audience, task, and purpose. They will gain language awareness, which allows them deeper understanding of how they can adjust their language use and select particular language resources based on audience, discipline, topic, and task.

2. Course Outline:

In this Expanding ELD A level course, students will be challenged to increase their English skills in more contexts and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways. In this course, students will engage in complex, cognitively demanding social and academic activities requiring language as they develop increasing ease with understanding and using English in a variety of contexts.

Connecting to text:

While students connect to text, they listen actively to spoken English in a range of social and academic contexts, read closely literary and informational texts and view multimedia to determine how meaning is conveyed explicitly and implicitly through language, analyze how writers and speakers use vocabulary and other language resources for specific purposes, and understand text structure and cohesion.

Collaborate with others:

Students exchange information and ideas through oral collaborative discussions on a range of social and academic topics, interact with others in written English in various communicative forms, offer and justify opinions, negotiate with and persuade others in communicative exchanges, and adapt language choices to various contexts.

Interpret:

Students listen actively to spoken English in a range of social and academic contexts, read closely literary and informational texts and view multimedia to determine how meaning is conveyed explicitly and implicitly through language, evaluate how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area, and analyze how writers and speakers use vocabulary and other language resources for specific purposes.

Produce:

Students express information and ideas in formal oral presentations on academic topics, write literary and informational texts to present, describe, and explain ideas and information, justify own arguments and evaluate others' arguments in writing, select and apply varied and precise vocabulary and other language resources to effectively convey ideas, use verbs, verb phrases, nouns, noun phrases, modify to add details, and connect and condense ideas.

Reflect:

Students exchange information and ideas with others, adapt language choices to various contexts, justify own arguments and evaluate others' arguments in writing, select and apply varied and precise vocabulary and other language resources to effectively convey ideas, modify to add details, and connect and condense ideas.

3. Key Assignments:

With substantial support-

Chino Valley Unified School District

Junior High School Course Description

- Students will discuss topics and ideas with their classmates by following turn-taking rules, asking and answering questions, and sharing what they think and know.
- Students will share their writing with classmates and, at times, create texts together.
- Students will ask their classmates to clarify thoughts and opinions, share their own, and work to convince each other to agree.
- Students will select and use language suited to different settings, specific purposes, and given tasks.
- Students will ask and answer questions that show that they are listening closely to information and ideas presented orally by teacher or their classmates.
- Students will read carefully to understand and be able to explain ideas, events, activities, and relationships within and among texts.
- Students will read to make inferences and draw conclusions and will then select appropriate verbs to express those inferences and conclusions.
- Students will use knowledge of affixes, roots, base words, context clues, and reference materials to determine the meaning of words and phrases.
- Students will use evidence to explain how well writers and speakers use language to support their ideas and arguments.
- Students will explain how writer's word choices produce different meanings and different effects on their audiences.
- Students will plan, create, and deliver oral presentations to their classmates, sometimes using presentation software.
- Students will work alone or with classmates to write creative, informational, and argumentative texts about a variety of topics.
- Students will work alone or with classmates to summarize texts, as well as their own experiences.
- Students will work alone or with classmates to write opinions and support them with evidence from texts.
- Students will work alone or with classmates to write opinions and express their thoughts and feelings, using effective and accurate language.
- Students will learn and use grade-appropriate language, including vocabulary, ways of expressing ideas, and suitable sentence and paragraph structures.
- Students will learn to use prefixes and suffixes to change a word's meaning.
- Students will use what they know about how stories, informational texts, and arguments are arranged to understand and create them.
- Students will use what they know about how writers refer readers back and forward in texts to understand and produce them.
- Students will use what they know about how writers know about how writers link ideas, events, and reasons in texts to understand and produce them.
- Students will use a variety of verbs and forms of verbs appropriately.
- Students will use adjectives and clauses to expand noun phrases, to enrich the meaning of their sentences and to add details.
- Students will use adverbs and prepositions to add details about time, place, manner, and cause to their sentences.
- Students will connect and join ideas by combining clauses in a variety of ways.
- Students will create precise and detailed sentences by compounding ideas to condense them.

4. Instructional Methods and/or Strategies:

- Collaborative academic discussions
- Language models including sentence frames, starters, word walls and anchor charts
- Information systems including graphic organizers, Thinking Maps, multimedia sources, and technology
- Metacognitive development through think-alouds and self-assessments

Chino Valley Unified School District Junior High School Course Description

- Explicit vocabulary instruction including morphology, context clues, and cognates
- Gradual release of responsibility/direct instruction
- Computer-based research projects
- Non-linguistic graphic representations
- Writing samples/exemplars, rubric scoring with peers and teacher
- Modeled writing
- Linking prior/background knowledge
- Collaborative learning
- Questioning that promotes critical thinking and extended discourse
- Sentence unpacking
- Checking for understanding through engagement strategies: Quick Writes, Give One Get One, Fist to 5

5. Assessment Including Methods and/or Tools:

The evaluation of student progress and evaluation will be based on the following criteria outlined in Board Policy:

- Assessments: 60-75% of the final grade
- Assignments and class discussions: 25-40% of the final grade

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

Student Achievement • Safe Schools • Positive School Climate
Humility • Civility • Service

DATE: January 17, 2019

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

PREPARED BY: Grace Park, Ed.D., Associate Superintendent, Curriculum, Instruction, Innovation, and Support
Julian Rodriguez, Ed.D., Director, Secondary Curriculum and Instruction

SUBJECT: NEW COURSE: EXPANDING ENGLISH LANGUAGE DEVELOPMENT (ELD) B

=====

BACKGROUND

The Chino Valley Unified School District routinely revises curriculum guides and develops new courses in accordance with State Content Standards, State Frameworks, and student need. Accordingly, the revision and development of curriculum guides are the results of a collaborative effort of teachers in the related academic areas. This item was presented to the Board of Education on December 13, 2018, for information.

Expanding English Language Development (ELD) B engages students in increasingly complex, cognitively demanding academic activities while providing students with moderate to limited linguistic support. The course promotes the simultaneous development of content knowledge and advanced levels of English. Expanding ELD B is the third course in a new sequence of ELD courses intended to create a pathway to English language proficiency. This new pathway to language proficiency replaces the previous ELD 1-5 courses.

This course was presented to the Curriculum Council and A.C.T. has been consulted.

Approval of this item supports the goals identified within the District's Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education approve the new course Expanding English Language Development (ELD) B.

FISCAL IMPACT

None.

Chino Valley Unified School District Junior High School Course Description

A. CONTACTS	
1. School/District Information:	School/District: Chino Valley USD Street Address: 5130 Riverside Drive Phone: (909) 628-1201 Web Site: www.chino.k12.ca.us
2. Course Contact:	Teacher Contact: Office of Secondary Curriculum Position/Title: Director of Secondary Curriculum Site: District Office Phone: (909) 628-1201 X1630
B. COVER PAGE - COURSE ID	
1. Course Title:	Expanding English Language Development (ELD) B
2. Transcript Title/Abbreviation:	Expanding ELD B
3. Transcript Course Code/Number:	
4. Seeking Honors Distinction:	No
5. Subject Area/Category:	ELD
6. Grade Level(s):	7-8
7. Length of Course:	One year
8. Classified as a Career Technical Education Course:	No
9. Date of Board Approval:	
10. Brief Course Description:	The Expanding ELD B course will continue to ensure students engage in complex, cognitively demanding academic activities while being provided moderate linguistic support. Expanding ELD B students increase their understanding of how to use English in a variety of contexts. The course continues to ensure students can use English to learn and communicate about a range of topics and academic content areas.
11. Prerequisites:	Students must have already completed the Expanding ELD A course (or have completed two years of ELD) and scored Performance level 3 or below on English Language Proficiency Assessments for California (ELPAC) Summative with a Scale Score maximum of 1556. Co-requisite: grade level English course.
12. Context for Course:	The Expanding ELD B course is for students who need continued support in language development after the Expanding ELD A course. This course will develop academic language skills students need to access the core content areas.
13. History of Course Development:	The course reflects the 2014 English-Language Arts/ELD Framework, 2012 ELD Standards, and 2010 Common Core State Standards.
14. Textbooks:	Beers, G. K., & Houghton Mifflin Harcourt Publishing Company. (2017). <i>Collections</i> . Orlando, FL: Houghton Mifflin Harcourt.
15. Supplemental Instructional Materials:	READ 180/System 44
C. COURSE CONTENT	
1. Course Purpose:	

Chino Valley Unified School District

Junior High School Course Description

Students at the Expanding ELD B level require moderate to limited linguistic support. The Expanding ELD B course is designed to attend to the language learning needs of English Learners in ways that promote the simultaneous development of content knowledge and advanced levels of English. This course will continue to develop English Learners' English primarily through meaningful interactions with others and through intellectually-rich content, texts, and tasks. Students interpret and discuss literary and informational texts. Students also write (both collaboratively and independently) a variety of text types and justify their written and spoken opinions by persuading others with relevant evidence. Students strengthen their abilities to use English successfully in school while also developing critical content knowledge through English.

In this course, English Learners will further learn about English in order to develop advanced levels of English. Students learn how English works to communicate meanings in different ways, based on discipline, topic, audience, task, and purpose. They will gain language awareness, which allows them deeper understanding of how they can adjust their language use and select language resources based on audience, discipline, topic, and task.

2. Course Outline:

In the Expanding ELD B course, students increase their English skills in increasingly varied contexts and learn a greater variety of vocabulary and linguistic structures and apply their growing language skills in more sophisticated ways. In this course, students engage in complex, cognitively demanding social and academic activities requiring language as they develop increasing ease with understanding and using English in a variety of contexts.

Connecting to text:

While students connect to text, they will listen actively to spoken English in a range of social and academic contexts, read closely literary and informational texts and view multimedia to determine how meaning is conveyed explicitly and implicitly through language, analyze how writers and speakers use vocabulary and other language resources for specific purposes, and understand text structure and cohesion.

Collaborate with others:

Students will exchange information and ideas through oral collaborative discussions on a range of social and academic topics, interact with others in written English in various communicative forms, offer and justify opinions, negotiate with and persuade others in communicative exchanges, and adapt language choices to various contexts.

Interpret:

Students will listen actively to spoken English in a range of social and academic contexts, read closely literary and informational texts and view multimedia to determine how meaning is conveyed explicitly and implicitly through language, evaluate how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area, and analyze how writers and speakers use vocabulary and other language resources for specific purposes.

Produce:

Students will express information and ideas in formal oral presentations on academic topics, write literary and informational texts to present, describe, and explain ideas and information, justify own arguments and evaluate others' arguments in writing, select and apply varied and precise vocabulary and other language resources to effectively convey ideas, use verbs, verb phrases, nouns, noun phrases, modify to add details, and connect and condense ideas.

Chino Valley Unified School District

Junior High School Course Description

Reflect:

Students will exchange information and ideas with others, adapt language choices to various contexts, justify own arguments and evaluate others' arguments in writing, select and apply varied and precise vocabulary and other language resources to effectively convey ideas, modify to add details, and connect and condense ideas.

3. Key Assignments:

With substantial support-

- Students will discuss topics and ideas with their classmates by following turn-taking rules, asking and answering questions, and sharing what they think and know.
- Students will share their writing with classmates and, at times, create texts together.
- Students will ask their classmates to clarify thoughts and opinions, share their own, and work to convince each other to agree.
- Students will select and use language suited to different settings, specific purposes, and given tasks.
- Students will ask and answer questions that show that they are listening closely to information and ideas presented orally by teacher or their classmates.
- Students will read carefully to understand and be able to explain ideas, events, activities, and relationships within and among texts.
- Students will read to make inferences and draw conclusions and will then select appropriate verbs to express those inferences and conclusions.
- Students will use knowledge of affixes, roots, base words, context clues, and reference materials to determine the meaning of words and phrases.
- Students will use evidence to explain how well writers and speakers use language to support their ideas and arguments.
- Students will explain how writer's word choices produce different meanings and different effects on their audiences.
- Students will plan, create, and deliver oral presentations to their classmates, sometimes using presentation software.
- Students will work alone or with classmates to write creative, informational, and argumentative texts about a variety of topics.
- Students will work alone or with classmates to summarize texts, as well as their own experiences.
- Students will work alone or with classmates to write opinions and support them with evidence from texts.
- Students will work alone or with classmates to write opinions and express their thoughts and feelings, using effective and accurate language.
- Students will learn and use grade-appropriate language, including vocabulary, ways of expressing ideas, and suitable sentence and paragraph structures.
- Students will learn to use prefixes and suffixes to change a word's meaning.
- Students will use what they know about how stories, informational texts, and arguments are arranged to understand and create them.
- Students will use what they know about how writers refer readers back and forward in texts to understand and produce them.

Chino Valley Unified School District

Junior High School Course Description

- Students will use what they know about how writers know about how writers link ideas, events, and reasons in texts to understand and produce them.
- Students will use a variety of verbs and forms of verbs appropriately.
- Students will use adjectives and clauses to expand noun phrases, to enrich the meaning of their sentences and to add details.
- Students will use adverbs and prepositions to add details about time, place, manner, and cause to their sentences.
- Students will connect and join ideas by combining clauses in a variety of ways.
- Students will create precise and detailed sentences by compounding ideas to condense them.

4. Instructional Methods and/or Strategies:

- Collaborative academic discussions
- Language models including sentence frames, starters, word walls and anchor and charts
- Information systems including graphic organizers, Thinking Maps, multimedia sources, and technology
- Metacognitive development through think-alouds and self-assessments
- Explicit vocabulary instruction including morphology, context clues, and cognates
- Gradual release of responsibility/direct instruction
- Computer-based research projects
- Non-linguistic graphic representations
- Writing samples/exemplars, rubric scoring with peers and teacher
- Modeled writing
- Linking prior/background knowledge
- Collaborative learning
- Questioning that promotes critical thinking and extended discourse
- Sentence unpacking
- Checking for understanding through engagement strategies: Quick Writes, Give One Get One, Fist to 5

5. Assessment Including Methods and/or Tools:

The evaluation of student progress and evaluation will be based on the following criteria outlined in Board Policy:

- Assessments: 60-75% of the final grade
- Assignments and class discussions: 25-40% of the final grade

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DATE: January 17, 2019

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

PREPARED BY: Grace Park, Ed.D., Associate Superintendent, Curriculum,
Instruction, Innovation, and Support
Julian Rodriguez, Ed.D., Director, Secondary Curriculum and
Instruction

SUBJECT: NEW COURSE: HUMANITIES

=====
BACKGROUND

The Chino Valley Unified School District routinely revises curriculum guides and develops new courses in accordance with State Content Standards, State Frameworks, and student need. Accordingly, the revision and development of curriculum guides are the results of a collaborative effort of teachers in the related academic areas. This item was presented to the Board of Education on December 13, 2018, for information.

Humanities is offered through the Chino Valley Unified School District's Adult Education Program. Humanities is a survey of the artistic and cultural accomplishments of people through various artistic lenses including music, dance, theater, opera, film, and television. The course is offered as a general elective to assist concurrent high school students or Adult Diploma students gain elective credits needed to fulfil graduation requirements.

This course was presented to the Curriculum Council and A.C.T. has been consulted.

Approval of this item supports the goals identified within the District's Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education approve the new course Humanities.

FISCAL IMPACT

None.

NE:GP:JR:lar

Chino Valley Unified School District

High School Course Description

A. CONTACTS	
1. School/District Information:	School/District: Chino Valley Unified School District Street Address: 5130 Riverside Dr. Chino, CA 91710 Phone: (909) 628-1201 Web Site: https://chino.k12.ca.us
2. Course Contact	Teacher Contact: Office of Secondary Curriculum Position/Title: Director of Secondary Curriculum Site: District Office Phone: (909) 628-1201 X1630
B. COVER PAGE - COURSE ID	
1. Course Title:	Humanities
2. Transcript Title/Abbreviation:	Not Applicable
3. Transcript Course Code/Number:	Not Applicable
4. Seeking Honors Distinction:	No
5. Subject Area/Category:	General Elective
6. Grade Level(s):	11-12
7. Unit Value:	5 credits per semester
8. Course Previously Approved by UC:	No
9. Classified as a Career Technical Education Course:	No
10. Modeled after an UC-approved course:	No
11. Repeatable for Credit:	No
12. Date of Board Approval:	
13. Brief Course Description:	Focusing on the philosophical, spiritual, and artistic aspects of life, Humanities explore the artistic and cultural accomplishments of individuals in the following academic areas: literature, religion, painting, sculpture, architecture, photography, art history, music, theater, film, dance, cultural studies of civilizations, philosophy, languages, ethics, and the Classics of Ancient Greece and Ancient Rome.
14. Prerequisites:	None
15. Context for Course:	The Anywhere Learning System Humanities lessons focus on the performing arts of music, dance, theater, opera, motion pictures, and television. Humanities, along with the social sciences and natural sciences, represent the knowledge that humans have created throughout history. Focusing on the philosophical, spiritual, and artistic aspects of life.
16. History of Course Development:	The humanities teach students about the human experience—thoughts, emotions, interactions. Students need the lessons of the humanities, of history and cultures, to help them understand and value what people have in common, rather than what divides people.
17. Textbooks:	A Plus Learning System Online software
18. Supplemental Instructional Materials:	A Plus Learning System: Anywhere Learning System Encyclopedia Britannica® Online School Edition
C. COURSE CONTENT	
1. Course Purpose:	The content of Humanities is based on standards developed by the Consortium of National Arts Education Associations. Humanities examines the artistic and cultural accomplishments of a people through a variety of academic subjects. Lessons are designed to provide the student with a foundation of basic information in the following areas of performing

Chino Valley Unified School District

High School Course Description

arts: music, dance, theater, opera, motion pictures, and television. The course is offered as a general elective to assist concurrent high school students or Adult Diploma students gain elective credits needed to fulfil graduation requirements while engaging in relevant curriculum for preparation for the rigors of college and the demands of a professional career.

2. Course Outline:

The Humanities course provides an introductory lesson and four diverse genres:

Music, Performing Arts, Culture, and Performing Arts Careers

- Introduction to the Humanities: Historical development of the humanities; relationship of humanities to the social and natural sciences; humanities: literature, and religion; art: paintings and sculpture, architecture, art history, music, theatre, film, dance, cultural studies of civilizations, philosophy, languages, ethics, and the classics of Ancient Greece and Ancient Rome; definition of culture; material culture; nonmaterial culture; visual arts; performing arts

Music: The lessons on music history provide a detailed discussion of the work of composers, the origin of music styles, and the development of musical instruments and musical ensembles. These lessons can be used as part of a music appreciation course.

- Overview of Music: Definition of music; purpose of music; music genre; music theory; pitch; tone; rhythm; melody; harmony; form; music composition; music notation; musical instruments; music ensembles
- Music Genre 1: Classical music; music types: instrumental, solo, chamber, and orchestra; vocal music: choral, opera, and oratorios; classical music sectional forms: simple, sonata, variation, fugue, and free form
- Music Genre 2: Popular music: folk music, jazz, ragtime, and blues; country: traditional country, swing, cowboy, bluegrass, Cajun, honky-tonk, rockabilly, and Nashville Sound; rhythm and blues; rock; soul; Latino; rap; hip-hop; show tunes and the big band sound
- Brass Wind Instruments: Idiophones, membranophones, chordophones, electrophones, and aerophones; brass wind Instruments: baritone horn, bugle, cornet, euphonium, flugelhorn, French horn, helicon, sousaphone, trombone, trumpet, and tuba
- Woodwind Instruments: Aerophones; reed wind Instruments: accordion, bassoon, clarinet, concertina, English horn, flute, harmonica, harmonium, oboe, ocarina, organ, piccolo, recorder, and saxophone
- String Instruments: Chordophones; bowed, plucked, and struck instruments; string instruments: banjo, bass, cello, clavichord, dulcimer, guitar, harp, harpsichord, lute, lyre, mandolin, piano, ukulele, viola, violin, and zither
- Keyboard Instruments and Electrophones: Electrophones; difference between electronic music and music played on electric instruments; amplifier; Music Instrument Digital Interface (MIDI); synthesizer; keyboard instruments: accordion, carillon, celesta, clavichord, concertina, harmonium, harpsichord, keyboard, melodeon accordion, organ, and piano
- Percussion Instruments: Idiophone and membranophone percussion instruments: bass drum, carillon, castanets, celesta, clavichord, chimes, claves, cowbell, cymbals, dulcimer, glockenspiel, gong, kettle drums, maraca, marimba, orchestra bells, piano, rattle, snare drum, steel drum, tambourine, timpani, triangle, vibraphone, and xylophone
- Human Voice: Human voice as a musical instrument; vocal music: choral music, operas, and oratorios; how sound is created: vocal chords; female voice ranges: soprano, mezzo-soprano, and contralto; male voice ranges: tenor, baritone, and bass
- Music Ensembles: String and wind ensembles; bands: brass band, military band, drum and bugle corps, concert band, jazz band, country and western band, and rock band; voice ensembles: duet, trio, quartet, and choir; orchestra: string orchestra, chamber orchestra, and symphonic orchestra; orchestra structure: string section, woodwind section, brass section, and percussion section
- Modern Music Period: Modern period; art, literature, and music of the Modern period; classical music styles: Impressionism, Romantic, Neoclassicism, atonal music, experimental music, and electronic music; popular music including: jazz, ragtime, blues, country, rhythm and blues, Latin, rock, hip-hop and rap, and folk music; composers:

Chino Valley Unified School District

High School Course Description

Claude Debussy, Bela Bartok, Aaron Copland, Igor Stravinsky, Paul Hindemith, Arnold Schoenberg, John Cage, Karl Stockhausen, Duke Ellington, George Gershwin, Oscar Hammerstein II, and Richard Rodgers

Performing Arts: These lessons describe the performing arts in the categories of theater, dance, motion pictures, and television.

- Overview of the Theatre: Definition of the theater; history of the theater; ancient Greece: tragedies, dithyrambs, and genre; Roman theater; playwright; medieval theater; Renaissance theater; 16th century, 17th century, Restoration, 18th century, 19th century; melodrama; copyright; 20th century; Realism movement; theater architecture; theater terms
- Theater Production: Theater, William Shakespeare, story, script, playwright, director, casting, auditions, actor, thespian, blocking, stage fights, characterization, set, lighting, sound and costume design, stage manager
- Opera: Opera terms; female voice ranges: soprano, mezzo-soprano, and contralto; male voice ranges: tenor, baritone, and bass; music theater, history of opera, 17th century, 18th century, 19th century, 20th century, rock opera, the orchestra, onomatopoeia
- Overview of Dance: Mystery of dance; the unspoken language; divisions of dance: aerobic, isometric, functional, and theatrical; history of dance: Egypt, Greece, and Middle Ages; dancing mania; Renaissance, 17th and 18th centuries; 19th century; polka; tap-dancing; Irish jig; clog; square dance; Irish step dancing; modern dance; swing dance; ballroom dancing; urban dancing
- Motion Pictures: Motion picture technology; terms; screenplays; screenwriter; property; history of motion pictures; stereoscope; moving pictures; Thomas Edison; kinoscope; 20th century; nickelodeons; Hollywood; The Birth of a Nation; D.W. Griffith; sound in motion pictures; talkies; color film; Post-depression era; World War II and propaganda; 1950s; 1960s; 1970s; 1980s to the present
- Television: Television as a performing art; mass communication; technical elements; history of television; television technology; television in the 1950s, 1960s, 1970s, 1980s, and 1990s to the present; television and culture; digital television

Culture: American culture is explored in the areas of jazz and blues music and the development of the motion picture and recording industry primarily from the U.S. National Park Service.

- Jazz Music 1: History of Jazz; founding of New Orleans and the Louisiana Purchase; early ethnic and cultural groups in New Orleans; European immigrants; early leaders of jazz in New Orleans; early development of jazz – 1890 to 1917; maturation of jazz – 1917 to the early 1930s
- Jazz Music 2: Jazz music in New Orleans at the beginning of the 20th century; development of jazz in the 20th century; Jazz Age, leaders of the development of jazz in New Orleans in the late 1800s and early 1900s; how jazz spread from New Orleans to other U.S. cities; jazz in Chicago
- An American Icon: Thomas Alva Edison: the biography and accomplishments of the man who impacted the performing arts through the invention of the phonograph and motion pictures; examples of sound recordings of various styles of music; early motion pictures

Performing Arts Careers: The final lesson provides detailed information for a variety of careers in the performing arts.

3. Key Assignments:

- Students will write an expository essay explaining the elements of music.
- Students will write a descriptive essay that outlines the elements of a music genre.
- Students will write a compare-and-contrast essay analyzing the similarities and differences of music genres and/or instruments.
- Students will write a persuasive essay that explains the case for a genre of music.
- Students will write a descriptive essay that outlines the elements of theater and/or dance.
- Students will write an expository essay that describes the elements of motion pictures.

Chino Valley Unified School District

High School Course Description

- Students will write a letter to the editor about the history of jazz.
- Students will write a persuasive essay that explains the case for an American icon.

4. Instructional Methods and/or Strategies:

The Anywhere Learning System Humanities course is crafted to keep students on task and moving forward utilizing a “chunked” methodology to increase retention. Built-in assessments help identify precise gaps in students’ skills and understanding. Anywhere Learning System empowers teachers to prescribe and customize content that puts students on a pathway to mastery. After an initial diagnostic test, students are given “chunked” lessons. Students must pass a practice test before moving on to the mastery test. Upon successful completion of the mastery test, each lesson has a writing section to validate mastery of the material and application of the information and skills in relation to the writing prompt.

5. Assessment Including Methods and/or Tools:

The evaluation of student progress and evaluation will be based on the following criteria outlined in Board Policy:

- Assessments: 60-75% of the final grade
- Assignments and class discussions: 25-40% of the final grade

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FROM: Norm Enfield, Ed.D., Superintendent

PREPARED BY: Grace Park, Ed.D., Associate Superintendent, Curriculum,
Instruction, Innovation, and Support
Julian Rodriguez, Ed.D., Director, Secondary Curriculum and
Instruction

SUBJECT: NEW COURSE: MATH FOUNDATIONS

=====

BACKGROUND

The Chino Valley Unified School District routinely revises curriculum guides and develops new courses in accordance with State Content Standards, State Frameworks, and student need. Accordingly, the revision and development of curriculum guides are the results of a collaborative effort of teachers in the related academic areas. This item was presented to the Board of Education on December 13, 2018, for information.

Math Foundations builds foundational math skills for students progressing at their optimum pace through interactive instruction and assessment. The course effectively remediates computational skills and conceptual understanding needed to undertake high school level math courses.

This course was presented to the Curriculum Council and A.C.T. has been consulted.

Approval of this item supports the goals identified within the District's Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education approve the new course Math Foundations.

FISCAL IMPACT

None.

NE:GP:JR:lar

Chino Valley Unified School District

High School Course Description

A. CONTACTS	
1. School/District Information:	School/District: Chino Valley Unified School District Street Address: 5130 Riverside Dr. Chino, CA 91710 Phone: (909) 628-1201 Web Site: https://chino.k12.ca.us
2. Course Contact:	Teacher Contact: Office of Secondary Curriculum Position/Title: Director of Secondary Curriculum Site: District Office Phone: (909) 628-1201 X1630
B. COVER PAGE - COURSE ID	
1. Course Title:	Math Foundations
2. Transcript Title/Abbreviation:	Not applicable
3. Transcript Course Code/Number:	Not applicable
4. Seeking Honors Distinction:	No
5. Subject Area/Category:	General Elective
6. Grade Level(s):	11-12
7. Unit Value:	5 credits per semester
8. Course Previously Approved by UC:	No
9. Classified as a Career Technical Education Course:	No
10. Modeled after an UC-approved course:	No
11. Repeatable for Credit:	No
12. Date of Board Approval:	
13. Brief Course Description:	Math Foundations is presented as a full semester course. All forty-six lessons contain a study guide, practice test, and mastery test. A math unit review assignment is presented at the end of each unit. This course is split into five instructional units: Understanding Numbers, Adding and Subtracting, Measurement and Multiplication, Division and Data, and Fractions and Geometry. All lessons contain introduction and reinforcement of mathematical skills and concepts.
14. Prerequisites:	None
15. Context for Course:	Math Foundations is designed to build foundational math skills for students— helping students progress at their optimum pace through interactive instruction and assessment spanning math skills typically found in third through fifth grade. Carefully paced, guided instruction is accompanied by interactive practice. The course effectively remediates computational skills and conceptual understanding needed to undertake high school-level math courses with confidence.
16. History of Course Development:	Because math occurs so often in the real world, it is important that students have a strong understanding of basic math skills. This course is designed to provide students with the skills required in everyday life which allows students greater success in a variety of situations.
17. Textbooks:	A Plus Learning System Online software
18. Supplemental Instructional Materials:	A Plus Learning System: Anywhere Learning System (ALS) Encyclopedia Britannica® Online School Edition (EB)

Chino Valley Unified School District

High School Course Description

C. COURSE CONTENT

1. Course Purpose:

The content in this course is based on Common Core Standards. Students learn about basic odd and even numbers, including solving by grouping, regrouping, word problems, identifying unnecessary information, skip counting, and mental math. Students review addition and subtraction, graphs and charts, and understanding and solving word problems. Students learn about the properties of division, multi-step word problems, conclusions and predictions, and more. Students learn about fractions, comparing like fractions, simplifying fractions, and finding common denominators. They learn about comparing and ordering mixed numbers and converting mixed numbers.

2. Course Outline:

Unit 1: Understanding Numbers

- 1.01 Addition and Subtraction with Regrouping: Learn about the concept of regrouping. Find out when regrouping must occur and how to add and subtract with regrouping
- 1.02 Understanding Numbers: Identify place value as well as odd and even numbers. Skip count by 2, 3, 4, 5, and 10. Use ordinal numbers to show order
- 1.03 Ordering Numbers: Discover how place value is used when comparing, ordering, and rounding numbers. Use place value when writing Roman numerals
- 1.04 Fact Families: Identify fact families and determine missing numbers
- 1.05 Using Mental Math: Use mental math to add and subtract whole numbers and to regroup
- 1.06 Choosing the Operation: Learn how to determine when to use the operation of addition or subtraction in a word problem
- 1.07 Adding Numbers Horizontally: Discover how to solve horizontal addition problems by grouping numbers with parentheses
- 1.08 Extra Information: Identify unneeded information in word problems
- 1.09 Unit 1 Assignment Math review of Unit 1

Unit 2: Adding and Subtracting

- 2.01 Standard and Nonstandard Measurements: Measure length using nonstandard and standard measurements. Estimate length and apply appropriate units of length to measurement
- 2.02 Using Graphs and Charts: Gather and apply information to bar graphs. Solve problems using bar graphs. Compare ways to organize and display data
- 2.03 Addition with Regrouping: Review how to regroup numbers when adding. Practice adding 2- and 3-digit numbers with regrouping
- 2.04 Understanding Word Problems: Learn the five steps needed to solve problems that involve mathematical operations
- 2.05 Perimeter: Measure the perimeter of given shapes and estimate the perimeter of irregular shapes. Learn how perimeter is affected when shapes change
- 2.06 Subtraction with Regrouping: Review how to regroup numbers when subtracting. Practice subtracting 2- and 3-digit numbers with regrouping
- 2.07 Solving Word Problems: Review the five steps to solving word problems

Chino Valley Unified School District

High School Course Description

2.08 Deciding When to Regroup: Solve subtraction word problems that require regrouping. Find out how to regroup twice in the same problem and solve problems with zeros

2.09 Unit 2 Assignment Math review of Unit 2

Unit 3: Measurement and Multiplication

3.01 Mean, Median, Mode, and Range: Discover how to find the mean, median, mode, and range in a group of numbers

3.02 Capacity, Time, and Weight: Understand how to estimate and measure capacity, time, and weight

3.03 Finding Needed Facts: Identify missing information in word problems

3.04 Introduction to Multiplication: Convert addition sentences to multiplication sentences. Learn how to create models of multiplication. Understand the commutative property of multiplication

3.05 Multiplying by 2, 3, 4, and 5: Use skip counting and number lines to multiply by 2, 3, 4, and 5. Study multiplication tables for 2, 3, 4, and 5

3.06 Multiplying by 6, 7, 8, 9, 10, and 100: Identify patterns in multiplication tables. Study multiplication tables for 6, 7, 8, and 9. Learn how to multiply by tens and hundreds

3.07 Multiplying Three Numbers: Find out how multiplication is like addition. Discover the associative and distributive properties of multiplication. Learn how to multiply three factors. Practice solving problems that have missing factors

3.08 Area: Learn the concept of area and discover how to calculate the area of rectangles and squares. Estimate the area of irregular shapes and find out how area is affected when a shape changes

3.09 Unit 3 Assignment Math review of Unit 3

Unit 4: Division and Data

4.01 Introduction to Division: Learn about the concept of division. Find out how to divide numbers and how to write division sentences

4.02 Division- The Opposite of Multiplication: Discover how multiplication and division are related. Learn how to divide by tens and hundreds

4.03 Dividing by 2, 3, 4, and 5: Divide using 2, 3, 4, and 5. Check division by multiplying and identify fact families

4.04 Multi-step Word Problems: Learn clue words for solving problems. Practice solving word problems that have multiple steps

4.05 Dividing by 6, 7, 8, and 9: Divide using 6, 7, 8, and 9. Make comparisons and identify patterns. Complete division problems with remainders

4.06 Long Division: Learn how to divide 3- and 4-digit numbers by a 1-digit number

4.07 Conclusions and Predictions: Learn about taking surveys, comparing sets of data, drawing conclusions, and making predictions. Find out how to display the information obtained from a survey in a pictograph

4.08 Expressing Numbers: Determine whether addition, subtraction, and multiplication problems will result in even or odd numbers. Compare numbers in expanded and standard forms

4.09 Data Collection: Learn how to create and gather information from charts, maps, and graphs. Determine how data collection affects problem solving

4.10 Unit 4 Assignment Math review of Unit 4

Chino Valley Unified School District

High School Course Description

Unit 5: Fractions and Geometry

- 5.01 Introduction to Fractions: Learn how to divide shapes into equal parts to form fractions. Identify various fractions made from whole objects
- 5.02 Parts of a Set: Learn how to write different types of fractions made by dividing whole sets into separate equal parts. Identify the numerator and denominator in fractions
- 5.03 Equivalent Fractions: Find out how to compare fractions by creating common denominators. Recognize equivalent fractions
- 5.04 Adding and Subtracting Fractions: Add and subtract fractions with like denominators
- 5.05 Mixed Numbers: Learn how to identify, create, and compare mixed numbers
- 5.06 Decimals: Learn how to write decimals and how to relate fractions to decimals
- 5.07 Adding and Subtracting Decimals: Discover the skills necessary to add and subtract decimals
- 5.08 Probability: Learn how to gather data and write probability statements. Make predictions based on probability
- 5.09 Lines, Rays, and Segments: Identify lines, rays, segments, and angles. Learn how they relate to each other
- 5.10 Plane Figures: Identify different types of plane figures. Learn about congruent shapes and lines of symmetry. Make interesting designs using shapes
- 5.11 Solids: Recognize three-dimensional shapes. Identify faces, edges, and corners on solid figures. Learn how to find volume
- 5.12 Ordered Pairs: Learn how to use ordered pairs to find a location on a map
- 5.13 Logical Reasoning: Use logic to solve problems and check for reasonability of answers
- 5.14 Unit 5 Assignment Math review of Unit 5

3. Key Assignments:

Unit 1: Understanding Numbers

- Students will when regrouping must occur and how to add and subtract with regrouping.
- Students will skip count by 2, 3, 4, 5, and 10 and use ordinal numbers to show order.
- Students will use place value when writing Roman numerals.
- Students will use mental math to add and subtract whole numbers and to regroup.
- Students will determine when to use the operation of addition or subtraction in a word problem.
- Students will solve horizontal addition problems by grouping numbers with parentheses.
- Students will identify unneeded information in word problems.

Unit 2: Adding and Subtracting

- Students will estimate length and apply appropriate units of length to measurement.
- Students will solve problems using bar graphs and compare ways to organize and display data.
- Students will practice adding 2- and 3-digit numbers with regrouping.
- Students will use the five steps needed to solve problems that involve mathematical operations.
- Students will measure the perimeter of given shapes and estimate the perimeter of irregular shapes.
- Students will regroup numbers when subtracting and practice subtracting 2- and 3-digit numbers with regrouping.
- Students will use the five steps to solving word problems.
- Students will solve subtraction word problems that require regrouping.

Unit 3: Measurement and Multiplication

- Students will find the mean, median, mode, and range in a group of numbers.
- Students will demonstrate how to estimate and measure capacity, time, and weight.

Chino Valley Unified School District

High School Course Description

- Students will identify missing information in word problems.
- Students will create models of multiplication and use the commutative property of multiplication.
- Students will use skip counting and number lines to multiply by 2, 3, 4, and 5.
- Students will multiply by 6, 7, 8, 9, 10, and 100.
- Students will practice solving problems that have missing factors.
- Students will estimate the area of irregular shapes and find out how area is affected when a shape changes.

Unit 4: Division and Data

- Students will divide numbers and write division sentences.
- Students will divide by tens and hundreds.
- Students will practice division by multiplying and identify fact families
- Students will practice solving word problems that have multiple steps.
- Students will complete division problems with remainders.
- Students will divide 3- and 4-digit numbers by a 1-digit number.
- Students will display information obtained from a survey in a pictograph.
- Students will compare numbers in expanded and standard forms.
- Students will determine how data collection affects problem solving.

Unit 5: Fractions and Geometry

- Students will identify various fractions made from whole objects.
- Students will write different types of fractions made by dividing whole sets into separate equal parts, identifying the numerator and denominator in fractions.
- Students will add and subtract fractions with like denominators.
- Students will identify, create, and compare mixed numbers.
- Students will write decimals and relate fractions to decimals.
- Students will make predictions based on probability.
- Students will practice finding volume.
- Students will use ordered pairs to find a location on a map.
- Students will use logic to solve problems and check for reasonability of answers.

4. Instructional Methods and/or Strategies:

The Anywhere Learning System Math Foundations course is crafted to keep students on task and moving forward utilizing a “chunked” methodology to increase retention. Built-in assessments help identify precise gaps in students’ skills and understanding. . After an initial diagnostic test, students are given “chunked” lessons. Students must pass a practice test before moving on to the mastery test.

5. Assessment Including Methods and/or Tools:

The evaluation of student progress and evaluation will be based on the following criteria outlined in Board Policy:

- Assessments: 60-75% of the final grade
- Assignments and class discussions: 25-40% of the final grade

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

Student Achievement • Safe Schools • Positive School Climate
Humility • Civility • Service

DATE: January 17, 2019

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

PREPARED BY: Grace Park, Ed.D., Associate Superintendent, Curriculum,
Instruction, Innovation, and Support
Julian Rodriguez, Ed.D., Director, Secondary Curriculum and
Instruction

SUBJECT: NEW COURSE: PERSONAL FINANCE

=====

BACKGROUND

The Chino Valley Unified School District routinely revises curriculum guides and develops new courses in accordance with State Content Standards, State Frameworks, and student need. Accordingly, the revision and development of curriculum guides are the results of a collaborative effort of teachers in the related academic areas. This item was presented to the Board of Education on December 13, 2018, for information.

Personal Finance educates students in a variety of financial and monetary subjects, including the foundations of economics, preparing a budget, understanding paychecks and tax deductions, banking, and the importance of researching the quality of goods to make consumer choices.

This course was presented to the Curriculum Council and A.C.T. has been consulted.

Approval of this item supports the goals identified within the District's Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education approve the new course Personal Finance.

FISCAL IMPACT

None.

NE:GP:JR:lar

Chino Valley Unified School District

High School Course Description

A. CONTACTS	
1. School/District Information:	School/District: Chino Valley Unified School District Street Address: 5130 Riverside Dr. Chino, CA 91710 Phone: (909) 628-1201 Web Site: https://chino.k12.ca.us
2. Course Contact:	Teacher Contact: Office of Secondary Curriculum Position/Title: Director of Secondary Curriculum Site: District Office Phone: (909) 628-1201 X1630
B. COVER PAGE - COURSE ID	
1. Course Title:	Personal Finance
2. Transcript Title/Abbreviation:	Not Applicable
3. Transcript Course Code/Number:	Not Applicable
4. Seeking Honors Distinction:	No
5. Subject Area/Category:	General Elective
6. Grade Level(s):	11-12
7. Unit Value:	5 credits per semester
8. Course Previously Approved by UC:	No
9. Classified as a Career Technical Education Course:	No
10. Modeled after an UC-approved course:	No
11. Repeatable for Credit:	No
12. Date of Board Approval:	
13. Brief Course Description:	This course builds students' ability to plan and implement sound and responsible financial goals. The Anywhere Learning System Personal Finance course will educate students in a variety of financial and monetary subjects, including the foundations of economics, preparing a budget, understanding paychecks and tax deductions, banking, and the importance of researching the quality of goods to make consumer choices. Lessons of similar topics have been grouped into units to provide smooth transitions from one lesson to the next.
14. Prerequisites:	None
15. Context for Course:	Personal Finance is presented as a semester-long elective course. All twenty-eight lessons contain a study guide, a practice and mastery test, and an essay. Personal Finance lessons are enriched by Encyclopedia Britannica® Online School Edition workspaces that contain learning materials. Learning materials may contain articles, images, maps, and/or videos. Lessons include a variety of essay types such as descriptive, narrative, persuasive, compare and contrast, and letter writing. Directions for essays and rubrics for grading are provided for each of the writing assignments. Students will also complete a self-evaluation form to assess their performance.
16. History of Course Development:	Students who learn personal finance principles early have the most time to apply what they know, getting the most out of their knowledge. Exposure to these concepts in high school gives students the advantage to become more self-sufficient as they enter the work force or go off to college. This course is created to give students the opportunity to understand the importance of personal finance and apply the concepts in the real world.
17. Textbooks:	A Plus Learning System Online software
18. Supplemental Instructional Materials:	A Plus Learning System: Anywhere Learning System Encyclopedia Britannica® Online School Edition

Chino Valley Unified School District

High School Course Description

C. COURSE CONTENT

1. Course Purpose:

The content in this course addresses objectives outlined by the Jump\$tart Coalition® for Personal Finance Literacy. The Personal Finance course is designed to focus on a diverse range of financial topics. Students will be able to apply the course material to real-world situations that modern students may experience not only during high school, but in the years to come. Students are guided through the process of taking ownership of their fiscal responsibilities. This includes topics such as creating a budget, the importance of taxes, avoiding impulsive and hasty purchasing decisions, and planning both short-term and long-term financial goals.

2. Course Outline:

Unit 1: Introduction

Introduction to Personal Finance

- Discuss the basic concept of supply and demand
- Define and give examples of microeconomics and macroeconomics
- Determine the difference between Gross National Product and Gross Domestic Product
- Describe the differences between wants and needs

Key Terms: personal finance, economist, supply, demand, macroeconomics, microeconomics, good, service, Gross National Product (GNP), Gross Domestic Product (GDP), Gross State Product (GSP), Gross World Product (GWP), need, want.

Unit 2: Time and Financial Planning

Basics of Economics

- Summarize the relationship between the government and consumers
- Define these economic terms: consumer, producer, good, service, want, and need
- Discuss the circular flow of the American economic system
- Describe similarities between economics and personal finance

Key Terms: consumer, producer, comparison shopping, economics, need, want, consumer good, consumer service, scarcity, circular flow, mixed-market economic system, market economic system, market, marketplace, market price, supply, demand, macroeconomics, microeconomics

Unit 3: Banking, Saving, and Credit

Family Economics

- Explain why a healthy lifestyle can be beneficial to a strong financial future
- Discuss the costs associated with raising a family
- Explain the reasons why maintaining good physical health can affect the cost of health insurance for your family
- Describe the various types of life insurance policies

Key Terms: income effect, substitution effect, substitute goods, complementary goods, term insurance, whole life, variable life, universal life

Global Economics

- Discuss the manner in which natural resources and population affect the production of goods
- Explain the importance of imported and exported goods
- Discuss the system of international trade and tariffs
- Relate the ways trade deficits affect workers and their incomes

Chino Valley Unified School District

High School Course Description

Key Terms: import, export, comparative advantage principle, durable goods, nondurable goods, demand schedule, supply schedule, interdependent economic system, international trade, domestic trade, tariff, non-tariff barrier, import quota, World Trade Organization (WTO), North American Free Trade Agreement (NAFTA), International Monetary Fund (IMF), World Bank, deficit, surplus

Financing Your Future

- Discuss the importance of developing social skills and a personal and professional network of peers
- Explain the value of specialty schools, business schools, and universities as secondary education options
- Analyze the variety of educational funding opportunities available for secondary education

Key Term: first generation

Salary and Benefits

- Use a formula to calculate wages and hours worked
- Describe the different types of benefits available to an employee
- Discuss the elements of straight time pay
- Analyze the value of an employee compensation package

Key Terms: wages, formula, straight time pay, hourly pay, formula A, formula B, formula C, formula D, elective, defined benefit plans, defined contribution plan

Salary and Payroll Deductions

- Identify the basic information included on a paycheck including gross pay and net pay
- Discuss the concept of real and nominal wages
- Summarize the types of withholdings on a paycheck
- Explain the payroll procedures for salaried employees, hourly employees, piece-work employees, and commission employees

Key Terms: earned income, unearned income, salary, annual salary, gross pay, net pay, withholdings, real wages, nominal wages, money wages, inflation, salaried employees, overtime, time and a half, double time, piece-work employees, contract labor, commission employees, percent

Federal, State, and Local Taxes

- Describe how governments at the federal, state, and local levels use taxes to provide services to citizens
- Summarize Social Security (FICA) and Medicare withholdings on a paycheck
- Discuss different types of taxes including progressive and regressive, sales, property, gift, corporate, excise, inheritance, hotel, utility, and state and local income taxes

Key Terms: withholding, regressive tax, progressive tax, grant, shared tax, tax rate, tax base, sales tax, general sales tax, excise tax, property tax, assessment, assessor, mill, corporate income tax, estate tax, inheritance tax, gift tax, utility tax

Retirement Planning

- Make retirement financial planning decisions
- Discuss the relationship between education and earning potential
- Explain the elements and purpose of the Social Security Administration
- Describe the financial impact of investments on long-term retirement planning

Chino Valley Unified School District

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Key Terms: estate, median salary, starting pay, Social Security number, Individual Retirement Accounts (IRAs), Traditional IRA, Roth IRA, Roth 401(k) plan, annuity, fixed annuity, indexed annuity, variable annuity, will, last will and testament, executor, testator

Developing a Budget

- Discuss the basic objectives and steps involved in preparing a budget
- Define net pay, gross pay, discretionary income, standard of living, fixed income, variable income, budget, wants and needs, and income budget
- Identify the categories of a typical personal or family budget
- Determine the percent of a budget for each category in your plan

Key Terms: budget, bankruptcy, total consumption budget, short-term goal, long-term goal, standard of living, expenses, needs, wants, fixed expense, variable expense, gross pay, net pay, discretionary income, miscellaneous

Credit Cards

- Describe the importance of establishing good credit
- Discuss the interest rates charged on the use of credit cards
- Understand the elements and significance of a credit score
- Explain how good credit can save you money as a consumer

Key Terms: credit score, high credit score, low credit score, annual fees, annual percentage rate (APR), bankruptcy, budgeting, credit, credit card, credit counseling, credit report, credit scoring, customer service, debit card, grace period, identity theft, credit limit, statement, finance charge, average daily balance

Consumer Credit

- Explain the loan process, including debt and collateral
- Discuss why defaulting on loans can affect your long-term finances
- Calculate interest rates
- Determine the difference between discount loans and installment loans

Key Terms: bridge loan, collateral, construction loan, credit, credit bureau, credit history, credit life insurance, credit report, credit score, creditor, creditworthy, debt, debt-to-income ratio, default, delinquency, Equal Credit Opportunity Act (ECOA), Fair Credit Reporting Act (FCRA), foreclosure, forfeiture, home equity line of credit (HELOC), hybrid loan, installment, installment debt, late charge, loan-to-value (LTV) ratio, negative amortization, net worth, personal property, principal, promissory note, remaining term, revolving debt, securities, secured loan, security, soft second loan, unsecured loan, debtor, assets, bankruptcy, loan, fixed interest rate, variable interest rate, interest rate, debt record, loan proceeds, student loans, installment loan, annual percentage rate (APR)

Unit 4: Housing Expenses

Housing

- Describe the process of buying or renting a housing property and securing a housing loan
- Identify the different types of mortgages and legal issues associated with mortgages
- Discuss elements of property ownership, such as property taxes and insurance
- Explain how to calculate down payments and monthly mortgage payments on home loans

Key Terms: lease, landlord, tenant, earnest money, mortgage note, principal, interest, term, amortization, amortization schedule, equity, appraisal, appraiser, mortgage, adjustable rate mortgage (ARM), cap, assumable mortgage, balloon mortgage, fixed-rate mortgage, default, foreclosure, escrow, mill

Chino Valley Unified School District

High School Course Description

Unit 5: Transportation and Travel

Purchasing a Car

- Describe the process involved in purchasing a new or used car
- Determine and compare the costs and benefits to purchasing or leasing a new car
- Explain how the Monroney sticker, Buyer's Guide, and Kelley Blue Book can assist buyers in making decisions
- Calculate simple interest on an auto loan

Key Terms: option, Monroney sticker, MSRP, Federal Trade Commission (FTC), Buyer's Guide, warranty, "fully loaded", rebate, negotiate, Kelley Blue Book, on-site financing, annual percentage rate (APR), simple interest formula, depreciation, lease, residual value, term, closed-ended lease, open-ended lease

Unit 6: Making Sound Consumer Choices

Personal Finance Tools

- Evaluate graphs and charts
- Calculate basic weights and measurements
- Use the standard formulas to calculate distances and area
- Use decimals to calculate pricing discounts

Key Terms: supply and demand, graph, X-axis, Y-axis, line graph, Hi-Lo graph, bar graph, pie graph, International System of Units (SI), city sealer, English system, metric system, meter

Unit 7: Business Expertise

Stocks and Bonds

- Describe how the American corporations and governments raise capital
- Discuss stocks, bonds, and mutual funds
- Describe the elements of a stock table
- Identify the various indices of the stock market

Key Terms: investment, capital, shares, bond, stock, security, stockholder, publicly owned corporation, closed corporation, common stock, dividend, preferred stock, New York Stock Exchange (NYSE), brokerage firm, stockbroker, Securities and Exchange Commission (SEC), index, Dow Jones Industrial Average, Dow Jones, composite, NYSE Composite, bull market, bear market, loss, profit, principal, interest, savings bond, discount, premium

3. Key Assignments:

- Students will write a persuasive essay that argues for positive personal and/or global finance.
- Students will write a descriptive essay outlining their plans for personal finance and their future.
- Students will write a persuasive essay on the total payroll deductions.
- Students will write a paragraph that outlines their retirement plans.
- Students will develop a personal budget.
- Students will write a paragraph describing the use of credit cards.
- Students will write an expository essay that describes the elements of housing and the various payment options.
- Students will write a paragraph that explains the process of purchasing a car.
- Students will calculate and graph their finances.
- Students will write an expository essay that explains the topics and stocks and bonds.

4. Instructional Methods and/or Strategies:

The Anywhere Learning System Personal Finance course is crafted to keep students on task and moving forward utilizing a "chunked" methodology to increase retention. Built-in assessments help identify precise gaps in students' skills and understanding. Anywhere Learning System empowers teachers to prescribe and customize content that puts

Chino Valley Unified School District High School Course Description

students on a pathway to mastery. After an initial diagnostic test, students are given “chunked” lessons. Students must pass a practice test before moving on to the mastery test. Upon successful completion of the mastery test, each lesson has a writing section to validate mastery of the material and application of the information and skills in relation to the writing prompt.

5. Assessment Including Methods and/or Tools:

The evaluation of student progress and evaluation will be based on the following criteria outlined in Board Policy:

- Assessments: 60-75% of the final grade
- Assignments and class discussions: 25-40% of the final grade

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

Student Achievement • Safe Schools • Positive School Climate
Humility • Civility • Service

DATE: January 17, 2019

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

PREPARED BY: Grace Park, Ed.D., Associate Superintendent, Curriculum,
Instruction, Innovation, and Support
Julian Rodriguez, Ed.D., Director, Secondary Curriculum and
Instruction

SUBJECT: NEW COURSE: SOCIOLOGY

=====

BACKGROUND

The Chino Valley Unified School District routinely revises curriculum guides and develops new courses in accordance with State Content Standards, State Frameworks, and student need. Accordingly, the revision and development of curriculum guides are the results of a collaborative effort of teachers in the related academic areas. This item was presented to the Board of Education on December 13, 2018, for information.

Sociology is the study of social processes and groups utilizing a scientific manner. The course introduces students to sociological principles and builds a greater understanding of society. Content is presented as both a social and behavioral science. Research strategies are used to analyze sociological data and statistics from numerous studies.

This course was presented to the Curriculum Council and A.C.T. has been consulted.

Approval of this item supports the goals identified within the District's Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education approve the new course Sociology.

FISCAL IMPACT

None.

NE:GP:JR:lar

Chino Valley Unified School District High School Course Description

A. CONTACTS	
1. School/District Information:	School/District: Chino Valley Unified School District Street Address: 5130 Riverside Dr. Chino, CA 91710 Phone: (909) 628-1201 Web Site: https://chino.k12.ca.us
2. Course Contact:	Teacher Contact: Office of Secondary Curriculum Position/Title: Director of Secondary Curriculum Site: District Office Phone: (909) 628-1201 X1630
B. COVER PAGE - COURSE ID	
1. Course Title:	Sociology
2. Transcript Title/Abbreviation:	Not Applicable
3. Transcript Course Code/Number:	Not Applicable
4. Seeking Honors Distinction:	No
5. Subject Area/Category:	General Elective
6. Grade Level(s):	11-12
7. Unit Value:	5 credits per semester
8. Course Previously Approved by UC:	No
9. Classified as a Career Technical Education Course:	No
10. Modeled after an UC-approved course:	No
11. Repeatable for Credit:	No
12. Date of Board Approval:	
13. Brief Course Description:	Sociology is a semester-long elective course. All twenty-eight lessons contain a study guide, a practice and mastery test, and an essay or other constructed response. Lessons include essay assignments designed to stimulate students' thinking. Answer keys are available to assist teachers in grading the assignments. Study Unit lessons include a diverse selection of reading material for students to expand and apply their knowledge of sociology to the real world. This title is certified by MetaMetrics® with a Lexile® score of 1100L. This course is enriched by Encyclopedia Britannica® Online School Edition workspaces that contain learning materials. Learning materials may contain articles, games, images, maps, and/or videos.
14. Prerequisites:	None
15. Context for Course:	Sociology presents the study of groups, communities, and societies in an in-depth exploration of the process of socialization, norms, folkways and mores, scientific research, social behavior, social institutions, culture, population, minorities, and changes to the informal and formal structure of the society.
16. History of Course Development:	Sociology enhances students' understanding of the social world and increases their motivation and interest in studying social processes and groups in a scientific manner. Introducing sociological principles to students can be especially valuable for their development as they make the transition from adolescence into adulthood. This allows students greater understanding of our society.
17. Textbooks:	A Plus Learning System Online software
18. Supplemental Instructional Materials:	A Plus Learning System: Anywhere Learning System Encyclopedia Britannica® Online School Edition

Chino Valley Unified School District

High School Course Description

C. COURSE CONTENT

1. Course Purpose:

The content in these titles is designed to meet and exceed the standards of the National Council for the Social Studies (NCSS). Sociology lessons are designed to present a comprehensive description of sociology both as a social science and a behavioral science. Students apply research strategies to the detailed examination of sociological data and statistics from numerous studies by various United States federal agencies as they work through a series of study units.

2. Course Outline:

Sociology introduces students to a variety of topics including:

- Overview of Sociology: Sociology as a behavioral science; groups, communities, and societies; process of socialization; norms, folkways, and mores; scientific research, social behavior, social institutions, culture, population, minorities, and changes to the informal and formal structure of the society
- Sociology as a Social Science: Social sciences: anthropology, psychology, sociology, economics, political science, history, and geography; how the field of sociology is related to the other social sciences; the relationship of the social sciences to the study of the humanities and natural sciences; how a study of the social sciences can be used to solve modern social problems; research methods including the scientific method, quantitative, and qualitative studies
- History of Sociology: History of sociology from a broad perspective and during the modern period; contributions of Auguste Comte, Herbert Spencer, Karl Marx, Emile Durkheim, Max Weber, Harriet Martineau, Talcott Parsons, George Meade, Robert Merton, and others to the development of sociology; relationship of the Enlightenment and Industrial Revolution to the development of sociology; development of sociology in the United States: Conflict Theory, Economic Determinism, Functionalism, Organizationalist Theory, Positivism, Social Darwinism, Structuralism, Structural-Functionalism, Interactionism, and Symbolic Interactionism
- Sociological Research: How a sociologist uses scientific research to study an element or aspect of society; steps in a sociology research project; research designs of survey, participant observation, laboratory experiment, and external data analysis; independent variable, dependent variable, sample and population, research bias, objectivity, reliability, and validity; elements of a survey; data analysis of tables, charts, and graphs; discussion of the fields of sociology
- Sociology and Anthropology: Anthropology and sociology; research designs of survey; participant observation, laboratory experiment, and external data analysis; independent variable, dependent variable, sample, and population; behavioral science; four main branches of anthropology: physical, cultural, archaeological, and social
- Civilizations: Development of primitive societies and ancient civilizations: early mankind; Mesopotamia, Assyria, Egypt, and Phoenicia; relationship between the societies of ancient civilizations to the study of modern sociology; how the study of the elements of the social sciences of anthropology and sociology is related to ancient civilizations; branches of anthropology and the institutions of sociology as they relate to ancient civilizations
- Culture: Development of a culture; material and nonmaterial elements of a culture; how a culture is passed from one generation to the next; enculturation, acculturation, pop culture, cultural diffusion, subcultures, and multiculturalism; norms of a society: folkways, mores, and laws; differences between a culture and a civilization; characteristics of all cultures: labor division, laws against incest, rules for marriage, structure of families, rites of passage, and ideology
- The Family: Structure of a family; function of a family including the socialization of the children; rules of marriage as they relate to customs; religion and government; household, family, subfamily, and marriage; monogamy and polygamy; how changes in lifestyles have affected the structure and functions of the American family
- Education: Education in the United States; process of socialization as it relates to the educational system and the family; major educational reform programs in American education; how an educational system transfers the values, customs, and traditions of a culture; role of state and federal governments in American educational system; rites of passage for a student in a school; manifest and latent functions of a society

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High School Course Description

- Religion: First Amendment of the U.S. Constitution and religion; religion as a social institution; elements of religion including prayer and ceremony; religious beliefs and the organization and structure of religion: polytheism, monotheism, atheism, humanism, deism, secularism, theology, animism, theism, and agnosticism; the relationship between laypeople and clergy in a religion; history of the major religions of the world including: Christianity, Islam, Buddhism, Hinduism, and Judaism
- Political Systems: Origin, organization, principles, and manner of the operation of governments; goals of the Preamble to the U.S. Constitution; dictatorship, republic, democracy, federal, communism, socialism, totalitarianism, monarchy, oligarchy, confederation, anarchy, and republic; the concept and elements of a nation-state; relationship of power; authority, and coercion; theories of the origin of nations; models of government; elements of the American political system; socialism; communism; capitalism
- Economic Systems: Wants and needs; relationship between producers and consumers in an economic system; goods and services; models of government: socialism, communism, and capitalism, traditional, controlled, and market economic systems; circular flow of goods and services in the American economic system; three basic economic questions; contributions of Adam Smith to economic theory; laissez faire
- Social Class: Caste, estate, and class systems; structure of social stratification systems; social mobility, statuses, prestige, and roles in a society; social inequality; social theories of Emile Durkheim and Karl Marx; elements of a social class
- Social Justice: Dr. Martin Luther King Jr., Rosa Parks, and the civil rights movement; minority groups in the United States; significance of the Plessy v. Ferguson Supreme Court decision; women's rights in America; Brown v. Topeka Board of Education Supreme Court decisions; development of the civil rights movements in the 1950s and 1960s; role of the U.S. Congress, Supreme Court, and the Office of President of the United States in the civil rights movement
- Population: The diversity of the population in a city, state, region, or nation; a description of the social makeup of people living in a geographical area using population statistics Population Change and Distribution 1990 to 2000 The Foreign-Born Population 2000 Geographical Mobility: 1995 to 2000
- Gender: The ongoing issues of gender and discrimination in society and the workplace; the issue of equal pay for equal work Gender: 2000 Occupations 2000 We the People: Women and Men in the United States
- Race 1: A discussion on the demographics of three of the races identified in the Census 2000 data The American Indian and Alaska Native Population: 2000 The Asian Population: 2000 The Black Population: 2000
- Race 2: A discussion on the demographics of three of the races identified in the Census 2000 data
- Crime and Punishment: The role of the government in the issues of crime and punishment in the United States; the framework of the judicial system The Justice System Criminal Victimization, 2003 Felony Sentences in State Courts, 2002
- Aging: The issues of aging in America and the financial status of the Federal Old-Age and Survivors Insurance and Disability Insurance Trust Funds Age: 2000 The 65 Years and Over Population: 2000 We the People: Aging in the United States
- Healthcare: Quality healthcare and disease prevention; health issues: cancer, heart disease, HIV and AIDS, maternal and child health, and respiratory diseases; nursing home and home healthcare 2004 National Healthcare Quality Report
- Urban and Rural: A discussion on the demographics and the quality and availability of public services in communities in rural and urban areas in America Migration and Geographic Mobility in Metropolitan and Nonmetropolitan America: 1995 to 2000 Emergency and Transitional Shelter Population: 2000

3. Key Assignments:

- Students will write a persuasive essay containing elements of Sociology as a social science.
- Students will create a collage of information discovered during a web search containing elements of Sociology and Anthropology.
- Students will graph data from many different civilizations.

Chino Valley Unified School District High School Course Description

- Students will write a persuasive essay containing elements of culture, education, and/or religion.
- Students will create a poster containing different economic systems.
- Students will write a descriptive essay containing elements of social class.
- Students will write a persuasive essay about a facet of social justice.
- Students will demonstrate understanding of keys terms such as gender, race, crime and punishment, aging, healthcare, and urban and rural living.

4. Instructional Methods and/or Strategies:

The Anywhere Learning System Sociology course is crafted to keep students on task and moving forward utilizing a “chunked” methodology to increase retention. Built-in assessments help identify precise gaps in students’ skills and understanding. Anywhere Learning System empowers teachers to prescribe and customize content that puts students on a pathway to mastery. After an initial diagnostic test, students are given “chunked” lessons. Students must pass a practice test before moving on to the mastery test. Upon successful completion of the mastery test, each lesson has a writing section to validate mastery of the material and application of the information and skills in relation to the writing prompt.

5. Assessment Including Methods and/or Tools:

The evaluation of student progress and evaluation will be based on the following criteria outlined in Board Policy:

- Assessments: 60-75% of the final grade
- Assignments and class discussions: 25-40% of the final grade

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

Student Achievement • Safe Schools • Positive School Climate
Humility • Civility • Service

DATE: January 17, 2019

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

PREPARED BY: Grace Park, Ed.D., Associate Superintendent, Curriculum,
Instruction, Innovation, and Support
Julian Rodriguez, Ed.D., Director, Secondary Curriculum and
Instruction

SUBJECT: REVISION OF ENGLISH 9 CP COURSE

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BACKGROUND

The Chino Valley Unified School District routinely revises curriculum guides and develops new courses in accordance with State Content Standards, State Frameworks, and student need. Accordingly, the revision and development of curriculum guides are the results of a collaborative effort of teachers in the related academic areas. This item was presented to the Board of Education on December 13, 2018, for information.

English 9 CP is a yearlong English course designed for grade 9 students. This course emphasizes reading, writing, listening, and speaking and is aligned to the state adopted content standards for English/Language Arts and English Language Development. The course has been revised to reflect the most recent state adopted content standards.

This course was presented to the Curriculum Council and A.C.T. has been consulted.

Approval of this item supports the goals identified within the District's Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education approve the revision of the English 9 CP course.

FISCAL IMPACT

None.

NE:GP:JR:lar

Chino Valley Unified School District

High School Course Description

A. CONTACTS	
1. School/District Information:	School/District: Chino Valley USD UNIFIED SCHOOL DISTRICT Street Address: 5130 Riverside Drive Phone: (909) 628-1201 Web Site: www.chino.k12.ca.us
2. Course Contact:	Teacher Contact: Office of Secondary Curriculum Position/Title: Director of Secondary Curriculum Site: District Office Phone: (909) 628-1201 X1630
B. COVER PAGE - COURSE ID	
1. Course Title:	English 9 CP
2. Transcript Title/Abbreviation:	English 9 CP
3. Transcript Course Code/Number:	5013
4. Seeking Honors Distinction:	No
5. Subject Area/Category:	English
6. Grade Level(s):	9
7. Unit Value:	5 credits per semester/10 credits total
8. Course Previously Approved by UC:	Meets the UC/CSU "b" English requirement
9. Classified as a Career Technical Education Course:	No
10. Modeled after an UC-approved course:	No
11. Repeatable for Credit:	No
12. Date of Board Approval:	December 6, 2001
13. Brief Course Description:	THIS COURSE IS DESIGNED FOR ALL STUDENTS AND IS GROUNDED IN THE COLLEGE AND CAREER READINESS ANCHOR STANDARDS MEANT TO PREPARE ALL STUDENTS FOR COLLEGE AND CAREER. THE COURSE EMPHASIZES LITERACY DEVELOPMENT THROUGH INSTRUCTION IN READING, WRITING, SPEAKING, LISTENING, AND LANGUAGE. STUDENTS ARE INTRODUCED TO LITERATURE AND INFORMATIONAL TEXTS ALONG WITH PARAGRAPH AND ESSAY DEVELOPMENT. SHORT STORY AND POETRY ELEMENTS ARE TAUGHT ALONG WITH ANALYSIS OF NOVELS AND DRAMA. STUDENTS LEARN TO PRODUCE WRITING AND PRESENT IDEAS USING APPROPRIATE DEVICES AND STRUCTURE FOR AUDIENCE AND PURPOSE.
14. Prerequisites:	None
15. Context for Course:	THROUGH AN INTEGRATED MODEL OF LITERACY, ENGLISH 9 CP IS A COURSE WITHIN A KINDERGARTEN THROUGH 12 SEQUENCE THAT WAS BUILT TO ENSURE THAT ALL STUDENTS ARE LITERATE AND COLLEGE AND CAREER READY NO LATER THAN THE END OF HIGH SCHOOL.
16. History of Course Development:	This is an English course designed for the ninth-grade student whose goal is to graduate from high school and meet the academic admission requirements of the University of California (UC) and the California State University system (CSU). This year long course will emphasize an integrated language arts approach, with emphasis on reading, writing, listening, and speaking. The course standards are similar to English 9 Honors except that the breadth and depth of study is not quite as accelerated. An intermediate course between honors and regular English is needed to accommodate those students whose goal is a four-year university experience but do not meet the honors criteria. THIS IS A YEARLONG ENGLISH COURSE DESIGNED FOR THE 9 TH GRADE STUDENT AND IS ALIGNED TO THE STATE ADOPTED CONTENT STANDARDS FOR ENGLISH/LANGUAGE ARTS AND ENGLISH LANGUAGE DEVELOPMENT.

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17. Textbooks:	Prentice-Hall, Inc. (2002). Prentice Hall literature: Timeless voices, timeless themes. Upper Saddle River, NJ: Prentice Hall.
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18. Supplemental Instructional Materials:	Teacher-created materials, as needed
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C. COURSE CONTENT

1. Course Purpose:

THE PURPOSE OF THIS YEARLONG COURSE IS TO INTRODUCE 9TH GRADE STUDENTS TO THE FUNDAMENTAL SKILLS AND APPLICATIONS NECESSARY FOR COLLEGE AND CAREER READINESS. STUDENTS WILL HAVE TO BUILD A SOLID FOUNDATION FOR ALL SUBSEQUENT COURSES REQUIRING ADVANCED READING, WRITING AND RESEARCH SKILLS. THE CONTENT AND STANDARDS OF THE COURSE SERVE AS THE FOUNDATION FOR THE TYPE OF READING, EXAMINATION AND ANALYSIS, AND WRITING NEEDED TO WORK WITH A WIDE RANGE OF TEXTS OVER THE COURSE OF HIGH SCHOOL, COLLEGE, AND LIFE. WITHIN THIS CONTEXT, STUDENTS DEVELOP AN UNDERSTANDING OF HOW TO WORK WITH LITERARY AND INFORMATIONAL TEXTS AND THE VARIOUS TYPES OF WRITING STYLES AVAILABLE FOR ACADEMIC AND CREATIVE WRITING.

2. Course Outline:

READING

~~Standard 1 – Word analysis, Fluency, and Systematic Vocabulary Development: Students apply their knowledge of word origins both to determine the meaning of new words encountered in reading materials and to use those words accurately.~~

~~1.1 Objective: Identify and use the literal and figurative meaning of words in their reading and writing.~~

~~1.1.1 Performance Indicator: Given a list of words, students will identify their literal and figurative meanings and understand word derivations.~~

~~1.1.2 Performance Indicator: Given a piece of poetry, students will identify examples of figurative language.~~

~~1.1.3 Performance Indicator: Given an assignment to write a poem or story, students will utilize figurative language.~~

~~1.1.4 Performance Indicator: Given a piece of literature, students will differentiate between the literal and figurative levels of words and phrases in context.~~

~~1.2 Objective: Distinguish between denotative and connotative meanings of words.~~

~~1.2.1 Performance Indicator: Given a piece of writing, students will analyze the positive or negative tone conveyed by its diction and determine how alternate diction choices affect meaning.~~

~~1.2.2 Performance Indicator: Given a writing assignment, students will demonstrate appropriate use of connotation in their choice of words to create a specific tone.~~

~~1.3 Objective: Understand the concept of word derivation, including Greek roots, affixes, and suffixes.~~

~~1.3.1 Performance Indicator: Given unfamiliar words, students will research the etymology of one word and present their findings in an essay.~~

~~1.3.2 Performance Indicator: Given a list of unfamiliar words, students will decipher their meanings using word parts.~~

~~1.3.3 Performance Indicator: Given a list of word parts, students will make up new words with plausible definitions.~~

~~1.4 Objective: Use knowledge of Greek and Roman mythology to understand the origin and meaning of new words (e.g., the word “narcissistic” drawn from the myth of Narcissus and Echo).~~

~~1.4.1 Performance Indicator: Given a myth and an unfamiliar word related to that myth, students will hypothesize possible meanings for the word.~~

~~Standard 2 – Reading Comprehension (Focus on Informational Materials): Students read and understand grade-level appropriate material. They analyze the organizational patterns, arguments and positions advanced. The quality and complexity of the materials to be read by students are illustrated in Recommended Literature, Grades Nine Through~~

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Twelve (1990). In addition, by grade 12, students read two million words annually on their own, including a wide variety of classic and contemporary literature as well as magazines, newspapers, and on-line information.

Structural Features of Informational Materials

2.1 Objective: Generate relevant questions about readings on issues that can be researched.

2.1.1 Performance Indicator: Given a text, students will generate questions to facilitate a critical reading of the text.

2.2 Objective: Synthesize the ideas from several sources dealing with a single issue or written by a single author, and then paraphrase them and connect to other sources and related topics to demonstrate comprehension.

2.2.1 Performance Indicator: Given mythological selections and non-mythological pieces, students will connect a common theme among the texts.

2.2.2 Performance Indicator: Given several non-fiction pieces, students will identify a common theme.

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

2.3.1 Performance Indicator: Given a primary or secondary source, students will produce writing, performance, or questions that relate a literary theme to a contemporary situation.

2.3.2 Performance Indicator: Given a primary source, such as a letter from an author, students will connect the ideas present in the document with a literary text by the same author.

2.4 Objective: Demonstrate use of alternate learning tools by following technical directions (e.g., those found with specialized software programs, Internet search engines, etc.).

2.4.1 Performance Indicator: Given a debate or literature-focused topic, students will use Internet search engines to locate relevant materials.

2.4.2 Performance Indicator: Given a technical manual, students will show understanding of the instructions present by teaching the class how to do what the manual proposes.

2.5 Objective: Critique the logic of expository documents by examining the sequence of information and procedures and the anticipation of possible reader misunderstandings.

2.5.1 Performance Indicator: Given a set of directions, students in a class discussion will analyze a set of directions to determine what information aids and/or hinders reader understanding.

2.5.2 Performance Indicator: Given an expository selection, students will critique the rhetorical and resulting logic present.

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

2.6.1 Performance Indicator: Given an expository text, students will identify an author's purpose, including possible bias, and analyze the extent and quality of evidence that supports the author's argument.

2.6.2 Performance Indicator: Given two expository texts by the same author, students will list and discuss the patterns in types of evidence and rhetoric present in the author's work.

Standard 3 – Literary Response and Analysis: Students read and respond to historically or culturally significant works of world literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent patterns and themes. The quality and complexity of the materials to be read by students are illustrated in the Recommended Literature, Grades Nine Through Twelve (1990).

Structural Features of Literature

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

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3.1.1 Performance Indicator: Given the beginning portions of two epics, students will compare the texts to find the common structural elements of the epic genre.

3.1.2 Performance Indicator: Given a Shakespearian drama, students will research the theatrical conventions of the text's time period and explain the impact of those conventions on the play.

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

3.2.1 Performance Indicator: Given a unit in their anthology, students will compare a poetic and narrative presentation of a theme and the strengths, weaknesses, and variations in each genre's presentation of the theme.

3.2.2 Performance Indicator: Given a literary selection and thematically connected newspaper articles, cartoons, etc., students will create a collage, integrating quotes from all texts and arranging the words and images around a thematic statement unifying all elements.

Narrative Analysis of Grade-Level Appropriate Text

3.3 Objective: Analyze interactions between main and supporting characters in literary text (e.g., internal and external conflicts, motivations, relationships, and influences) and explain how those interactions affect the plot.

3.3.1 Performance Indicator: Given a fictional text, students will analyze how supporting characters help characterize the protagonist.

3.3.2 Performance Indicator: Given characters in a fictional text, students will create a sociogram (a graphic organizer displaying character relations) with annotations that comment on the relationships' ramifications.

3.4 Objective: Determine characters' traits through the basic techniques of characterization, including narration, dialogue, dramatic monologue, and soliloquy.

3.4.1 Performance Indicator: Given characters in a text, students will list character traits, the techniques used to convey them, and evaluate the effectiveness of the characterization.

3.4.2 Performance Indicator: Given a character, students will mimic an author's characterization techniques in order to create their own character.

3.5 Objective: Analyze and describe an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing and flashback).

3.5.1 Performance Indicator: Given a literary text, after graphing the steps in the plot (e.g., exposition, rising action, etc.), students will explain how each stage contributes to a theme or character development.

3.5.2 Performance Indicator: Given a literary text, students will collaboratively discuss the function of specific literary devices and present their findings to the class.

3.6 Objective: Compare works that express a universal theme, and provide evidence to support the ideas expressed in each work.

3.6.1 Performance Indicator: Given two works sharing a common theme, students will cite evidence from the selections that connect them.

3.6.2 Performance Indicator: Given two works sharing a common theme, students will use important elements from each work (e.g., symbols allusions, irony, etc.) and add their own elements to create a new story that expresses the same theme.

3.7 Objective: Recognize and understand the significance of a wide range of literary elements and techniques, such as figurative language, imagery, allegory and symbolism, and explain their relevance.

3.7.1 Performance Indicator: Given a series of poems, students will create dialectical journals that include examples of literary devices, techniques, and their significance.

3.7.2 Performance Indicator: Given a text, students will identify the allusions to previously read works.

3.7.3 Performance Indicator: Given a poem, students will draw the imagery in each line/stanza, label the type of imagery present, and explain its function to the class.

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

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~~3.8.1 Performance Indicator: Given a soliloquy, students will analyze the emotions present, how those emotions fit the current situation of the character, or how the soliloquy fits within the context of the plot.~~

~~3.8.2 Performance Indicator: Given character foils in a text, students will role play a possible new scene for the work while remaining true to each character's personality.~~

Literacy Criticism

~~3.9 Objective: Analyze how a work of literature is related to the themes and issues of its historical period.~~

~~3.9.1 Performance Indicator: Given a work of literature, students will research and cite the historical influences present.~~

~~3.9.2 Performance Indicator: Given a work of literature and aesthetic expressions (e.g., art, music, theater, etc.) from the text's time period, using the jig-saw method, students will explain how the art connects to the attitudes, imagery, and culture in the text.~~

WRITING

~~Standard 1 – Writing Strategies: Students write coherent and focused texts that convey a well-defined perspective and tightly-reasoned argument. Student writing demonstrates awareness of audience and purpose and use of the stages of the writing process, as needed.~~

Organization and Focus

~~1.1 Objective: Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintains a consistent tone and focus throughout the piece of writing.~~

~~1.1.1 Performance Indicator: Given a topic, students will generate several coherent and focused theses and evaluate the efficacy of their peer's thesis.~~

~~1.1.2 Performance Indicator: Given a topic, students write an interpretive paper that presents a thesis and develops a consistent focus and tone.~~

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

~~1.2.1 Performance Indicator: Given a three-dimensional still life, students will write an observational paper that effectively uses descriptive techniques.~~

~~1.2.2 Performance Indicator: Given a variety of art works displaying activity, students will write a paper employing action verbs and sensory details to recreate in writing the artistic images.~~

Research and Technology

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

~~1.3.1 Performance Indicator: Given a list of student-generated questions about a text/topic, students will research materials using note cards to document their findings in order to address those questions.~~

~~1.3.2 Performance Indicator: Given a research topic/question, students will role play an interview situation using proper personal interview techniques before applying those methods to their individual research assignments.~~

~~1.4 Objective: Develop the main ideas within the body of the composition through supporting evidence and the integration of quotations and citations into the written text, while maintaining the flow of ideas.~~

~~1.4.1 Performance Indicator: Given an essay, students write an expository piece in which quotations and citations are grammatically, structurally, and sensibly integrated.~~

~~1.4.2 Performance Indicator: Given an essay, students write a text in which ideas are supported with quotations and examples.~~

~~1.4.3 Performance Indicator: Given several texts, students will integrate relevant evidence from each source to fully support their ideas.~~

~~1.5 Objective: Integrate quotations and citations into written text, while maintaining the flow of ideas.~~

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~~1.5.1 Performance Indicator: Given an essay and quotable material, in groups students will combine appropriate quotations with sentences discussing the relevance of the quote, paying careful attention to avoid “announcing” phrases (e.g., “the following quote shows”).~~

~~1.5.2 Performance Indicator: Given professional essays, students will imitate the syntax of a text, focusing on the author’s integrated using of quotations.~~

~~1.6 Objective: Use appropriate conventions for documentation in text, notes, and bibliographies, adhering to style manuals (e.g., the Modern Language Association Handbook or Chicago Style Manual).~~

~~1.6.1 Performance Indicator: Given a report, students write an expository piece using an appropriate documentation format and conventions.~~

Revising and Evaluating Strategies

~~1.7 Objective: Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of diction and tone, taking into consideration audience and purpose.~~

~~1.7.1 Performance Indicator: Given an essay, students will discuss changes on their drafts and the effect of those changes on meaning and reader understanding (e.g., addressing metacognitive questions).~~

~~1.7.2 Performance Indicator: Given a draft, students will revise their writing with the aide of teacher guided revision prompting.~~

~~1.7.3 Performance Indicator: Given a draft, students will revise their writing using peer editing techniques (e.g., checklists, rubrics, etc.).~~

~~Standard 2 – Writing Applications (Genres and their characteristics): Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce text of at least 1,500 words, when appropriate. Student writing demonstrates a command of Standard English and the research, organization, and drafting strategies outlined in Writing Standard 1.~~

~~2.1 Objective: Write biographical, autobiographical narratives, and/or short stories which relate a sequence of events and communicate the significance of the events to the audience, locate scenes and incidents in specific places and describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters’ feelings; pace the presentation of actions to accommodate changes in time and mood; and/or make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.~~

~~2.1.1 Performance Indicator: Given a prompt, students will narrate and pace a sequence of events and convey the event’s significance in an observational paper.~~

~~2.1.2 Performance Indicator: Given a prompt, students will integrate observational techniques (e.g., sensory detail, narrative perspective, etc.) into an autobiographical essay.~~

~~2.1.3 Performance Indicator: Given a prompt, students will vary narrative pacing in order to control the tone and meaning in their writing.~~

~~2.1.4 Performance Indicator: Given a prompt, students will incorporate a controlling metaphor into their essay to more closely connect their imagery with their textual intent.~~

~~2.2 Objective: Write responses to literature that advance a judgment demonstrating a comprehensive grasp of the significant ideas of works or passages, support key ideas and viewpoints through accurate and detailed references to the text or to other works, and/or demonstrate awareness of the author’s use of stylistic devices and an appreciation of the effects created.~~

~~2.2.1 Performance Indicator: Given a text, students will take ideas discussed as a class and then collaboratively search for appropriate and effective references to the text that will support those ideas, documenting their findings in a dialectical journal.~~

~~2.2.2 Performance Indicator: Given a passage and teacher instruction, students will mimic an author’s style while expressing original ideas concerning the text.~~

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~~2.2.3 Performance Indicator: Given a text or passage, students will write a paper connecting ideas in the passage with previous readings and using specific references to all texts discussed.~~

~~2.3 Objective: Write expository compositions, including analytical essays and research reports that gather evidence in support of a thesis and related claims, including information on all relevant perspectives; convey information and ideas from primary and secondary sources accurately and coherently; make distinctions about the relative value and significance of specific data, facts and ideas; organize and record information on charts, maps, and graphs for use as visuals, employing appropriate technology; anticipate and address readers' potential misunderstandings, biases, expectations; and/or use technical terms and notations accurately.~~

~~2.3.1 Performance Indicator: Given a prompt and a text, students will list and connect evidence (e.g., quotations, paraphrase, narrative events, facts, etc.) from the text and secondary sources to support their thesis.~~

~~2.3.2 Performance Indicator: Given a prompt dealing with a text, students will collaboratively write body paragraphs addressing a class-generated thesis.~~

~~2.3.3 Performance Indicator: Given a draft, students will prioritize the importance of each piece of evidence in their composition in order to reorganize their ideas in a more rhetorically effective manner.~~

~~2.4 Objective: Write persuasive compositions that structure ideas and arguments in a sustained and logical fashion; use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; personal anecdote, case study, or analogy); clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs and logical reasoning; and/or address readers' concerns, counterclaims, biases, and/or expectations.~~

~~2.4.1 Performance Indicator: Given a list of different audiences, students will discuss possible changes that would occur when the specified audience changed, choose two drastically different audiences, and then write brief persuasive papers that present the same thesis in different manners.~~

~~2.4.2 Performance Indicator: Given two passages from different speeches (e.g., from The Odyssey and Romeo and Juliet), students will identify the biases present in each speech and the relevance of the biases to the speaker.~~

~~2.5 Objective: Write business letters that provide clear and purposeful information and address the intended audience appropriately; use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients; highlight central ideas or images; and/or follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.~~

~~2.5.1 Performance Indicator: Given a fictitious company and product, students will compose a letter of complaint that clearly and succinctly describes the problem and poses a possible, realistic solution.~~

~~2.5.2 Performance Indicator: Given a topic, students will compose both a business letter and personal letter which relay the same information and demonstrate appropriate letter conventions.~~

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

~~Standard 1 – Written and Oral English Language Conventions: students write and speak with a command of Standard English conventions.~~

~~Grammar and Mechanics~~

~~1.1 Objective: Identify and use clauses, phrases, mechanics, usage and sentence structure.~~

~~1.1.1 Performance Indicator: Given a series of sentence patterns, students will discuss the rhetorical purposes and effects of such sentence structure and then create sentences following the given patterns, keeping their rhetorical purpose in mind.~~

~~1.1.2 Performance Indicator: Given a draft and sentence patterns, students will revise their writing to reflect a varied and sophisticated sentence structure and syntax.~~

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~~1.2 Objective: Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction and syntax.~~

~~1.2.1 Performance Indicator: Given an essay and checklist, paired students will revise for appropriate use of diction and syntax.~~

~~1.2.2 Performance Indicator: Given a set of student-generated clauses and phrases, students will collaboratively combine the elements into one sentence, punctuating the combinations correctly. This can also be accomplished using a game format (e.g., the world's longest, grammatically correct sentence.).~~

Manuscript Form

~~1.3 Objective: Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.~~

~~1.3.1 Performance Indicator: Given a piece of writing, students will check for spelling and capitalization errors by reading their essay from the end to the beginning to prevent students from reading over words.~~

~~1.3.2 Performance Indicator: Given a piece of writing, paired students will read their writing aloud, pausing to correct errors in wording or punctuation.~~

~~1.4 Objective: Reflect appropriate manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations.~~

~~1.4.1 Performance Indicator: Given an essay, students will create manuscripts following the MLA format.~~

LISTENING AND SPEAKING STRATEGIES

~~Standard 1-Listening and Speaking Strategies: Students formulate logical judgements about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. They incorporate gestures, tone, and vocabulary tailored to audience and purpose.~~

Comprehension

~~1.1 Objective: Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.~~

~~1.1.1 Performance Indicator: Given a text, students will deliver oral responses to literature that include judgments supported by convincing evidence.~~

~~1.1.2 Performance Indicator: Given a contemporary problem, students will present their ideas, using examples and quotes from literature studied.~~

Organization and Delivery of Oral Communication

~~1.2 Objective: Choose logical patterns of organization (e.g., chronological, topical, cause/effect) to inform and to persuade, by soliciting agreement or action, or to unite audiences behind a common belief or cause.~~

~~1.2.1 Performance Indicator: Given a topic, paired students will prepare and execute two speeches, with the same purpose, but using two different organizational approaches.~~

~~1.2.2 Performance Indicator: Given a published speech, students will identify the organizational format and discuss the impact of the original and rewritten speech.~~

~~1.3 Objective: Choose appropriate techniques for developing the introduction and conclusion (e.g., by using literary quotations, anecdotes, references to authoritative sources).~~

~~1.3.1 Performance Indicator: Given several published speeches, students will list and discuss how each orator begins and ends his/her speech, as well as the effectiveness of each technique in context.~~

~~1.3.2 Performance Indicator: Given a list of introduction and conclusion techniques, students will write several beginnings and endings for their oration and explain the rhetorical advantages and disadvantages of each approach for their speech.~~

~~1.4 Objective: Present and advance a clear thesis statement and choose appropriate types of proof (e.g., statistics, testimony, specific instances) that meet standard tests for evidence, including credibility, validity, and relevance.~~

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~~1.4.1 Performance Indicator: Given the introduction to a published speech, students will identify the thesis statement and predict the orator's choice of evidence. Students will then compare their predictions with the actual speech, explain the rationale behind their choice of evidence, and speculate the rationale behind the author's choice of evidence.~~

~~1.4.2 Performance Indicator: Given an article from a newspaper, students will generate a persuasive speech using in a fluid manner the information from the article, including direct quotation.~~

~~1.5 Objective: Use props such as visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.~~

~~1.5.1 Performance Indicator: Given a speech, students will use at least one visual aid meaningfully throughout their presentation.~~

~~1.6 Objective: Produce concise notes for oral delivery.~~

~~1.6.1 Performance Indicator: Given a speech topic, students will record main ideas and examples in bulleted form on note cards.~~

~~1.6.2 Performance Indicator: Given a speech, students will practice delivering it to a peer using their notes and good eye contact.~~

~~1.7 Objective: Analyze interests of the audience and implications of the occasion to choose effective verbal and non-verbal strategies for presentations (e.g., voice, gestures, eye contact).~~

~~1.7.1 Performance Indicator: Given a speech, paired students will identify specific distracting body behaviors on which to focus and practice delivering their speeches, focusing on avoiding the designated behaviors.~~

~~1.7.2 Performance Indicator: Given a speech and a rubric, paired students will take notes, critique their partner's speech, and provide appropriate feedback in order to improve the next oral presentation.~~

~~1.7.3 Performance Indicator: Given a series of speeches and oral presentations, students will log in their portfolios their goals, growth, and change in attitude toward public speaking.~~

~~1.7.4 Performance Indicator: Given an occasion (e.g., a eulogy, a political fundraiser, etc.), students will create and deliver a speech fitting the situation.~~

~~Analysis and Evaluation of Oral and Media Communications~~

~~1.8 Objective: Assess how language and delivery affect the mood and tone of the oral communication and make an impact on the audience.~~

~~1.8.1 Performance Indicator: Given the contents of a speech, students will present the speech using different diction and delivery, discuss the ramifications of such changes, and evaluate which changes are most effective. Students will then predict which changes are most effective for which audience.~~

~~1.8.2 Performance Indicator: Given a public speech, students will listen to an audio tape of the speech, watch the video version, and then evaluate how the visual delivery impacts the audience.~~

~~1.9 Objective: Evaluate the clarity, quality, effectiveness, and overall coherence of a speaker's key points, arguments, evidence, organization of ideas, delivery and diction.~~

~~1.9.1 Performance Indicator: Given an oral presentation and rubric, students will provide feedback on the speeches of peers, focusing on coherence and effectiveness.~~

~~1.9.2 Performance Indicator: Given an oral presentation, paired students will practice delivering their speeches, focusing on diction and verbal pauses, (e.g., "um", "like", "and"), provide feedback to each other, and finally evaluate their own performance and growth.~~

~~Standard 2 – Speaking Applications: (Genres and Their Characteristics): Students deliver polished formal and extemporaneous presentations that combine traditional rhetorical strategies of narration, exposition, persuasion, and description. Student speaking demonstrates a command of Standard English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.~~

~~2.1 Objective: Prepare and deliver narrative presentations (autobiographical or fictional) that narrate a sequence of events and communicate their significance to the audience; locate scenes and incidents in specific places;~~

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describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of characters; and/or pace the presentation of actions to accommodate time or mood changes.

2.1.1 Performance Indicator: Given a topic, students will deliver an anecdote from their lives, using tangible sensory details to relate the event and its significance.

2.1.2 Performance Indicator: Given a topic, students will prepare and present a speech that includes at least two shifts in mood created through changes in pacing.

2.2 Objective: Prepare and deliver expository presentations that gather evidence in support of a thesis and related claims, including information on all relevant perspectives; convey information and ideas from primary and secondary sources accurately and coherently; make distinctions between the relative value and significance of specific data, facts, and ideas; include aids by employing appropriate technology (e.g., Power Point) to organize and display information on charts, maps and graphs; anticipate and address the listener's potential misunderstanding, biases, and expectations; and/or use technical terms and notations accurately.

2.2.1 Performance Indicator: Given a topic, students will briefly present the findings of their research paper, including appropriate visual aids and citations from primary sources.

2.2.2 Performance Indicator: Given a topic students will begin their speeches with a series of questions to determine the audiences' prior knowledge and then include in the speech appropriate information to address listener needs.

2.3 Objective: Apply appropriate interviewing techniques, such as preparing and asking relevant questions; making notes of responses; using language that conveys maturity, sensitivity, and respect; responding correctly and effectively to questions; demonstrating knowledge of the subject or organization; compiling and reporting responses; and/or evaluating the effectiveness of the interview.

2.3.1 Performance Indicator: Given a topic and a literary character, paired students will create appropriately phrased questions to delve into characterization and then practice asking their questions to students role-playing their character.

2.3.2 Performance Indicator: Given survey questions, students will interview people, organize responses, create a visual to incorporate into their speech, and include in their speech how their predictions compared to their findings.

2.4 Objective: Deliver oral responses to literature that advance a judgment demonstrating a comprehensive grasp of the significant ideas of works or passages (i.e., make and support warranted assertions about the text); support important ideas and viewpoints through accurate and detailed references to the text or to other works; demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created; and/or identify and assess the impact of perceived ambiguities, nuances, and complexities with the text.

2.4.1 Performance Indicator: Given differing texts, in groups students will present the ideas of their assigned text and include relevant biographical material about the author.

2.4.2 Performance Indicator: Given a text, students will record relevant quotations from their reading that support their assertions concerning the work and include that information in a speech.

2.5 Objective: Prepare and deliver descriptive presentations that establishes clearly the speaker's point of view on the subject of the presentation; establishes clearly the speaker's relationship with that subject (e.g., dispassionate observation, personal involvement); and/or uses effective, factual descriptions of appearance, concrete images, shifting perspectives and vantage points, and sensory details.

2.5.1 Performance Indicator: Given an unusual object, students will describe the item and its function using metaphors and without showing the object to the class.

2.5.2 Performance Indicator: Given an observational essay based on a picture, students will present their essay while the class draws what is being described, compare the original picture to the class generated illustrations, and then revise their essay and speech based on the incongruities.

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READING STANDARDS FOR LITERATURE:

1. CITE STRONG AND THOROUGH TEXTUAL EVIDENCE TO SUPPORT ANALYSIS OF WHAT THE TEXT SAYS EXPLICITLY AS WELL AS INFERENCES DRAWN FROM THE TEXT.
2. DETERMINE A THEME OR CENTRAL IDEA OF A TEXT AND ANALYZE IN DETAIL ITS DEVELOPMENT OVER THE COURSE OF THE TEXT, INCLUDING HOW IT EMERGES AND IS SHAPED AND REFINED BY SPECIFIC DETAILS; PROVIDE AN OBJECTIVE SUMMARY OF THE TEXT.
3. ANALYZE HOW COMPLEX CHARACTERS (E.G., THOSE WITH MULTIPLE OR CONFLICTING MOTIVATIONS) DEVELOP OVER THE COURSE OF A TEXT, INTERACT WITH OTHER CHARACTERS, AND ADVANCE THE PLOT OR DEVELOP THE THEME.
4. DETERMINE THE MEANING OF WORDS AND PHRASES AS THEY ARE USED IN THE TEXT, INCLUDING FIGURATIVE AND CONNOTATIVE MEANINGS; ANALYZE THE CUMULATIVE IMPACT OF SPECIFIC WORD CHOICES ON MEANING AND TONE (E.G., HOW THE LANGUAGE EVOKES A SENSE OF TIME AND PLACE; HOW IT SETS A FORMAL OR INFORMAL TONE). (SEE GRADE 9–10 LANGUAGE STANDARDS 4–6 FOR ADDITIONAL EXPECTATIONS.) CA
5. ANALYZE HOW AN AUTHOR’S CHOICES CONCERNING HOW TO STRUCTURE A TEXT, ORDER EVENTS WITHIN IT (E.G., PARALLEL PLOTS), AND MANIPULATE TIME (E.G., PACING, FLASHBACKS) CREATE SUCH EFFECTS AS MYSTERY, TENSION, OR SURPRISE.
6. ANALYZE A PARTICULAR POINT OF VIEW OR CULTURAL EXPERIENCE REFLECTED IN A WORK OF LITERATURE FROM OUTSIDE THE UNITED STATES, DRAWING ON A WIDE READING OF WORLD LITERATURE.
7. ANALYZE THE REPRESENTATION OF A SUBJECT OR A KEY SCENE IN TWO DIFFERENT ARTISTIC MEDIUMS, INCLUDING WHAT IS EMPHASIZED OR ABSENT IN EACH TREATMENT (E.G., AUDEN’S “MUSÉE DES BEAUX ARTS” AND BREUGHEL’S *LANDSCAPE WITH THE FALL OF ICARUS*).
8. (NOT APPLICABLE TO LITERATURE)
9. ANALYZE HOW AN AUTHOR DRAWS ON AND TRANSFORMS SOURCE MATERIAL IN A SPECIFIC WORK (E.G., HOW SHAKESPEARE TREATS A THEME OR TOPIC FROM OVID OR THE BIBLE OR HOW A LATER AUTHOR DRAWS ON A PLAY BY SHAKESPEARE).
10. BY THE END OF GRADE 9, READ AND COMPREHEND LITERATURE, INCLUDING STORIES, DRAMAS, AND POEMS, IN THE GRADES 9–10 TEXT COMPLEXITY BAND PROFICIENTLY, WITH SCAFFOLDING AS NEEDED AT THE HIGH END OF THE RANGE.

READING STANDARDS FOR INFORMATIONAL TEXT:

1. CITE STRONG AND THOROUGH TEXTUAL EVIDENCE TO SUPPORT ANALYSIS OF WHAT THE TEXT SAYS EXPLICITLY AS WELL AS INFERENCES DRAWN FROM THE TEXT.
2. DETERMINE A CENTRAL IDEA OF A TEXT AND ANALYZE ITS DEVELOPMENT OVER THE COURSE OF THE TEXT, INCLUDING HOW IT EMERGES AND IS SHAPED AND REFINED BY SPECIFIC DETAILS; PROVIDE AN OBJECTIVE SUMMARY OF THE TEXT.
3. ANALYZE HOW THE AUTHOR UNFOLDS AN ANALYSIS OR SERIES OF IDEAS OR EVENTS, INCLUDING THE ORDER IN WHICH THE POINTS ARE MADE, HOW THEY ARE INTRODUCED AND DEVELOPED, AND THE CONNECTIONS THAT ARE DRAWN BETWEEN THEM.
4. DETERMINE THE MEANING OF WORDS AND PHRASES AS THEY ARE USED IN A TEXT, INCLUDING FIGURATIVE, CONNOTATIVE, AND TECHNICAL MEANINGS; ANALYZE THE CUMULATIVE IMPACT OF SPECIFIC WORD CHOICES ON MEANING AND TONE (E.G., HOW THE LANGUAGE OF A COURT OPINION DIFFERS FROM THAT OF A NEWSPAPER). (SEE GRADE 9–10 LANGUAGE STANDARDS 4–6 FOR ADDITIONAL EXPECTATIONS.) CA
5. ANALYZE IN DETAIL HOW AN AUTHOR’S IDEAS OR CLAIMS ARE DEVELOPED AND REFINED BY PARTICULAR SENTENCES, PARAGRAPHS, OR LARGER PORTIONS OF A TEXT (E.G., A SECTION OR CHAPTER).
 - a. ANALYZE THE USE OF TEXT FEATURES (E.G., GRAPHICS, HEADERS, CAPTIONS) IN FUNCTIONAL WORKPLACE DOCUMENTS. CA
6. DETERMINE AN AUTHOR’S POINT OF VIEW OR PURPOSE IN A TEXT AND ANALYZE HOW AN AUTHOR USES RHETORIC TO ADVANCE THAT POINT OF VIEW OR PURPOSE.

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7. ANALYZE VARIOUS ACCOUNTS OF A SUBJECT TOLD IN DIFFERENT MEDIUMS (E.G., A PERSON'S LIFE STORY IN BOTH PRINT AND MULTIMEDIA), DETERMINING WHICH DETAILS ARE EMPHASIZED IN EACH ACCOUNT.
8. DELINEATE AND EVALUATE THE ARGUMENT AND SPECIFIC CLAIMS IN A TEXT, ASSESSING WHETHER THE REASONING IS VALID, AND THE EVIDENCE IS RELEVANT AND SUFFICIENT; IDENTIFY FALSE STATEMENTS AND FALLACIOUS REASONING.
9. ANALYZE SEMINAL U.S. DOCUMENTS OF HISTORICAL AND LITERARY SIGNIFICANCE (E.G., WASHINGTON'S FAREWELL ADDRESS, THE GETTYSBURG ADDRESS, ROOSEVELT'S FOUR FREEDOMS SPEECH, KING'S "LETTER FROM BIRMINGHAM JAIL"), INCLUDING HOW THEY ADDRESS RELATED THEMES AND CONCEPTS.
10. BY THE END OF GRADE 9, READ AND COMPREHEND LITERARY NONFICTION IN THE GRADES 9–10 TEXT COMPLEXITY BAND PROFICIENTLY, WITH SCAFFOLDING AS NEEDED AT THE HIGH END OF THE RANGE.

WRITING STANDARDS:

1. WRITE ARGUMENTS TO SUPPORT CLAIMS IN AN ANALYSIS OF SUBSTANTIVE TOPICS OR TEXTS, USING VALID REASONING AND RELEVANT AND SUFFICIENT EVIDENCE.
 - a. INTRODUCE PRECISE CLAIM(S), DISTINGUISH THE CLAIM(S) FROM ALTERNATE OR OPPOSING CLAIMS, AND CREATE AN ORGANIZATION THAT ESTABLISHES CLEAR RELATIONSHIPS AMONG CLAIM(S), COUNTERCLAIMS, REASONS, AND EVIDENCE.
 - b. DEVELOP CLAIM(S) AND COUNTERCLAIMS FAIRLY, SUPPLYING EVIDENCE FOR EACH WHILE POINTING OUT THE STRENGTHS AND LIMITATIONS OF BOTH IN A MANNER THAT ANTICIPATES THE AUDIENCE'S KNOWLEDGE LEVEL AND CONCERNS.
 - c. USE WORDS, PHRASES, AND CLAUSES TO LINK THE MAJOR SECTIONS OF THE TEXT, CREATE COHESION, AND CLARIFY THE RELATIONSHIPS BETWEEN CLAIM(S) AND REASONS, BETWEEN REASONS AND EVIDENCE. AND BETWEEN CLAIM(S) AND COUNTERCLAIMS.
 - d. ESTABLISH AND MAINTAIN A FORMAL STYLE AND OBJECTIVE TONE WHILE ATTENDING TO THE NORMS AND CONVENTIONS OF THE DISCIPLINE IN WHICH THEY ARE WRITING.
 - e. PROVIDE A CONCLUDING STATEMENT OR SECTION THAT FOLLOWS FROM AND SUPPORTS THE ARGUMENT PRESENTED.
2. WRITE INFORMATIVE/EXPLANATORY TEXTS TO EXAMINE AND CONVEY COMPLEX IDEAS, CONCEPTS, AND INFORMATION CLEARLY AND ACCURATELY THROUGH THE EFFECTIVE SELECTION, ORGANIZATION, AND ANALYSIS OF CONTENT.
 - a. INTRODUCE A TOPIC; ORGANIZE COMPLEX IDEAS, CONCEPTS, AND INFORMATION TO MAKE IMPORTANT CONNECTIONS AND DISTINCTIONS; INCLUDE FORMATTING (E.G., HEADINGS), GRAPHICS (E.G., FIGURES, TABLES), AND MULTIMEDIA WHEN USEFUL TO AIDING COMPREHENSION.
 - b. DEVELOP THE TOPIC WITH WELL-CHOSEN, RELEVANT, AND SUFFICIENT FACTS, EXTENDED DEFINITIONS, CONCRETE DETAILS, QUOTATIONS, OR OTHER INFORMATION AND EXAMPLES APPROPRIATE TO THE AUDIENCE'S KNOWLEDGE OF THE TOPIC.
 - c. USE APPROPRIATE AND VARIED TRANSITIONS TO LINK THE MAJOR SECTIONS OF THE TEXT, CREATE COHESION, AND CLARIFY THE RELATIONSHIPS AMONG COMPLEX IDEAS AND CONCEPTS.
 - d. USE PRECISE LANGUAGE AND DOMAIN-SPECIFIC VOCABULARY TO MANAGE THE COMPLEXITY OF THE TOPIC.
 - e. ESTABLISH AND MAINTAIN A FORMAL STYLE AND OBJECTIVE TONE WHILE ATTENDING TO THE NORMS AND CONVENTIONS OF THE DISCIPLINE IN WHICH THEY ARE WRITING.
 - f. PROVIDE A CONCLUDING STATEMENT OR SECTION THAT FOLLOWS FROM AND SUPPORTS THE INFORMATION OR EXPLANATION PRESENTED (E.G., ARTICULATING IMPLICATIONS OR THE SIGNIFICANCE OF THE TOPIC).
3. WRITE NARRATIVES TO DEVELOP REAL OR IMAGINED EXPERIENCES OR EVENTS USING EFFECTIVE TECHNIQUE. WELL-CHOSEN DETAILS, AND WELL-STRUCTURED EVENT SEQUENCES.

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- a. ENGAGE AND ORIENT THE READER BY SETTING OUT A PROBLEM, SITUATION, OR OBSERVATION, ESTABLISHING ONE OR MULTIPLE POINT(S) OF VIEW, AND INTRODUCING A NARRATOR AND/OR CHARACTERS; CREATE A SMOOTH PROGRESSION OF EXPERIENCES OR EVENTS.
 - b. USE NARRATIVE TECHNIQUES, SUCH AS DIALOGUE. PACING. DESCRIPTION, REFLECTION, AND MULTIPLE PLOT LINES, TO DEVELOP EXPERIENCES, EVENTS, AND/OR CHARACTERS.
 - c. USE A VARIETY OF TECHNIQUES TO SEQUENCE EVENTS SO THAT THEY BUILD ON ONE ANOTHER TO CREATE A COHERENT WHOLE.
 - d. USE PRECISE WORDS AND PHRASES, TELLING DETAILS, AND SENSORY LANGUAGE TO CONVEY A VIVID PICTURE OF THE EXPERIENCES, EVENTS, SETTING. AND/OR CHARACTERS.
 - e. PROVIDE A CONCLUSION THAT FOLLOWS FROM AND REFLECTS ON WHAT IS EXPERIENCED. OBSERVED. OR RESOLVED OVER THE COURSE OF THE NARRATIVE.
4. PRODUCE CLEAR AND COHERENT WRITING IN WHICH THE DEVELOPMENT, ORGANIZATION, AND STYLE ARE APPROPRIATE TO TASK, PURPOSE, AND AUDIENCE. (GRADE-SPECIFIC EXPECTATIONS FOR WRITING TYPES ARE DEFINED IN STANDARDS 1–3 ABOVE.)
 5. DEVELOP AND STRENGTHEN WRITING AS NEEDED BY PLANNING, REVISING, EDITING, REWRITING, OR TRYING A NEW APPROACH, FOCUSING ON ADDRESSING WHAT IS MOST SIGNIFICANT FOR A SPECIFIC PURPOSE AND AUDIENCE. (EDITING FOR CONVENTIONS SHOULD DEMONSTRATE COMMAND OF LANGUAGE STANDARDS 1–3 ON UP TO AND INCLUDING GRADES 9-10 PAGE 55.)
 6. USE TECHNOLOGY, INCLUDING THE INTERNET, TO PRODUCE, PUBLISH, AND UPDATE INDIVIDUAL OR SHARED WRITING PRODUCTS, TAKING ADVANTAGE OF TECHNOLOGY’S CAPACITY TO LINK TO OTHER INFORMATION AND TO DISPLAY INFORMATION FLEXIBLY AND DYNAMICALLY.
 7. CONDUCT SHORT AS WELL AS MORE SUSTAINED RESEARCH PROJECTS TO ANSWER A QUESTION (INCLUDING A SELF-GENERATED QUESTION) OR SOLVE A PROBLEM; NARROW OR BROADEN THE INQUIRY WHEN APPROPRIATE; SYNTHESIZE MULTIPLE SOURCES ON THE SUBJECT, DEMONSTRATING UNDERSTANDING OF THE SUBJECT UNDER INVESTIGATION.
 8. GATHER RELEVANT INFORMATION FROM MULTIPLE AUTHORITATIVE PRINT AND DIGITAL SOURCES, USING ADVANCED SEARCHES EFFECTIVELY; ASSESS THE USEFULNESS OF EACH SOURCE IN ANSWERING THE RESEARCH QUESTION; INTEGRATE INFORMATION INTO THE TEXT SELECTIVELY TO MAINTAIN THE FLOW OF IDEAS, AVOIDING PLAGIARISM AND FOLLOWING A STANDARD FORMAT FOR CITATION.
 9. DRAW EVIDENCE FROM LITERARY OR INFORMATIONAL TEXTS TO SUPPORT ANALYSIS, REFLECTION, AND RESEARCH.
 - a. APPLY GRADES 9–10 READING STANDARDS TO LITERATURE (E.G., “ANALYZE HOW AN AUTHOR DRAWS ON AND TRANSFORMS SOURCE MATERIAL IN A SPECIFIC WORK [E.G., HOW SHAKESPEARE TREATS A THEME OR TOPIC FROM OVID OR THE BIBLE OR HOW A LATER AUTHOR DRAWS ON A PLAY BY SHAKESPEARE]”).
 - b. B. APPLY GRADES 9–10 READING STANDARDS TO LITERARY NONFICTION (E.G., “DELINEATE AND EVALUATE THE ARGUMENT AND SPECIFIC CLAIMS IN A TEXT, ASSESSING WHETHER THE REASONING IS VALID AND THE EVIDENCE IS RELEVANT AND SUFFICIENT; IDENTIFY FALSE STATEMENTS AND FALLACIOUS REASONING”).
 10. WRITE ROUTINELY OVER EXTENDED TIME FRAMES (TIME FOR RESEARCH, REFLECTION, AND REVISION) AND SHORTER TIME FRAMES (A SINGLE SITTING OR A DAY OR TWO) FOR A RANGE OF TASKS, PURPOSES, AND AUDIENCES.

SPEAKING AND LISTENING STANDARDS:

1. INITIATE AND PARTICIPATE EFFECTIVELY IN A RANGE OF COLLABORATIVE DISCUSSIONS (ONE-ON-ONE, IN GROUPS, AND TEACHER-LED) WITH DIVERSE PARTNERS ON GRADES 9–10 TOPICS, TEXTS, AND ISSUES, BUILDING ON OTHERS’ IDEAS AND EXPRESSING THEIR OWN CLEARLY AND PERSUASIVELY.

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- a. COME TO DISCUSSIONS PREPARED, HAVING READ AND RESEARCHED MATERIAL UNDER STUDY; EXPLICITLY DRAW ON THAT PREPARATION BY REFERRING TO EVIDENCE FROM TEXTS AND OTHER RESEARCH ON THE TOPIC OR ISSUE TO STIMULATE A THOUGHTFUL, WELL-REASONED EXCHANGE OF IDEAS.
 - b. WORK WITH PEERS TO SET RULES FOR COLLEGIAL DISCUSSIONS AND DECISION-MAKING (E.G., INFORMAL CONSENSUS, TAKING VOTES ON KEY ISSUES, PRESENTATION OF ALTERNATE VIEWS), CLEAR GOALS AND DEADLINES, AND INDIVIDUAL ROLES AS NEEDED.
 - c. PROPEL CONVERSATIONS BY POSING AND RESPONDING TO QUESTIONS THAT RELATE THE CURRENT DISCUSSION TO BROADER THEMES OR LARGER IDEAS; ACTIVELY INCORPORATE OTHERS INTO THE DISCUSSION; AND CLARIFY, VERIFY, OR CHALLENGE IDEAS AND CONCLUSIONS.
 - d. RESPOND THOUGHTFULLY TO DIVERSE PERSPECTIVES, SUMMARIZE POINTS OF AGREEMENT AND DISAGREEMENT, AND, WHEN WARRANTED, QUALIFY OR JUSTIFY THEIR OWN VIEWS AND UNDERSTANDING AND MAKE NEW CONNECTIONS IN LIGHT OF THE EVIDENCE AND REASONING PRESENTED.
2. INTEGRATE MULTIPLE SOURCES OF INFORMATION PRESENTED IN DIVERSE MEDIA OR FORMATS (E.G., VISUALLY, QUANTITATIVELY, ORALLY) EVALUATING THE CREDIBILITY AND ACCURACY OF EACH SOURCE.
 3. EVALUATE A SPEAKER'S POINT OF VIEW, REASONING, AND USE OF EVIDENCE AND RHETORIC, IDENTIFYING ANY FALLACIOUS REASONING OR EXAGGERATED OR DISTORTED EVIDENCE.
 4. PRESENT INFORMATION, FINDINGS, AND SUPPORTING EVIDENCE CLEARLY, CONCISELY, AND LOGICALLY (USING APPROPRIATE EYE CONTACT, ADEQUATE VOLUME, AND CLEAR PRONUNCIATION) SUCH THAT LISTENERS CAN FOLLOW THE LINE OF REASONING AND THE ORGANIZATION, DEVELOPMENT, SUBSTANCE, AND STYLE ARE APPROPRIATE TO PURPOSE (E.G., ARGUMENT, NARRATIVE, INFORMATIVE, RESPONSE TO LITERATURE PRESENTATIONS), AUDIENCE, AND TASK. CA
 - a. PLAN AND DELIVER AN INFORMATIVE/EXPLANATORY PRESENTATION THAT: PRESENTS EVIDENCE IN SUPPORT OF A THESIS, CONVEYS INFORMATION FROM PRIMARY AND SECONDARY SOURCES COHERENTLY, USES DOMAIN SPECIFIC VOCABULARY, AND PROVIDES A CONCLUSION THAT SUMMARIZES THE MAIN POINTS. (9TH OR 10TH GRADE) CA
 - b. PLAN, MEMORIZE, AND PRESENT A RECITATION (E.G., POEM, SELECTION FROM A SPEECH OR DRAMATIC SOLILOQUY) THAT: CONVEYS THE MEANING OF THE SELECTION AND INCLUDES APPROPRIATE PERFORMANCE TECHNIQUES (E.G., TONE, RATE, VOICE MODULATION) TO ACHIEVE THE DESIRED AESTHETIC EFFECT. (9TH OR 10TH GRADE) CA
 5. MAKE STRATEGIC USE OF DIGITAL MEDIA (E.G., TEXTUAL, GRAPHICAL, AUDIO, VISUAL, AND INTERACTIVE ELEMENTS) IN PRESENTATIONS TO ENHANCE UNDERSTANDING OF FINDINGS, REASONING, AND EVIDENCE AND TO ADD INTEREST.
 6. ADAPT SPEECH TO A VARIETY OF CONTEXTS AND TASKS, DEMONSTRATING COMMAND OF FORMAL ENGLISH WHEN INDICATED OR APPROPRIATE. (SEE GRADES 9–10 LANGUAGE STANDARDS 1 AND 3 FOR SPECIFIC EXPECTATIONS.)

LANGUAGE STANDARDS:

1. DEMONSTRATE COMMAND OF THE CONVENTIONS OF STANDARD ENGLISH GRAMMAR AND USAGE WHEN WRITING OR SPEAKING.
 - a. USE PARALLEL STRUCTURE.
 - b. USE VARIOUS TYPES OF PHRASES (NOUN, VERB, ADJECTIVAL, ADVERBIAL, PARTICIPIAL, PREPOSITIONAL, ABSOLUTE) AND CLAUSES (INDEPENDENT, DEPENDENT; NOUN, RELATIVE, ADVERBIAL) TO CONVEY SPECIFIC MEANINGS AND ADD VARIETY AND INTEREST TO WRITING OR PRESENTATIONS.
2. DEMONSTRATE COMMAND OF THE CONVENTIONS OF STANDARD ENGLISH CAPITALIZATION, PUNCTUATION, AND SPELLING WHEN WRITING.
 - a. USE A SEMICOLON (AND PERHAPS A CONJUNCTIVE ADVERB) TO LINK TWO OR MORE CLOSELY RELATED INDEPENDENT CLAUSES.

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- b. USE A COLON TO INTRODUCE A LIST OR QUOTATION.
- c. SPELL CORRECTLY.
3. APPLY KNOWLEDGE OF LANGUAGE TO UNDERSTAND HOW LANGUAGE FUNCTIONS IN DIFFERENT CONTEXTS, TO MAKE EFFECTIVE CHOICES FOR MEANING OR STYLE, AND TO COMPREHEND MORE FULLY WHEN READING OR LISTENING.
 - a. WRITE AND EDIT WORK SO THAT IT CONFORMS TO THE GUIDELINES IN A STYLE MANUAL (E.G., MLA HANDBOOK, TURABIAN'S MANUAL FOR WRITERS) APPROPRIATE FOR THE DISCIPLINE AND WRITING TYPE.
4. DETERMINE OR CLARIFY THE MEANING OF UNKNOWN AND MULTIPLE-MEANING WORDS AND PHRASES BASED ON GRADES 9–10 READING AND CONTENT, CHOOSING FLEXIBLY FROM A RANGE OF STRATEGIES.
 - a. USE CONTEXT (E.G., THE OVERALL MEANING OF A SENTENCE, PARAGRAPH, OR TEXT; A WORD'S POSITION OR FUNCTION IN A SENTENCE) AS A CLUE TO THE MEANING OF A WORD OR PHRASE.
 - b. IDENTIFY AND CORRECTLY USE PATTERNS OF WORD CHANGES THAT INDICATE DIFFERENT MEANINGS OR PARTS OF SPEECH (E.G., ANALYZE, ANALYSIS, ANALYTICAL; ADVOCATE, ADVOCACY) AND CONTINUE TO APPLY KNOWLEDGE OF GREEK AND LATIN ROOTS AND AFFIXES. CA
 - c. CONSULT GENERAL AND SPECIALIZED REFERENCE MATERIALS (E.G., COLLEGE-LEVEL DICTIONARIES, RHYMING DICTIONARIES, BILINGUAL DICTIONARIES, GLOSSARIES, THESAURUSES), BOTH PRINT AND DIGITAL, TO FIND THE PRONUNCIATION OF A WORD OR DETERMINE OR CLARIFY ITS PRECISE MEANING, ITS PART OF SPEECH, OR ITS ETYMOLOGY. CA
 - d. VERIFY THE PRELIMINARY DETERMINATION OF THE MEANING OF A WORD OR PHRASE (E.G., BY CHECKING THE INFERRED MEANING IN CONTEXT OR IN A DICTIONARY).
5. DEMONSTRATE UNDERSTANDING OF FIGURATIVE LANGUAGE, WORD RELATIONSHIPS, AND NUANCES IN WORD MEANINGS.
 - a. INTERPRET FIGURES OF SPEECH (E.G., EUPHEMISM, OXYMORON) IN CONTEXT AND ANALYZE THEIR ROLE IN THE TEXT.
 - b. ANALYZE NUANCES IN THE MEANING OF WORDS WITH SIMILAR DENOTATIONS.
6. ACQUIRE AND USE ACCURATELY GENERAL ACADEMIC AND DOMAIN-SPECIFIC WORDS AND PHRASES, SUFFICIENT FOR READING, WRITING, SPEAKING, AND LISTENING AT THE COLLEGE AND CAREER READINESS LEVEL; DEMONSTRATE INDEPENDENCE IN GATHERING VOCABULARY KNOWLEDGE WHEN CONSIDERING A WORD OR PHRASE IMPORTANT TO COMPREHENSION OR EXPRESSION.

3. Key Assignments:

READING LITERATURE:

- STUDENTS WILL READ A VARIETY OF GENRES (NOVELS, SHORT STORIES, AND POETRY) THROUGHOUT THE YEAR.
- STUDENTS WILL ANALYZE THE THEME, AUTHOR'S PURPOSE, WORD CHOICE, AND POINT OF VIEW.
- STUDENTS WILL CITE EVIDENCE THAT SUPPORTS THEIR ANALYSIS OF THE READINGS

READING INFORMATIONAL TEXTS:

- STUDENTS WILL READ SEVERAL INFORMATIONAL TEXTS.
- STUDENTS WILL DETERMINE THE CENTRAL IDEA AND ANALYZE ITS DEVELOPMENT OVER THE COURSE OF EACH WORK.
- STUDENTS WILL ANALYZE THE AUTHOR'S CLAIM, POINT OF VIEW, AND PURPOSE OVER THE COURSE OF EACH WORK.
- STUDENTS WILL COMPARE THE TEXTS' CONTENT, PURPOSE, AND POINT OF VIEW.

WRITING AND LANGUAGE:

- STUDENTS WILL WRITE ARGUMENTS, INFORMATIVE/EXPLANATORY TEXTS, NARRATIVES AND SHORT RESEARCH PROJECTS THROUGHOUT THE YEAR.
- STUDENTS WILL DEMONSTRATE COMPETENCY IN WRITING FOR A SPECIFIC AUDIENCE/PURPOSE.
- STUDENTS WILL DEMONSTRATE MASTERY OF WRITING CONVENTIONS.

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- STUDENTS WILL INCLUDE RELEVANT EVIDENCE/INFORMATION IN THEIR WRITING.

SPEAKING AND LISTENING

- STUDENTS WILL PARTICIPATE IN COLLABORATIVE GROUPS.
- STUDENTS WILL PRESENT INFORMATION TO SMALL GROUP AND TO THE CLASS.
- STUDENTS WILL USE TECHNOLOGY IN THEIR PRESENTATIONS.
- STUDENTS WILL CONSIDER THE AUDIENCE WHEN PRESENTING INFORMATION.

4. Instructional Methods and/or Strategies:

- DIRECT INSTRUCTION
- SMALL GROUP INSTRUCTION
- COLLABORATIVE GROUPS
- HOMEWORK

5. Assessment Including Methods and/or Tools:

THE EVALUATION OF STUDENT PROGRESS AND EVALUATION WILL BE BASED ON THE FOLLOWING CRITERIA OUTLINED IN BOARD POLICY:

- ASSESSMENTS: 60-75% OF THE FINAL GRADE
- ASSIGNMENTS AND CLASS DISCUSSIONS: 25-40% OF THE FINAL GRADE

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

Student Achievement • Safe Schools • Positive School Climate
Humility • Civility • Service

DATE: January 17, 2019

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

PREPARED BY: Grace Park, Ed.D., Associate Superintendent, Curriculum,
Instruction, Innovation, and Support
Julian Rodriguez, Ed.D., Director, Secondary Curriculum and
Instruction

SUBJECT: REVISION OF ENGLISH 10 CP COURSE

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BACKGROUND

The Chino Valley Unified School District routinely revises curriculum guides and develops new courses in accordance with State Content Standards, State Frameworks, and student need. Accordingly, the revision and development of curriculum guides are the results of a collaborative effort of teachers in the related academic areas. This item was presented to the Board of Education on December 13, 2018, for information.

English 10 CP is a yearlong English course designed for grade 10 students. This course emphasizes reading, writing, listening, and speaking and is aligned to the state adopted content standards for English/Language Arts and English Language Development. The course has been revised to reflect the most recent state adopted content standards.

This course was presented to the Curriculum Council and A.C.T. has been consulted.

Approval of this item supports the goals identified within the District's Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education approve the revision of the English 10 CP course.

FISCAL IMPACT

None.

NE:GP:JR:lar

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A. CONTACTS	
1. School/District Information:	School/District: Chino Valley USD UNIFIED SCHOOL DISTRICT Street Address: 5130 Riverside Drive Phone: (909) 628-1201 Web Site: www.chino.k12.ca.us
2. Course Contact:	Teacher Contact: Office of Secondary Curriculum Position/Title: Director of Secondary Curriculum Site: District Office Phone: (909) 628-1201 X1630
B. COVER PAGE - COURSE ID	
1. Course Title:	English 10 CP
2. Transcript Title/Abbreviation:	English 10 CP
3. Transcript Course Code/Number:	5013
4. Seeking Honors Distinction:	No
5. Subject Area/Category:	English
6. Grade Level(s):	10
7. Unit Value:	5 credits per semester/10 credits total
8. Course Previously Approved by UC:	Meets the UC/CSU "b" English requirement
9. Classified as a Career Technical Education Course:	No
10. Modeled after an UC-approved course:	No
11. Repeatable for Credit:	No
12. Date of Board Approval:	December 6, 2001
13. Brief Course Description:	THIS COURSE IS DESIGNED FOR ALL STUDENTS AND IS GROUNDED IN THE COLLEGE AND CAREER READINESS ANCHOR STANDARDS MEANT TO PREPARE ALL STUDENTS FOR COLLEGE AND CAREER. THE COURSE BUILDS UPON THE FOUNDATIONAL LITERACY DEVELOPMENT IN READING, WRITING, SPEAKING AND LISTENING. STUDENTS CONTINUE DEVELOPING LANGUAGE AND LITERACY SKILLS THROUGH LITERATURE AND INFORMATIONAL TEXTS. ANALYSES OF LITERARY GENRES INCLUDE SHORT STORY, POETRY, NOVEL, AND DRAMA. STUDENTS WRITE FOR A VARIETY OF PURPOSES SUCH AS ANALYTICAL, REFLECTIVE, AUTOBIOGRAPHICAL, OBSERVATIONAL, AND DESCRIPTIVE. WRITING CONVENTIONS AND VOCABULARY DEVELOPMENT ARE ADDRESSED WITHIN THE CONTEXT OF THE WRITING PROCESS AND THE STUDY OF LITERATURE. STUDENTS CAN EXPECT TO PARTICIPATE IN A VARIETY OF ORAL AND LISTENING ACTIVITIES ALONG WITH ORAL PRESENTATIONS.
14. Prerequisites:	None
15. Context for Course:	THROUGH AN INTEGRATED MODEL OF LITERACY, ENGLISH 10 CP IS A COURSE WITHIN A KINDERGARTEN THROUGH 12 SEQUENCE THAT WAS BUILT TO ENSURE THAT ALL STUDENTS ARE LITERATE AND COLLEGE AND CAREER READY NO LATER THAN THE END OF HIGH SCHOOL.
16. History of Course Development:	This is an English course designed for the tenth-grade student whose goal is to graduate from high school and meet the academic admission requirements of the University of California (UC) and the California State University system (CSU). This year long course will emphasize an integrated language arts program of English 9-10 College Prep, with emphasis on reading, writing, listening, and speaking. The course standards are similar to English 10 Honors except that the breadth and depth of study is not quite as accelerated. An intermediate course between honors and regular English is needed to accommodate those students whose goal is a four-year university experience but do not meet the honors criteria.

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THIS IS A YEARLONG ENGLISH COURSE DESIGNED FOR THE 10TH GRADE STUDENT AND IS ALIGNED TO THE STATE ADOPTED CONTENT STANDARDS FOR ENGLISH/LANGUAGE ARTS AND ENGLISH LANGUAGE DEVELOPMENT.

17. Textbooks:	Prentice-Hall, Inc. (2002). Prentice Hall literature: Timeless voices, timeless themes. Upper Saddle River, NJ: Prentice Hall.
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18. Supplemental Instructional Materials:	TEACHER CREATED MATERIALS AS NEEDED.
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C. COURSE CONTENT

1. Course Purpose:

THE PURPOSE OF THIS YEARLONG COURSE IS TO CONTINUE BUILDING AND STRENGTHENING 10TH GRADE STUDENTS' SKILLS NECESSARY FOR COLLEGE AND CAREER READINESS. STUDENTS CONTINUE TO DEVELOP ADVANCED READING, WRITING AND RESEARCH SKILLS. STUDENTS ENGAGE WITH INCREASINGLY COMPLEX LITERARY AND INFORMATIONAL TEXTS ALONG WITH THE VARIOUS TYPES OF WRITING STYLES AVAILABLE FOR ACADEMIC AND CREATIVE WRITING, STUDENTS LEARN HOW TO ACCESS, USE, AND PROPERLY ATTRIBUTE A WIDE VARIETY OF PRINT AND ELECTRONIC SOURCES FOR INFORMAL, RECREATIONAL, AND RESEARCH READING AND WRITING. STUDENTS ALSO LEARN HOW TO PRESENT THEIR WORK SO THAT IT CONFORMS TO STYLE MANUAL GUIDELINES APPROPRIATE FOR DISCIPLINE AND WRITING TYPE.

2. Course Outline:

READING

~~Standard 1—Word analysis, Fluency, and Systematic Vocabulary Development: Students apply their knowledge of word origins both to determine the meaning of new words encountered in reading materials and to use those words accurately.~~

~~Vocabulary and Concept Development~~

~~1.1 Objective: Identify and use the literal and figurative meaning of words in their reading and writing.~~

~~1.1.1 Performance Indicator: Given a list of words, students will identify their literal and figurative meanings and understand word derivations.~~

~~1.1.2 Performance Indicator: Given a piece of poetry, students will identify examples of figurative language.~~

~~1.1.3 Performance Indicator: Given an assignment to write a poem or story, students will utilize figurative language.~~

~~1.1.4 Performance Indicator: Given a piece of literature, students will differentiate between the literal and figurative levels of words and phrases in context.~~

~~1.2 Objective: Distinguish between denotative and connotative meanings of words.~~

~~1.2.1 Performance Indicator: Given a piece of writing, students will analyze the positive or negative tone conveyed by its diction and determine how alternate diction choices affect meaning.~~

~~1.2.2 Performance Indicator: Given a writing assignment, students will demonstrate appropriate use of connotation in their choice of word to create a specific tone.~~

~~1.3 Objective: Understand the concept of word derivation, including Greek roots, affixes and suffixes.~~

~~1.3.1 Performance Indicator: Given unfamiliar words, students will research the etymology of one word and present their findings in an essay.~~

~~1.3.2 Performance Indicator: Given a list of unfamiliar words, students will decipher their meaning using word parts.~~

~~1.3.3 Performance Indicator: Given a list of word parts, students will make up new words with plausible definitions.~~

~~Standard 2—Reading comprehension (focus on informational materials); Students read and understand grade-level appropriate material. They analyze the organization patterns, arguments and positions advanced. The quality and complexity of the materials to be read by students are illustrated in the Recommended Literature, Grades Nine Through~~

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Twelve (1990). In addition, by grade 12, students read two million words annually on their own, including a wide variety of classic and contemporary literature as well as magazines, newspapers, and on-line information.

Structural Features of Informational Materials

2.1 Objective: Analyze the structure and format of workplace documents, including format, graphics, titles and headers, and evaluate their effectiveness.

2.1.1 Performance Indicator: Given a text, students will collaboratively generate questions which build in complexity in order to facilitate a critical reading of the text.

2.1.2 Performance Indicator: Given two texts, students will compare the formats and evaluate the effectiveness of each style.

2.2 Objective: Prepare a bibliography of reference materials for a report using a variety of documents.

2.2.1 Performance Indicator: Given a set of research sources, students will prepare the appropriate MLA entry for each source on note cards.

2.2.2 Performance Indicator: Given a research paper, students will prepare an annotated works cited page using the MLA format.

Comprehension and Analysis of Grade-Level Appropriate Text

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

2.3.1 Performance Indicator: Given a complex literary text, students will locate areas of confusion and/or ambiguity in order to generate questions that will lead to deeper understanding of the text.

2.3.2 Performance Indicator: Given several texts, students will list and categorize the issues present and then research material related to one of the issues.

2.4 Objective: Synthesize ideas from several sources dealing with a single issue or written by a single author, and then paraphrase and connect them in other sources and related topics to demonstrate comprehension.

2.4.1 Performance Indicator: Given a series of texts connected through theme or time period, students will collaboratively create a graphic organizer that connects the common themes and the rhetorical elements used to convey those themes.

2.4.2 Performance Indicator: Given a series of works connected through theme or time period, each student will role play one character at a literary dinner party that will allow characters from different texts to interact in order to elicit deeper understanding of each piece.

2.5 Objective: Extend ideas presented in primary or secondary sources.

2.5.1 Performance Indicator: Given a debate or literature focused topic, students will use Internet search engines to locate relevant materials.

2.5.2 Performance Indicator: Given a primary source such as a letter from an author, students will collaboratively connect the ideas present in the document with a literary text by the same author.

2.6 Objective: Demonstrate use of alternate learning tools by following technical directions (e.g., those found with specialized software programs, Internet search engines, etc.).

2.6.1 Performance Indicator: Given a debate or literature focused topic, students will use Internet search engines to locate relevant materials.

2.6.2 Performance Indicator: Given a technical manual, student will show understanding of the instructions present by teaching the class how to do what the manual proposes.

Expository Critique

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

2.7.1 Performance Indicator: Given an expository text, students will identify an author's purpose, including possible bias, and analyze the extent and quality of evidence that supports the author's argument.

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~~2.7.2 Performance Indicator: Given a series of expository texts by the same author, students will list and discuss the patterns in types of evidence and rhetoric present in the author's work.~~

~~Standard 3 – Literary Response And Analysis: Students read and respond to historically or culturally significant works of world literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent patterns and themes. The quality and complexity of the materials to be read by students are illustrated in the Recommended Literature, Grades Nine Through Twelve (1990).~~

~~Structural Features of Literature~~

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

~~3.1.1 Performance Indicator: Given a monologue from Antigone and Julius Caesar, students will compare and contrast the structure and conventions found in Greek and Shakespearian monologues and then perform the Shakespearian monologue using Greek conventions and/or vice versa.~~

~~3.1.2 Performance Indicator: Given passages from comedies and tragedies, in groups students will list the literary elements present in paired texts, discuss how those elements tie to each work's purpose, and then present their findings.~~

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

~~3.2.1 Performance Indicator: Given a unit in their anthology, students will compare a poetic and narrative presentation of a theme and the strengths, weaknesses, and variations in each genre's presentation of the theme.~~

~~3.2.2 Performance Indicator: Given a literary selection and thematically connected newspaper articles, cartoons, etc., students will create a collage, integrating quotes from all texts and arranging the words and images around a thematic statement unifying all elements.~~

~~Narrative Analysis of Grade-Level-Appropriate Text~~

~~3.3 Objective: Analyze interactions between main and supporting characters in literary text (e.g., internal and external conflicts, motivations, relationships, and influences) and explain how those interactions affect the plot.~~

~~3.3.1 Performance Indicator: Given characters in a fictional text, students will create a sociogram (a graphic organizer displaying character relations) with annotations that comment on the relationship's ramifications.~~

~~3.3.2 Performance Indicator: Given a set of parallel characters within a text, students will analyze the function of the characters' connection.~~

~~3.4 Objective: Determine characters' traits through the basic techniques of characterization, including narration, dialogue, dramatic monologue, and soliloquy.~~

~~3.4.1 Performance Indicator: Given characters in a text, students will list character traits, the techniques used to convey them, and evaluate the effectiveness of the characterization.~~

~~3.4.2 Performance Indicator: Given a set of literary characters, students will select specific characterization techniques in order to create their own character and then justify the techniques used.~~

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

~~3.5.1 Performance Indicator: Given a text, students will read works sharing a common theme, cite supporting evidence from each, and then write an essay comparing the treatment of each work's theme.~~

~~3.5.2 Performance Indicator: Given works from differing genres that share a theme, students will create a graphic organizer expressing the subtleties of each passage's theme, leading to the writing of a compare-contrast essay.~~

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- 3.6 Objective: Recognize and understand the significance of a wide range of literary elements and techniques, such as figurative language, imagery, allegory and symbolism.
- 3.6.1 Performance Indicator: Given Marc Anthony's funeral oration, students will analyze the dramatic effect of the diction and connect that analysis to Anthony's purpose.
- 3.6.2 Performance Indicator: Given a poem, students will label literary elements and techniques used in the poem and then create their own verse using the elements and techniques previously labeled.
- 3.7 Objective: Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies and incongruities in text.
- 3.7.1 Performance Indicator: Given a short passage, students will collaboratively highlight the areas of the passage that lead to confusion and then discuss possible meanings.
- 3.7.2 Performance Indicator: Given a piece of literature (e.g., Marc Anthony's funeral oration), students will draw the contradictory meanings found in the passage and then discuss how the different interpretive levels relate to each other.
- 3.8 Objective: Explain how voice, persona, and the choice of a narrator affect tone, characterization, plot, and credibility.
- 3.8.1 Performance Indicator: Given a text (e.g., Tale of Two Cities), students will retell the story from different character's points of view and then discuss the effect of the point of view on the narration's reliability and meaning.
- 3.8.2 Performance Indicator: Given a narrative poem, students will collaboratively discuss the tones present in the text, orally recite the poem using the one tone they think is most prevalent, and then defend their choice.
- 3.8.3 Performance Indicator: Given a list of tones, students will create several poems expressing differing moods.

Literary Criticism

- 3.9 Objective: Evaluate the aesthetic qualities of style, including the impact that diction and figurative language have on tone, mood, and theme, using the terminology of literary criticism.
- 3.9.1 Performance Indicator: Given a text, students will list diction related to connotation, imagery, and/or tone, discuss the patterns present, and determine the purpose of those patterns.
- 3.9.2 Performance Indicator: Given a poem, students will substitute denotatively similar, yet connotatively different words for diction in the poem that affect tone and then compare and contrast the affect of those changes.
- 3.10 Objective: Analyze how a work of literature is related to the themes and issues of its historical period.
- 3.10.1 Performance Indicator: Given a text, students will collaboratively connect history and the text by plotting the historical events and plot on a time line and then research and discuss the text's potential historical impact.
- 3.10.2 Performance Indicator: Given a text, students will collaboratively role play an interview between the protagonist and an historical person from the time period of the piece.

WRITING

Standard 1– Writing Strategies: Students write coherent and focused texts that convey a well-defined perspective and tightly reasoned argument. Student writing demonstrates awareness of audience and purpose and use of the stages of the writing process, as needed.

Organization and Focus

- 1.1 Objective: Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintains a consistent tone and focus throughout the piece of writing.
- 1.1.1 Performance Indicator: Given a text, students will write an interpretative paper that presents a thesis, develops a consistent focus and tone, and integrates relevant quotations as evidence.

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~~1.1.2 Performance Indicator: Given an essay, paired students will highlight topic and thesis statements to evaluate the coherence of the essay and then check their evidence for relevancy.~~

~~1.2 Objective: Use precise language, action verbs, sensory details, appropriate modifiers, and active voice.~~

~~1.2.1 Performance Indicator: Given an essay, students will highlight all linking verbs and then rewrite sentences in the active voice.~~

~~1.2.2 Performance Indicator: Given a paper, students will replace ambiguous, generic, or vague words with more specific diction from a class-generated or group-generated list.~~

Research and Technology

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

~~1.3.1 Performance Indicator: Given a topic, students will list questions, brainstorm possible directions for their research of the answers, and then present a proposal for how they will approach their topic.~~

~~1.3.2 Performance Indicator: Given a topic, students record research information on note cards in order to later organize evidence.~~

~~1.4 Objective: Develop the main ideas within the body of the composition through supportive evidence (e.g., scenarios, commonly held beliefs, hypotheses, and/or definitions).~~

~~1.4.1 Performance Indicator: Given an essay, students will list possible evidence to support their ideas and then select appropriate and varied information (e.g., quotation, fact, expert opinion, etc.) as support.~~

~~1.4.2 Performance Indicator: Given an essay, students will highlight sentences and phrases which synthesize, explain, interpret, or analyze researched material in order to ensure the presence of critical thinking beyond researched information.~~

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

~~1.5.1 Performance Indicator: Given several sources dealing with the same information, students will collaboratively list the information present in each source, discuss the differences in the presentation of information, and hypothesize possible limitations in the sources. Students will then speculate possible types of sources appropriate for their research question.~~

~~1.5.2 Performance Indicator: Given several sources dealing with related information, students will take notes on information connected to a research question and then write an essay discussing the connections between the information gleaned.~~

~~1.6 Objective: Integrate quotations and citations into written text, while maintaining the flow of ideas.~~

~~1.6.1 Performance Indicator: Given an essay and quotable material, paired students will combine appropriate quotations with sentences discussing the relevance of the quote, paying careful attention to avoid “announcing” phrases (e.g., “the following quote shows”).~~

~~1.6.2 Performance Indicator: Given professional essays, students will imitate the syntax of a text, focusing on the author’s integrated use of quotations.~~

~~1.7 Objective: Use appropriate conventions for documentation in text, notes, and bibliographies, adhering to style manuals (e.g., the Modern Language Association Handbook or Chicago Style Manual).~~

~~1.7.1 Performance Indicator: Given a report, students will write an expository piece using appropriate documentation format and conventions.~~

~~1.8 Objective: Design and publish multi-page documents using advanced publishing software and graphic programs.~~

~~1.8.1 Performance Indicator: Given appropriate software and a document, students will type their document and import relevant graphics to support their text.~~

~~1.8.2 Performance Indicator: Given a piece of literature, students will create, using appropriate software, a newspaper containing articles reflecting the characters, plot, and theme of the work.~~

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~~1.8.3 Performance Indicator: Given selections from student creative writing, students will create, using appropriate software, a class literary magazine.~~

Revising and Evaluating Strategies

~~1.9 Objective: Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of diction and tone, taking into consideration audience and purpose.~~

~~1.9.1 Performance Indicator: Given an essay, students will discuss changes on their drafts and the effect of those changes on meaning and reader understanding (e.g., addressing metacognitive questions).~~

~~1.9.2 Performance Indicator: Given a draft, students will revise their writing with the aid of teacher guided revision prompting.~~

~~1.9.3 Performance Indicator: Given a draft, students will revise their writing using peer editing techniques (e.g., checklists, rubrics, etc.).~~

~~Standard 2—Writing Applications (Genres And Their Characteristics): Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce text of at least 1,500 words, when appropriate. Student writing demonstrates a command of Standard English and the research, organization, and drafting strategies outlined in Writing Standard 1.0.~~

~~2.1 Objective: Write responses to literature that:~~

~~(1) advance a judgment that demonstrates a comprehensive grasp of the significant ideas of works or passages.~~

~~(2) support key ideas and viewpoints through accurate and detailed references to the text or to other works.~~

~~(3) demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created.~~

~~2.2.1 Performance Indicator: Given a text, students will take ideas discussed as a class and then collaboratively search for appropriate and effective references to the text that will support those ideas, documenting their findings in a dialectical journal.~~

~~2.2.2 Performance Indicator: Given a passage, students will mimic an author's style while expressing original ideas about the text.~~

~~2.2.3 Performance Indicator: Given a text or passage, students will write a paper that connects the ideas in the passage with previous readings, using specific references to all texts discussed.~~

~~2.2 Objective: Write expository compositions, including interpretive and controversial essays and research reports that:~~

~~(1) gather evidence in support of a thesis and related claims, including information on all relevant perspective.~~

~~(2) convey information and ideas from primary and secondary sources accurately and coherently.~~

~~(3) make distinctions about the relative value and significance of specific data, facts, and ideas.~~

~~(4) organize and record information on charts, maps, and graphs for use as visuals, employing appropriate technology.~~

~~(5) anticipate and address reader's potential misunderstandings, biases, and expectations.~~

~~(6) use technical terms and notations accurately.~~

~~2.2.1 Performance Indicator: Given a prompt and a text, students will list and connect evidence (e.g., quotations, paraphrase, narrative events, facts, etc.) from the text and secondary sources to support their thesis.~~

~~2.2.2 Performance Indicator: Given a draft, paired students will circle areas of textual ambiguity and/or biases and revise for clarity and coherence.~~

~~2.2.3 Performance Indicator: Given a draft, students will prioritize the importance of each piece of evidence in their composition in order to reorganize their ideas in a more rhetorically effective manner.~~

~~2.3 Objective: Write persuasive compositions that:~~

~~(1) structure ideas and arguments in a sustained and logical fashion.~~

~~(2) use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; personal anecdote, case study, or analogy).~~

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(3) clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs and logical reasoning.

(4) address reader's concerns, counterclaims, biases, and/or expectations.

2.3.1 Performance Indicator: Given a list of different audiences, paired students will discuss possible changes that would occur when the specified audience changes, choose two drastically different audiences, and then each will write a brief persuasive paper that presents the same thesis in a different manner.

2.3.2 Performance Indicator: Given a primary source, students will collect quotations that support their thesis, but will only use the most significant sections of quoted passages to support their ideas.

2.4 Objective: Write technical documents (e.g., manual on rules of behavior for conflict resolution, procedures for conducting a meeting, transcription of minutes of a meeting) that:

(1) report and/or convey information and ideas logically and correctly.

(2) offer detailed and accurate specifications.

(3) include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide).

(4) anticipate reader's problems, mistakes, and misunderstandings.

2.4.1 Performance Indicator: Given a character's action from literature (e.g., Tale of Two Cities), students will write technical directions describing how the task was accomplished.

2.4.2 Performance Indicator: Given technical directions to accomplish a task, students will evaluate the completeness and effectiveness of the instructions and then revise them.

Written and Oral English Language Conventions

Standard 1 – Written and Oral English Language Conventions: students write and speak with a command of Standard English conventions.

Grammar and Mechanics

1.1 Objective: Identify and use clauses, phrases, mechanics, usage, and sentence structure.

1.1.1 Performance Indicator: Given a series of sentence patterns, students will discuss the rhetorical purposes and effects of such patterns and then create sentences following the given patterns, keeping their rhetorical purpose in mind.

1.1.2 Performance Indicator: Given a draft and sentence patterns, students will revise their writing to reflect a varied and sophisticated sentence structure and syntax.

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

1.2.1 Performance Indicator: Given an essay with teacher suggestions, students will revise for appropriate use of diction, syntax, and mechanics.

1.2.2 Performance Indicator: Given a set of student-generated clauses and phrases, students will combine the elements into one sentence, punctuating the combinations correctly. This can also be accomplished using a game format (e.g., the world's longest, grammatically correct sentence).

Manuscript Form

1.3 Objective: Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.

1.3.1 Performance Indicator: Given a piece of writing and various sentence patterns, students will compare and label the sentence patterns used, correcting punctuation errors by comparing their sentences to the models.

1.3.2 Performance Indicator: Given a mini-grammar lesson on one punctuation error, students will correct their work, focusing on the one error.

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

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1.4.1 Performance Indicator: Given an essay, students will create manuscripts, following the MLA format.

LISTENING AND SPEAKING

Standard 1 – Listening And Speaking Strategies: Students formulate logical judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. They incorporate gestures, tone and vocabulary tailored to audience and purpose.

Comprehension

- 1.1 Objective: Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.
 - 1.1.1 Performance Indicator: Given a controversial issue, paired students will present and debate both sides of the issue, incorporating specific and relevant evidence from research.
 - 1.1.2 Performance Indicator: Given a problem in a story, grouped students will trace the issue through literature from their anthology already discussed in class, as well as contemporary America.
- 1.2 Objective: Compare and contrast various media coverage of the same event (e.g., nightly news, news magazines, documentaries, radio, and film adaptations).
 - 1.2.1 Performance Indicator: Given a controversial issue, students will examine different media covering the issue, analyze how the medium affects the slant given to the report, and speculate the cause of the change.
 - 1.2.2 Performance Indicator: Given a controversial issue, students will examine the reporting of the issue from one medium and then recreate the information in another medium, noting the change in how the issue is reported.

Organization and Delivery of Oral Communication

- 1.3 Objective: Choose logical patterns of organization (e.g., chronological, topical, cause/effect) to inform and to persuade, by soliciting agreement or action, or to unite audiences behind a common belief or cause.
 - 1.3.1 Performance Indicator: Given a topic, paired students will prepare and execute two speeches, with the same purpose, but using two different organizational approaches, and then persuasively discuss which approach makes more rhetorical sense.
 - 1.3.2 Performance Indicator: Given a published speech, students will write an original speech, patterning its style and organization after the published one.
- 1.4 Objective: Choose appropriate techniques for developing the introduction and conclusion (e.g., by using literary quotations, anecdotes, references to authoritative sources).
 - 1.4.1 Performance Indicator: Given several published speeches, students will compare/contrast how each orator begins and ends his/her speech, the effectiveness of each technique in context, and create a graphic organizer to present their findings.
 - 1.4.2 Performance Indicator: Given a list of introduction and conclusion techniques, students will write several beginnings and endings for their oration and explain the rhetorical advantages and disadvantages of each approach for their speech.
- 1.5 Objective: Recognize and use elements of classical speech forms (introduction, body, and conclusion) with appropriate transitions, utilizing the art of persuasion and debate by formulating rational arguments.
 - 1.5.1 Performance Indicator: Given a speech from literature (e.g., Julius Caesar), students will label the elements present and discuss how the elements work together to develop the speaker's ideas.
 - 1.5.2 Performance Indicator: Given a topic, students will debate the pros and cons, utilizing elements of formal debate and tangible evidence and quotations from experts.
- 1.6 Objective: Present and advance a clear thesis statement and choose appropriate types of proof (e.g., statistics, testimony, specific instances) that meet standard tests for evidence, including credibility, validity, and relevance.
 - 1.6.1 Performance Indicator: Given the introduction to a published speech, students will identify the thesis statement and predict the orator's choice of evidence. Students will then compare their predictions with

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the actual speech, explain the rationale behind their choice of evidence, and speculate the rationale behind the author's choice of evidence.

1.6.2 Performance Indicator: Given several articles from newspapers and magazines, students will generate a persuasive speech using the information from the articles, including direct quotations, in a fluid manner.

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

1.7.1 Performance Indicator: Given a speech, students will use visual aids meaningfully throughout their presentation.

1.8 Objective: Produce concise notes for oral delivery.

1.8.1 Performance Indicator: Given a speech topic, students will record main ideas and examples in bulleted form on note cards.

1.8.2 Performance Indicator: Given a topic, students will speak to the class using their notes, and maintain good eye contact without standing behind a podium.

1.9 Objective: Analyze interests of the audience and implications of the occasion to choose effective verbal and non-verbal strategies for presentations (e.g., voice, gestures, eye contact).

1.9.1 Performance Indicator: Given a speech, paired students will identify a few distracting body behaviors on which they wish to focus and practice delivering their speeches, focusing on avoiding the designated behaviors.

1.9.2 Performance Indicator: Given a speech and a rubric, paired students will take notes, critique their partner's speech, and provide appropriate feedback in order to improve the next oral presentation.

1.9.3 Performance Indicator: Given a series of speeches and oral presentations, students will log in their portfolios their goals, growth, and change in attitude toward public speaking.

1.9.4 Performance Indicator: Given an occasion (e.g., a eulogy, a political fundraiser, etc.), students will create and deliver a speech fitting the situation.

Analysis and Evaluation of Oral and Media Communications

1.10 Objective: Analyze a group of historically significant speeches to find the rhetorical devices and features that make them memorable (e.g., Abraham Lincoln's Gettysburg Address and Martin Luther King's "I Have A Dream").

1.10.1 Performance Indicator: Given a recorded speech, students will note the repetitive phrases and diction and discuss the purpose behind the repetition.

1.10.2 Performance Indicator: Given a written speech, students will label the types of sentence patterns employed and discuss the effectiveness and purpose of the patterns in terms of the speech's meaning.

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

1.11.1 Performance Indicator: Given the contents of a speech, students will present the speech using different diction and delivery, discuss the ramifications of such changes, and evaluate which changes are most effective. Students will then predict which changes are most effective for which audience.

1.11.2 Performance Indicator: Given a public speech, students will listen to an audio of the speech, watch the video version, and then evaluate how the visual delivery impacts the audience.

1.12 Objective: Evaluate the clarity, quality, effectiveness, and overall coherence of a speaker's key points, arguments, evidence, organization of ideas, delivery and diction.

1.12.1 Performance Indicator: Given an oral presentation and rubric, students will provide feedback on the speeches of peers, focusing on coherence and effectiveness.

1.12.2 Performance Indicator: Given an oral presentation, paired students will practice delivering their speeches (focusing on diction, verbal pauses, and organization of ideas), provide feedback to each other, and finally evaluate their own performance and growth, making goals for their next speech.

1.13 Objective: Analyze types of arguments used by the speaker, such as argument by causation, analogy, authority, emotion, and logic.

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1.13.1 Performance Indicator: Given a published speech, students will label the arguments used, speculate on the author's intent, and finally write a rebuttal using a different type of argument.

1.13.2 Performance Indicator: Given a topic, students will write two brief speeches, one employing emotion, and the other using logic.

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

1.14.1 Performance Indicator: Given the novel *Tale of Two Cities* and the film version, students will note the similarities and differences in the story, discuss the causes of the differences, and speculate on what they would change and why.

Standard 2—Speaking Applications: (Genres And Their Characteristics): Students deliver polished formal and extemporaneous presentations that combine traditional rhetorical strategies of narration, exposition, persuasion, and description. Student speaking demonstrates a command of Standard English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

2.1 Objective: Prepare and deliver expository presentations that:

- (1) gather evidence in support of a thesis and related claims, including information on all relevant perspectives.
- (2) convey information and ideas from primary and secondary sources accurately and coherently.
- (3) make distinctions between the relative value and significance of specific data, facts, and ideas.
- (4) include visual aids by employing appropriate technology (e.g., Power Point) to organize and display information on charts, maps, and graphs.
- (5) anticipate and address the listener's potential misunderstandings, biases, and expectations.
- (6) use technical terms and notations accurately.

2.1.1 Performance Indicator: Given a topic, students will present the findings of their research paper, including appropriate visual aids, citations from primary sources, and taking a firm, persuasive stance.

2.1.2 Performance Indicator: Given a topic, students will conduct a survey prior to their presentation and address the holes in their audience's knowledge during the creation of their speech.

2.2 Objective: Apply appropriate interviewing techniques, such as:

- (1) preparing and asking relevant questions.
- (2) making notes of responses.
- (3) using language that conveys maturity, sensitivity, and respect.
- (4) responding correctly and effectively to questions.
- (5) demonstrating knowledge of the subject or organization.
- (6) compiling and reporting responses.
- (7) evaluating the effectiveness of the interview.

2.2.1 Performance Indicator: Given a controversial issue, students will create and rehearse appropriate interview questions, interview an expert related to their issue, and synthesize the interviewee's responses.

2.2.2 Performance Indicator: Given survey questions, students will interview people, organize responses, and incorporate into their speech both how their predictions compared to their findings and why those differences appeared. Students will also utilize a visual to clarify their ideas.

2.3 Objective: Deliver oral responses to literature that:

- (1) advance a judgment demonstrating a comprehensive grasp of the significant ideas of works or passages (i.e., make and support warranted assertions about the text).
- (2) support important ideas and viewpoints through accurate and detailed references to the text or to other works.
- (3) demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created.
- (4) identify and assess the impact of perceived ambiguities, nuances, and complexities with the text.

2.3.1 Performance Indicator: Given different passages from a text, student groups will identify and label metaphors, similes, and other example of figurative language and then discuss the function of such devices

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in their text. Students will then rewrite the passage, removing the figurative language, and discuss the text's impact without such language.

~~2.3.2 Performance Indicator: Given a text, students will record relevant quotations from their reading that support their assertions concerning the work and include that information in a speech.~~

~~2.4 Objective: Students deliver persuasive arguments, including evaluation and analysis of problems/solutions and causes/effects that:~~

~~(1) structure ideas and arguments in a coherent, logical fashion.~~

~~(2) use specific rhetorical devices to support assertions (e.g., by appeal to logic through reasoning; by appeal to emotion or ethical belief; by personal anecdote, case study, or analogy).~~

~~(3) clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs and logical reasoning.~~

~~(4) anticipate and address the listener's concerns and counter arguments.~~

~~2.4.1 Performance Indicator: Given a topic, students will prepare both sides of a debate, using tangible and appropriate evidence, and deliver on demand one of the positions. Students will respond to listener concerns by also preparing rebuttals to each stance.~~

~~2.4.2 Performance Indicator: Given a topic, students will present a persuasive speech using emotionally charged words, relevant and logical evidence, as well as other rhetorical strategies. Students will also note and then discuss the rhetorical manipulations used by each speaker.~~

READING STANDARDS FOR LITERATURE:

1. CITE STRONG AND THOROUGH TEXTUAL EVIDENCE TO SUPPORT ANALYSIS OF WHAT THE TEXT SAYS EXPLICITLY AS WELL AS INFERENCES DRAWN FROM THE TEXT.
2. DETERMINE A THEME OR CENTRAL IDEA OF A TEXT AND ANALYZE IN DETAIL ITS DEVELOPMENT OVER THE COURSE OF THE TEXT, INCLUDING HOW IT EMERGES AND IS SHAPED AND REFINED BY SPECIFIC DETAILS; PROVIDE AN OBJECTIVE SUMMARY OF THE TEXT.
3. ANALYZE HOW COMPLEX CHARACTERS (E.G., THOSE WITH MULTIPLE OR CONFLICTING MOTIVATIONS) DEVELOP OVER THE COURSE OF A TEXT, INTERACT WITH OTHER CHARACTERS, AND ADVANCE THE PLOT OR DEVELOP THE THEME.
4. DETERMINE THE MEANING OF WORDS AND PHRASES AS THEY ARE USED IN THE TEXT, INCLUDING FIGURATIVE AND CONNOTATIVE MEANINGS; ANALYZE THE CUMULATIVE IMPACT OF SPECIFIC WORD CHOICES ON MEANING AND TONE (E.G., HOW THE LANGUAGE EVOKES A SENSE OF TIME AND PLACE; HOW IT SETS A FORMAL OR INFORMAL TONE). (SEE GRADE9–10 LANGUAGE STANDARDS 4–6 FOR ADDITIONAL EXPECTATIONS.) CA
5. ANALYZE HOW AN AUTHOR'S CHOICES CONCERNING HOW TO STRUCTURE A TEXT, ORDER EVENTS WITHIN IT (E.G., PARALLEL PLOTS), AND MANIPULATE TIME (E.G., PACING, FLASHBACKS) CREATE SUCH EFFECTS AS MYSTERY, TENSION, OR SURPRISE.
6. ANALYZE A PARTICULAR POINT OF VIEW OR CULTURAL EXPERIENCE REFLECTED IN A WORK OF LITERATURE FROM OUTSIDE THE UNITED STATES, DRAWING ON A WIDE READING OF WORLD LITERATURE.
7. ANALYZE THE REPRESENTATION OF A SUBJECT OR A KEY SCENE IN TWO DIFFERENT ARTISTIC MEDIUMS, INCLUDING WHAT IS EMPHASIZED OR ABSENT IN EACH TREATMENT (E.G., AUDEN'S "MUSÉE DES BEAUX ARTS" AND BREUGHEL'S *LANDSCAPE WITH THE FALL OF ICARUS*).
8. (NOT APPLICABLE TO LITERATURE)
9. ANALYZE HOW AN AUTHOR DRAWS ON AND TRANSFORMS SOURCE MATERIAL IN A SPECIFIC WORK (E.G., HOW SHAKESPEARE TREATS A THEME OR TOPIC FROM OVID OR THE BIBLE OR HOW A LATER AUTHOR DRAWS ON A PLAY BY SHAKESPEARE).
10. BY THE END OF GRADE 10, READ AND COMPREHEND LITERATURE, INCLUDING STORIES, DRAMAS, AND POEMS, IN THE GRADES 9-10 TEXT COMPLEXITY BAND PROFICIENTLY, WITH SCAFFOLDING AS NEEDED AT THE HIGH END OF THE RANGE.

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READING STANDARDS FOR INFORMATIONAL TEXT:

1. CITE STRONG AND THOROUGH TEXTUAL EVIDENCE TO SUPPORT ANALYSIS OF WHAT THE TEXT SAYS EXPLICITLY AS WELL AS INFERENCES DRAWN FROM THE TEXT.
2. DETERMINE A THEME OR CENTRAL IDEA OF A TEXT AND ANALYZE IN DETAIL ITS DEVELOPMENT OVER THE COURSE OF THE TEXT, INCLUDING HOW IT EMERGES AND IS SHAPED AND REFINED BY SPECIFIC DETAILS; PROVIDE AN OBJECTIVE SUMMARY OF THE TEXT.
3. ANALYZE HOW COMPLEX CHARACTERS (E.G., THOSE WITH MULTIPLE OR CONFLICTING MOTIVATIONS) DEVELOP OVER THE COURSE OF A TEXT, INTERACT WITH OTHER CHARACTERS, AND ADVANCE THE PLOT OR DEVELOP THE THEME.
4. DETERMINE THE MEANING OF WORDS AND PHRASES AS THEY ARE USED IN THE TEXT, INCLUDING FIGURATIVE AND CONNOTATIVE MEANINGS; ANALYZE THE CUMULATIVE IMPACT OF SPECIFIC WORD CHOICES ON MEANING AND TONE (E.G., HOW THE LANGUAGE EVOKES A SENSE OF TIME AND PLACE; HOW IT SETS A FORMAL OR INFORMAL TONE). (SEE GRADE9–10 LANGUAGE STANDARDS 4–6 FOR ADDITIONAL EXPECTATIONS.)
5. ANALYZE IN DETAIL HOW AN AUTHOR’S IDEAS OR CLAIMS ARE DEVELOPED AND REFINED BY PARTICULAR SENTENCES, PARAGRAPHS, OR LARGER PORTIONS OF A TEXT (E.G., A SECTION OR CHAPTER).
 - a. ANALYZE THE USE OF TEXT FEATURES (E.G., GRAPHICS, HEADERS, CAPTIONS) IN FUNCTIONAL WORKPLACE DOCUMENTS. CA
6. DETERMINE AN AUTHOR’S POINT OF VIEW OR PURPOSE IN A TEXT AND ANALYZE HOW AN AUTHOR USES RHETORIC TO ADVANCE THAT POINT OF VIEW OR PURPOSE.
7. ANALYZE VARIOUS ACCOUNTS OF A SUBJECT TOLD IN DIFFERENT MEDIUMS (E.G., A PERSON’S LIFE STORY IN BOTH PRINT AND MULTIMEDIA), DETERMINING WHICH DETAILS ARE EMPHASIZED IN EACH ACCOUNT.
8. DELINEATE AND EVALUATE THE ARGUMENT AND SPECIFIC CLAIMS IN A TEXT, ASSESSING WHETHER THE REASONING IS VALID AND THE EVIDENCE IS RELEVANT AND SUFFICIENT; IDENTIFY FALSE STATEMENTS AND FALLACIOUS REASONING.
9. ANALYZE SEMINAL U.S. DOCUMENTS OF HISTORICAL AND LITERARY SIGNIFICANCE (E.G., WASHINGTON’S FAREWELL ADDRESS, THE GETTYSBURG ADDRESS, ROOSEVELT’S FOUR FREEDOMS SPEECH, KING’S “LETTER FROM BIRMINGHAM JAIL”), INCLUDING HOW THEY ADDRESS RELATED THEMES AND CONCEPTS.
10. BY THE END OF GRADE 10, READ AND COMPREHEND LITERARY NONFICTION IN THE GRADES 9–10 TEXT COMPLEXITY BAND PROFICIENTLY, WITH SCAFFOLDING AS NEEDED AT THE HIGH END OF THE RANGE.

WRITING STANDARDS:

1. WRITE ARGUMENTS TO SUPPORT CLAIMS IN AN ANALYSIS OF SUBSTANTIVE TOPICS OR TEXTS, USING VALID REASONING AND RELEVANT AND SUFFICIENT EVIDENCE.
 - a. INTRODUCE PRECISE CLAIM(S), DISTINGUISH THE CLAIM(S) FROM ALTERNATE OR OPPOSING CLAIMS, AND CREATE AN ORGANIZATION THAT ESTABLISHES CLEAR RELATIONSHIPS AMONG CLAIM(S), COUNTERCLAIMS, REASONS, AND EVIDENCE.
 - b. DEVELOP CLAIM(S) AND COUNTERCLAIMS FAIRLY, SUPPLYING EVIDENCE FOR EACH WHILE POINTING OUT THE STRENGTHS AND LIMITATIONS OF BOTH IN A MANNER THAT ANTICIPATES THE AUDIENCE’S KNOWLEDGE LEVEL AND CONCERNS.
 - c. USE WORDS, PHRASES, AND CLAUSES TO LINK THE MAJOR SECTIONS OF THE TEXT, CREATE COHESION, AND CLARIFY THE RELATIONSHIPS BETWEEN CLAIM(S) AND REASONS, BETWEEN REASONS AND EVIDENCE. AND BETWEEN CLAIM(S) AND COUNTERCLAIMS.
 - d. ESTABLISH AND MAINTAIN A FORMAL STYLE AND OBJECTIVE TONE WHILE ATTENDING TO THE NORMS AND CONVENTIONS OF THE DISCIPLINE IN WHICH THEY ARE WRITING.

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- e. PROVIDE A CONCLUDING STATEMENT OR SECTION THAT FOLLOWS FROM AND SUPPORTS THE ARGUMENT PRESENTED.
2. WRITE INFORMATIVE/EXPLANATORY TEXTS TO EXAMINE AND CONVEY COMPLEX IDEAS, CONCEPTS, AND INFORMATION CLEARLY AND ACCURATELY THROUGH THE EFFECTIVE SELECTION, ORGANIZATION, AND ANALYSIS OF CONTENT.
 - a. INTRODUCE A TOPIC; ORGANIZE COMPLEX IDEAS, CONCEPTS, AND INFORMATION TO MAKE IMPORTANT CONNECTIONS AND DISTINCTIONS; INCLUDE FORMATTING (E.G., HEADINGS), GRAPHICS (E.G., FIGURES, TABLES), AND MULTIMEDIA WHEN USEFUL TO AIDING COMPREHENSION.
 - b. DEVELOP THE TOPIC WITH WELL-CHOSEN, RELEVANT, AND SUFFICIENT FACTS, EXTENDED DEFINITIONS, CONCRETE DETAILS, QUOTATIONS, OR OTHER INFORMATION AND EXAMPLES APPROPRIATE TO THE AUDIENCE'S KNOWLEDGE OF THE TOPIC.
 - c. USE APPROPRIATE AND VARIED TRANSITIONS TO LINK THE MAJOR SECTIONS OF THE TEXT, CREATE COHESION, AND CLARIFY THE RELATIONSHIPS AMONG COMPLEX IDEAS AND CONCEPTS.
 - d. USE PRECISE LANGUAGE AND DOMAIN-SPECIFIC VOCABULARY TO MANAGE THE COMPLEXITY OF THE TOPIC.
 - e. ESTABLISH AND MAINTAIN A FORMAL STYLE AND OBJECTIVE TONE WHILE ATTENDING TO THE NORMS AND CONVENTIONS OF THE DISCIPLINE IN WHICH THEY ARE WRITING.
 - f. PROVIDE A CONCLUDING STATEMENT OR SECTION THAT FOLLOWS FROM AND SUPPORTS THE INFORMATION OR EXPLANATION PRESENTED (E.G., ARTICULATING IMPLICATIONS OR THE SIGNIFICANCE OF THE TOPIC).
3. WRITE NARRATIVES TO DEVELOP REAL OR IMAGINED EXPERIENCES OR EVENTS USING EFFECTIVE TECHNIQUE. WELL-CHOSEN DETAILS, AND WELL-STRUCTURED EVENT SEQUENCES.
 - a. ENGAGE AND ORIENT THE READER BY SETTING OUT A PROBLEM, SITUATION, OR OBSERVATION, ESTABLISHING ONE OR MULTIPLE POINT(S) OF VIEW, AND INTRODUCING A NARRATOR AND/OR CHARACTERS; CREATE A SMOOTH PROGRESSION OF EXPERIENCES OR EVENTS.
 - b. USE NARRATIVE TECHNIQUES, SUCH AS DIALOGUE. PACING. DESCRIPTION, REFLECTION, AND MULTIPLE PLOT LINES, TO DEVELOP EXPERIENCES, EVENTS, AND/OR CHARACTERS.
 - c. USE A VARIETY OF TECHNIQUES TO SEQUENCE EVENTS SO THAT THEY BUILD ON ONE ANOTHER TO CREATE A COHERENT WHOLE.
 - d. USE PRECISE WORDS AND PHRASES, TELLING DETAILS, AND SENSORY LANGUAGE TO CONVEY A VIVID PICTURE OF THE EXPERIENCES, EVENTS, SETTING. AND/OR CHARACTERS.
 - e. PROVIDE A CONCLUSION THAT FOLLOWS FROM AND REFLECTS ON WHAT IS EXPERIENCED. OBSERVED. OR RESOLVED OVER THE COURSE OF THE NARRATIVE.
4. PRODUCE CLEAR AND COHERENT WRITING IN WHICH THE DEVELOPMENT, ORGANIZATION, AND STYLE ARE APPROPRIATE TO TASK, PURPOSE, AND AUDIENCE. (GRADE-SPECIFIC EXPECTATIONS FOR WRITING TYPES ARE DEFINED IN STANDARDS 1–3 ABOVE.)
5. DEVELOP AND STRENGTHEN WRITING AS NEEDED BY PLANNING, REVISING, EDITING, REWRITING, OR TRYING A NEW APPROACH, FOCUSING ON ADDRESSING WHAT IS MOST SIGNIFICANT FOR A SPECIFIC PURPOSE AND AUDIENCE. (EDITING FOR CONVENTIONS SHOULD DEMONSTRATE COMMAND OF LANGUAGE STANDARDS 1–3 ON UP TO AND INCLUDING GRADES 9-10 PAGE 55.)
6. USE TECHNOLOGY, INCLUDING THE INTERNET, TO PRODUCE, PUBLISH, AND UPDATE INDIVIDUAL OR SHARED WRITING PRODUCTS, TAKING ADVANTAGE OF TECHNOLOGY'S CAPACITY TO LINK TO OTHER INFORMATION AND TO DISPLAY INFORMATION FLEXIBLY AND DYNAMICALLY.
7. CONDUCT SHORT AS WELL AS MORE SUSTAINED RESEARCH PROJECTS TO ANSWER A QUESTION (INCLUDING A SELF-GENERATED QUESTION) OR SOLVE A PROBLEM; NARROW OR BROADEN THE INQUIRY WHEN APPROPRIATE; SYNTHESIZE MULTIPLE SOURCES ON THE SUBJECT, DEMONSTRATING UNDERSTANDING OF THE SUBJECT UNDER INVESTIGATION.

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8. GATHER RELEVANT INFORMATION FROM MULTIPLE AUTHORITATIVE PRINT AND DIGITAL SOURCES, USING ADVANCED SEARCHES EFFECTIVELY; ASSESS THE USEFULNESS OF EACH SOURCE IN ANSWERING THE RESEARCH QUESTION; INTEGRATE INFORMATION INTO THE TEXT SELECTIVELY TO MAINTAIN THE FLOW OF IDEAS, AVOIDING PLAGIARISM AND FOLLOWING A STANDARD FORMAT FOR CITATION.
9. DRAW EVIDENCE FROM LITERARY OR INFORMATIONAL TEXTS TO SUPPORT ANALYSIS, REFLECTION, AND RESEARCH.
 - a. APPLY GRADES 9–10 READING STANDARDS TO LITERATURE (E.G., “ANALYZE HOW AN AUTHOR DRAWS ON AND TRANSFORMS SOURCE MATERIAL IN A SPECIFIC WORK [E.G., HOW SHAKESPEARE TREATS A THEME OR TOPIC FROM OVID OR THE BIBLE OR HOW A LATER AUTHOR DRAWS ON A PLAY BY SHAKESPEARE]”).
 - b. B. APPLY GRADES 9–10 READING STANDARDS TO LITERARY NONFICTION (E.G., “DELINEATE AND EVALUATE THE ARGUMENT AND SPECIFIC CLAIMS IN A TEXT, ASSESSING WHETHER THE REASONING IS VALID AND THE EVIDENCE IS RELEVANT AND SUFFICIENT; IDENTIFY FALSE STATEMENTS AND FALLACIOUS REASONING”).
10. WRITE ROUTINELY OVER EXTENDED TIME FRAMES (TIME FOR RESEARCH, REFLECTION, AND REVISION) AND SHORTER TIME FRAMES (A SINGLE SITTING OR A DAY OR TWO) FOR A RANGE OF TASKS, PURPOSES, AND AUDIENCES.

SPEAKING AND LISTENING STANDARDS:

1. INITIATE AND PARTICIPATE EFFECTIVELY IN A RANGE OF COLLABORATIVE DISCUSSIONS (ONE-ON-ONE, IN GROUPS, AND TEACHER-LED) WITH DIVERSE PARTNERS ON GRADES 9–10 TOPICS, TEXTS, AND ISSUES, BUILDING ON OTHERS’ IDEAS AND EXPRESSING THEIR OWN CLEARLY AND PERSUASIVELY.
 - a. COME TO DISCUSSIONS PREPARED, HAVING READ AND RESEARCHED MATERIAL UNDER STUDY; EXPLICITLY DRAW ON THAT PREPARATION BY REFERRING TO EVIDENCE FROM TEXTS AND OTHER RESEARCH ON THE TOPIC OR ISSUE TO STIMULATE A THOUGHTFUL, WELL-REASONED EXCHANGE OF IDEAS.
 - b. WORK WITH PEERS TO SET RULES FOR COLLEGIAL DISCUSSIONS AND DECISION-MAKING (E.G., INFORMAL CONSENSUS, TAKING VOTES ON KEY ISSUES, PRESENTATION OF ALTERNATE VIEWS), CLEAR GOALS AND DEADLINES, AND INDIVIDUAL ROLES AS NEEDED.
 - c. PROPEL CONVERSATIONS BY POSING AND RESPONDING TO QUESTIONS THAT RELATE THE CURRENT DISCUSSION TO BROADER THEMES OR LARGER IDEAS; ACTIVELY INCORPORATE OTHERS INTO THE DISCUSSION; AND CLARIFY, VERIFY, OR CHALLENGE IDEAS AND CONCLUSIONS.
 - d. RESPOND THOUGHTFULLY TO DIVERSE PERSPECTIVES, SUMMARIZE POINTS OF AGREEMENT AND DISAGREEMENT, AND, WHEN WARRANTED, QUALIFY OR JUSTIFY THEIR OWN VIEWS AND UNDERSTANDING AND MAKE NEW CONNECTIONS IN LIGHT OF THE EVIDENCE AND REASONING PRESENTED.
2. INTEGRATE MULTIPLE SOURCES OF INFORMATION PRESENTED IN DIVERSE MEDIA OR FORMATS (E.G., VISUALLY, QUANTITATIVELY, ORALLY) EVALUATING THE CREDIBILITY AND ACCURACY OF EACH SOURCE.
3. EVALUATE A SPEAKER’S POINT OF VIEW, REASONING, AND USE OF EVIDENCE AND RHETORIC, IDENTIFYING ANY FALLACIOUS REASONING OR EXAGGERATED OR DISTORTED EVIDENCE.
4. PRESENT INFORMATION, FINDINGS, AND SUPPORTING EVIDENCE CLEARLY, CONCISELY, AND LOGICALLY (USING APPROPRIATE EYE CONTACT, ADEQUATE VOLUME, AND CLEAR PRONUNCIATION) SUCH THAT LISTENERS CAN FOLLOW THE LINE OF REASONING AND THE ORGANIZATION, DEVELOPMENT, SUBSTANCE, AND STYLE ARE APPROPRIATE TO PURPOSE (E.G., ARGUMENT, NARRATIVE, INFORMATIVE, RESPONSE TO LITERATURE PRESENTATIONS), AUDIENCE, AND TASK. CA
 - a. PLAN AND DELIVER AN INFORMATIVE/EXPLANATORY PRESENTATION THAT: PRESENTS EVIDENCE IN SUPPORT OF A THESIS, CONVEYS INFORMATION FROM PRIMARY AND SECONDARY SOURCES

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COHERENTLY, USES DOMAIN SPECIFIC VOCABULARY, AND PROVIDES A CONCLUSION THAT SUMMARIZES THE MAIN POINTS. (9TH OR 10TH GRADE) CA

- b. PLAN, MEMORIZE, AND PRESENT A RECITATION (E.G., POEM, SELECTION FROM A SPEECH OR DRAMATIC SOLOQUY) THAT: CONVEYS THE MEANING OF THE SELECTION AND INCLUDES APPROPRIATE PERFORMANCE TECHNIQUES (E.G., TONE, RATE, VOICE MODULATION) TO ACHIEVE THE DESIRED AESTHETIC EFFECT. (9TH OR 10TH GRADE) CA
5. MAKE STRATEGIC USE OF DIGITAL MEDIA (E.G., TEXTUAL, GRAPHICAL, AUDIO, VISUAL, AND INTERACTIVE ELEMENTS) IN PRESENTATIONS TO ENHANCE UNDERSTANDING OF FINDINGS, REASONING, AND EVIDENCE AND TO ADD INTEREST.
 6. ADAPT SPEECH TO A VARIETY OF CONTEXTS AND TASKS, DEMONSTRATING COMMAND OF FORMAL ENGLISH WHEN INDICATED OR APPROPRIATE. (SEE GRADES 9–10 LANGUAGE STANDARDS 1 AND 3 FOR SPECIFIC EXPECTATIONS.)

LANGUAGE STANDARDS:

1. DEMONSTRATE COMMAND OF THE CONVENTIONS OF STANDARD ENGLISH GRAMMAR AND USAGE WHEN WRITING OR SPEAKING.
 - a. USE PARALLEL STRUCTURE.
 - b. USE VARIOUS TYPES OF PHRASES (NOUN, VERB, ADJECTIVAL, ADVERBIAL, PARTICIPIAL, PREPOSITIONAL, ABSOLUTE) AND CLAUSES (INDEPENDENT, DEPENDENT; NOUN, RELATIVE, ADVERBIAL) TO CONVEY SPECIFIC MEANINGS AND ADD VARIETY AND INTEREST TO WRITING OR PRESENTATIONS.
2. DEMONSTRATE COMMAND OF THE CONVENTIONS OF STANDARD ENGLISH CAPITALIZATION, PUNCTUATION, AND SPELLING WHEN WRITING.
 - a. USE A SEMICOLON (AND PERHAPS A CONJUNCTIVE ADVERB) TO LINK TWO OR MORE CLOSELY RELATED INDEPENDENT CLAUSES.
 - b. USE A COLON TO INTRODUCE A LIST OR QUOTATION.
 - c. SPELL CORRECTLY.
3. APPLY KNOWLEDGE OF LANGUAGE TO UNDERSTAND HOW LANGUAGE FUNCTIONS IN DIFFERENT CONTEXTS, TO MAKE EFFECTIVE CHOICES FOR MEANING OR STYLE, AND TO COMPREHEND MORE FULLY WHEN READING OR LISTENING.
 - a. WRITE AND EDIT WORK SO THAT IT CONFORMS TO THE GUIDELINES IN A STYLE MANUAL (E.G., MLA HANDBOOK, TURABIAN'S MANUAL FOR WRITERS) APPROPRIATE FOR THE DISCIPLINE AND WRITING TYPE.
4. DETERMINE OR CLARIFY THE MEANING OF UNKNOWN AND MULTIPLE-MEANING WORDS AND PHRASES BASED ON GRADES 9–10 READING AND CONTENT, CHOOSING FLEXIBLY FROM A RANGE OF STRATEGIES.
 - a. USE CONTEXT (E.G., THE OVERALL MEANING OF A SENTENCE, PARAGRAPH, OR TEXT; A WORD'S POSITION OR FUNCTION IN A SENTENCE) AS A CLUE TO THE MEANING OF A WORD OR PHRASE.
 - b. IDENTIFY AND CORRECTLY USE PATTERNS OF WORD CHANGES THAT INDICATE DIFFERENT MEANINGS OR PARTS OF SPEECH (E.G., ANALYZE, ANALYSIS, ANALYTICAL; ADVOCATE, ADVOCACY) AND CONTINUE TO APPLY KNOWLEDGE OF GREEK AND LATIN ROOTS AND AFFIXES. CA
 - c. CONSULT GENERAL AND SPECIALIZED REFERENCE MATERIALS (E.G., COLLEGE-LEVEL DICTIONARIES, RHYMING DICTIONARIES, BILINGUAL DICTIONARIES, GLOSSARIES, THESAURUSES), BOTH PRINT AND DIGITAL, TO FIND THE PRONUNCIATION OF A WORD OR DETERMINE OR CLARIFY ITS PRECISE MEANING, ITS PART OF SPEECH, OR ITS ETYMOLOGY. CA
 - d. VERIFY THE PRELIMINARY DETERMINATION OF THE MEANING OF A WORD OR PHRASE (E.G., BY CHECKING THE INFERRED MEANING IN CONTEXT OR IN A DICTIONARY).
5. DEMONSTRATE UNDERSTANDING OF FIGURATIVE LANGUAGE, WORD RELATIONSHIPS, AND NUANCES IN WORD MEANINGS.

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- a. INTERPRET FIGURES OF SPEECH (E.G., EUPHEMISM, OXYMORON) IN CONTEXT AND ANALYZE THEIR ROLE IN THE TEXT.
 - b. ANALYZE NUANCES IN THE MEANING OF WORDS WITH SIMILAR DENOTATIONS.
6. ACQUIRE AND USE ACCURATELY GENERAL ACADEMIC AND DOMAIN-SPECIFIC WORDS AND PHRASES, SUFFICIENT FOR READING, WRITING, SPEAKING, AND LISTENING AT THE COLLEGE AND CAREER READINESS LEVEL; DEMONSTRATE INDEPENDENCE IN GATHERING VOCABULARY KNOWLEDGE WHEN CONSIDERING A WORD OR PHRASE IMPORTANT TO COMPREHENSION OR EXPRESSION.

3. Key Assignments:

READING LITERATURE:

- STUDENTS WILL READ A VARIETY OF GENRES (NOVELS, SHORT STORIES, AND POETRY) THROUGHOUT THE YEAR.
- STUDENTS WILL ANALYZE THE THEME, AUTHOR’S PURPOSE, WORD CHOICE, AND POINT OF VIEW.
- STUDENTS WILL CITE EVIDENCE THAT SUPPORTS THEIR ANALYSIS OF THE READINGS.

READING INFORMATIONAL TEXTS:

- STUDENTS WILL READ SEVERAL INFORMATIONAL TEXTS.
- STUDENTS WILL DETERMINE THE CENTRAL IDEA AND ANALYZE ITS DEVELOPMENT OF EACH PIECE.
- STUDENTS WILL ANALYZE THE AUTHOR’S CLAIM, POINT OF VIEW, AND PURPOSE OF EACH PIECE.
- STUDENTS WILL COMPARE THE TEXTS’ CONTENT, PURPOSE, AND POINT OF VIEW.

WRITING AND LANGUAGE:

- STUDENTS WILL WRITE ARGUMENTS, INFORMATIVE/EXPLANATORY TEXTS, NARRATIVES AND SHORT RESEARCH PROJECTS THROUGHOUT THE YEAR.
- STUDENTS WILL DEMONSTRATE COMPETENCY IN WRITING FOR A SPECIFIC AUDIENCE/PURPOSE.
- STUDENTS WILL DEMONSTRATE MASTERY OF WRITING CONVENTIONS.
- STUDENTS WILL INCLUDE RELEVANT EVIDENCE/INFORMATION IN THEIR WRITING.

SPEAKING AND LISTENING:

- STUDENTS WILL PARTICIPATE IN COLLABORATIVE GROUPS.
- STUDENTS WILL PRESENT INFORMATION TO SMALL GROUP AND TO THE CLASS.
- STUDENTS WILL USE TECHNOLOGY IN THEIR PRESENTATIONS.
- STUDENTS WILL CONSIDER THE AUDIENCE WHEN PRESENTING INFORMATION.

4. Instructional Methods and/or Strategies:

- DIRECT INSTRUCTION
- SMALL GROUP INSTRUCTION
- COLLABORATIVE GROUPS
- HOMEWORK

5. Assessment Including Methods and/or Tools:

THE EVALUATION OF STUDENT PROGRESS AND EVALUATION WILL BE BASED ON THE FOLLOWING CRITERIA OUTLINED IN BOARD POLICY:

- ASSESSMENTS: 60-75% OF THE FINAL GRADE
- ASSIGNMENTS AND CLASS DISCUSSIONS: 25-40% OF THE FINAL GRADE

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

Student Achievement • Safe Schools • Positive School Climate
Humility • Civility • Service

DATE: January 17, 2019

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

PREPARED BY: Grace Park, Ed.D., Associate Superintendent, Curriculum,
Instruction, Innovation, and Support
Julian Rodriguez, Ed.D., Director, Secondary Curriculum and
Instruction

SUBJECT: REVISION OF ENGLISH 11 CP COURSE

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BACKGROUND

The Chino Valley Unified School District routinely revises curriculum guides and develops new courses in accordance with State Content Standards, State Frameworks, and student need. Accordingly, the revision and development of curriculum guides are the results of a collaborative effort of teachers in the related academic areas. This item was presented to the Board of Education on December 13, 2018, for information.

English11 CP is a yearlong English course designed for grade 11 students. This course emphasizes reading, writing, listening, and speaking and is aligned to the state adopted content standards for English/Language Arts and English Language Development. The course has been revised to reflect the most recent state adopted content standards.

This course was presented to the Curriculum Council and A.C.T. has been consulted.

Approval of this item supports the goals identified within the District's Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education approve the revision of the English 11 CP course.

FISCAL IMPACT

None.

NE:GP:JR:lar

Chino Valley Unified School District

High School Course Description

A. CONTACTS	
1. School/District Information:	School/District: Chino Valley USD UNIFIED SCHOOL DISTRICT Street Address: 5130 Riverside Drive Phone: (909) 628-1201 Web Site: www.chino.k12.ca.us
2. Course Contact:	Teacher Contact: Office of Secondary Curriculum Position/Title: Director of Secondary Curriculum Site: District Office Phone: (909) 628-1201 X1630
B. COVER PAGE - COURSE ID	
1. Course Title:	English 11 CP
2. Transcript Title/Abbreviation:	English 11 CP
3. Transcript Course Code/Number:	5032
4. Seeking Honors Distinction:	No
5. Subject Area/Category:	English
6. Grade Level(s):	11
7. Unit Value:	5 credits per semester/10 credits total
8. Course Previously Approved by UC:	Meets the UC/CSU "b" English requirement
9. Classified as a Career Technical Education Course:	No
10. Modeled after an UC-approved course:	No
11. Repeatable for Credit:	No
12. Date of Board Approval:	August 10, 2000
13. Brief Course Description:	THIS COURSE IS DESIGNED FOR ALL STUDENTS AND IS GROUNDED IN THE COLLEGE AND CAREER READINESS ANCHOR STANDARDS MEANT TO PREPARE ALL STUDENTS FOR COLLEGE AND CAREER. THIS COURSE CONTINUES BUILDING UPON STUDENTS' LITERACY AND LANGUAGE DEVELOPMENT THROUGH READING, WRITING, SPEAKING AND LISTENING. THE COURSE EMPHASIZES THE ANALYSIS OF LITERARY NONFICTION ALONG WITH INCREASINGLY RIGOROUS AND COMPLEX LITERATURE INCLUDING SHORT STORIES, POETRY, AND DRAMA. READING STANDARDS ARE APPLIED TO SEMINAL TEXTS FROM EIGHTEENTH, NINETEENTH, AND EARLY TWENTIETH CENTURY UNITED STATES HISTORY. THE COURSE CONTINUES DEVELOPING STUDENT WRITING IN INFORMATIVE, ARGUMENTATIVE, AND EXPLANATORY TEXTS FOR A VARIETY OF AUDIENCES.
14. Prerequisites:	None
15. Context for Course:	THROUGH AN INTEGRATED MODEL OF LITERACY, ENGLISH 11 CP IS A COURSE WITHIN A KINDERGARTEN THROUGH 12 SEQUENCE THAT WAS BUILT TO ENSURE THAT ALL STUDENTS ARE LITERATE AND COLLEGE AND CAREER READY NO LATER THAN THE END OF HIGH SCHOOL.
16. History of Course Development:	This is an English course designed to meet the needs of the student working at or above grade level who plans to attend a college or university after high school. The emphasis is on the further development of writing ability in general. The development of analytical writing and the writing domains specified in the District Writing Portfolio, abstract and critical thinking, further study of literary genres, an appreciation of literature, and an understanding of American literature and major American literary movements. Other things covered include vocabulary development, listening and speaking skills, and further improvement in the student's library and research skills. The course is conducted at an accelerated level and is designed to prepare students for the college prep course in twelfth grade.

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The skills outlined in the District's Standards and Objectives for the eleventh-grade level are necessary components to create communication literate students who will continue to thrive throughout their high school career and beyond into post-high school education and the work force.

THIS IS A YEARLONG ENGLISH COURSE DESIGNED FOR THE 11TH GRADE STUDENT AND IS ALIGNED TO THE STATE ADOPTED CONTENT STANDARDS FOR ENGLISH/LANGUAGE ARTS AND ENGLISH LANGUAGE DEVELOPMENT.

17. Textbooks:	Prentice-Hall, Inc. (2002). Prentice Hall literature: Timeless voices, timeless themes. Upper Saddle River, NJ: Prentice Hall.
18. Supplemental Instructional Materials:	TEACHER CREATED MATERIALS AS NEEDED

C. COURSE CONTENT

1. Course Purpose:

THE PURPOSE OF THIS YEARLONG COURSE IS TO ENHANCE 11TH GRADE STUDENTS' KNOWLEDGE AND USE OF CONCEPTS AND DEVICES IN WRITTEN AND SPOKEN LANGUAGE TO EFFECTIVELY COMMUNICATE INFORMATION AND IDEAS. THE MATERIAL COVERED AND SKILLS DEVELOPED IN THIS COURSE ENHANCE STUDENTS' READING AND WRITING SKILLS NEEDED TO WORK WITH A WIDE RANGE OF LITERARY, HISTORICAL, AND TECHNICAL TEXTS OVER THE COURSE OF HIGH SCHOOL, COLLEGE, AND LIFE. STUDENTS CONTINUE TO DEVELOP THEIR ABILITY TO WORK WITH LITERARY AND INFORMATIONAL TEXTS AND THE VARIOUS TYPES OF WRITING AND SPEAKING NEEDED FOR ACADEMIC DISCOURSE. STUDENTS LEARN HOW TO ACCESS, USE, AND PROPERLY ATTRIBUTE A WIDE VARIETY OF PRINT AND ELECTRONIC SOURCES FOR INFORMAL AND FORMAL READING AND WRITING.

2. Course Outline:

Reading

~~Standard 1— Word analysis, Fluency, and Systematic Vocabulary Development: Students apply their knowledge of word origins both to determine the meaning of new words encountered in reading materials and to use those words accurately.~~

~~Vocabulary and Concept Development~~

~~1.1 Objective: Trace the etymology of significant terms.~~

~~1.1.1 Performance Indicator: Given a list of words, students will research the origins in a dictionary and relate that information to other words from the same root.~~

~~1.1.2 Performance Indicator: Given a word, a student will create a graphic representation of its history to see how words change over time and include a sentence caption that uses the word appropriately.~~

~~1.2 Objective: Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meanings of terms.~~

~~1.2.1 Performance Indicator: Given a list of roots and affixes, students will infer the meaning of unfamiliar words.~~

~~1.2.2 Performance Indicator: Given a list of roots and affixes, students will create their own list of words.~~

~~1.3 Objective: Discern the meaning and relationship between pairs of words encountered in analogical statements or other word relationships (e.g., synonyms/antonyms, connotation/denotation, homonyms, and other confusing word pairs).~~

~~1.3.1 Performance Indicator: Given a list of word pairs, students will indicate the types of relationships.~~

~~1.3.2 Performance Indicator: Given a list of word pairs, students will use each pair in a sentence that illustrates the relationship.~~

~~Standard 2— Reading Comprehension (focus on informational materials): Students read and understand grade-level appropriate material. They analyze the organization patterns, arguments, and positions advanced. The quality and complexity of the materials to be read by students are illustrated in Recommended Literature, Grades Nine Through Twelve (1990).~~

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~~2.1 Objective: Analyze both the features and rhetorical devices of different types of expository writing (e.g., policy statements, speeches, debates, and platforms) and how authors use these features and devices.~~

~~2.1.1 Performance Indicator: Given a newspaper article, commercial script, or magazine advertisement, students will identify rhetorical techniques specific to that type of writing.~~

~~2.1.2 Performance Indicator: Given a sample of expository writing, students will determine the writer's use of rhetorical features and devices on the reader.~~

Comprehension and Analysis of Grade-Level Appropriate Text

~~2.2 Objective: Analyze how clarity is affected by the patterns of organization, hierarchical structures, repetition of key ideas, syntax, and diction in text.~~

~~2.2.1 Performance Indicator: Given a passage, students will indicate organizational patterns (i.e., persuasion) least important to most important and the purpose and outcome of those patterns.~~

~~2.2.2 Performance Indicator: Given two sentences of similar content, but dissimilar syntax and diction, students will identify and analyze the differences.~~

~~2.3 Objective: Verify and clarify facts presented in other types of nonfiction expository texts (e.g., essays, biographies, memoirs, consumers, workplaces, and public documents).~~

~~2.3.1 Performance Indicator: Given a text, students will summarize the main points.~~

~~2.3.2 Performance Indicator: Given a text, students will use outside materials to verify its accuracy.~~

~~2.4 Objective: Make warranted and reasonable assertions about significant patterns, motifs, and perspectives by using textual supports to defend and clarify interpretations.~~

~~2.4.1 Performance Indicator: Given a text, students will extract and integrate appropriate quotations and examples to support their assertions regarding significant elements.~~

~~2.4.2 Performance Indicator: Given representative texts from an author's body of work, students will extract appropriate examples and quotations to support their assertions regarding the author's style.~~

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

~~2.5.1 Performance Indicator: Given a text, students will examine the author's world (cultural, geographical, biographical, etc.) and explain how it influences the writer.~~

~~2.5.2 Performance Indicator: From a list of authors, students will research an author's philosophy and beliefs, connect that information to the writer's works, and research the author's influences on later writers.~~

~~2.6 Objective: Demonstrate an understanding of cultural, historical, political, and/or literary context of a given work.~~

~~2.6.1 Performance Indicator: Given a text, students will research the cultural, historical, political, and/or literary context, and present their findings using a specific passage as an example.~~

~~2.6.2 Performance Indicator: Given a literary time period, students will research the aspects of that period and how those factors influence an author. Students will then report their findings using a specific work as evidence.~~

Expository Critique

~~2.7 Objective: Critique the power, validity, and truthfulness in an argument's logic in documents, the texts' appeal to audiences both friendly and hostile, and the extent to which the works anticipate and address reader concerns and counterclaims (e.g., appeal to reason, appeal to authority, appeal to pathos/emotions).~~

~~2.7.1 Performance Indicator: Given a document such as the Declaration of Independence, or King's "I Have a Dream" speech, students will recognize the logical patterns in the text's argument and evaluate the argument's effectiveness.~~

~~2.7.2 Performance Indicator: Given a document, students will role-play the initial delivery and audience response and then analyze both the delivery and the response.~~

Standard 3 – Literary Response and Analysis: Students read and respond to historically or culturally significant works of American literature. They conduct in-depth analyses of recurrent patterns and themes. The quality and complexity of the materials to read by students are illustrated in Recommended Literature, Grades Nine Through Twelve (1990).

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Structural Features of Literature

3.1 Objective: Analyze characteristics of sub-genres (e.g., satire, parody, allegory, pastoral) that are used in poetry, drama, novel, short story, essay, and other basic genres.

3.1.1 Performance Indicator: Given an essay, students will identify possible messages present and explain how those messages are created.

3.1.2 Performance Indicator: Given a poem, students will identify poetic elements and analyze how those elements support the theme.

Narrative Analysis of Grade-Level-Appropriate Text

3.2 Objective: Analyze how the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claims.

3.2.1 Performance Indicator: Given a text, students will connect themes to issues in their own worlds and/or themes in other texts.

3.2.2 Performance Indicator: Given a text, students will select meaningful and appropriate quotes to use in expository writing (essays/logs) that exemplify the textual themes.

3.3 Objective: Analyze how irony, tone, mood, style, and the “sound” of language are used to achieve specific rhetorical and/or aesthetic purposes.

3.3.1 Performance Indicator: Given a text, students will analyze, using quotes and examples, the author’s use of tone to establish meaning.

3.3.2 Performance Indicator: Given a Robert Frost poem, students will analyze, using quotes and examples, how sound devices establish a mood.

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

3.4.1 Performance Indicator: Given a poem, students will identify specific types of imagery present and how that imagery creates the tone.

3.4.2 Performance Indicator: Given a poem, students will create visual representations of figures of speech and explain their illustrations.

3.5 Objective: Analyze recognized works of American literature representing a variety of genres and traditions in order to:

(1) trace the development of American literature.

(2) compare and contrast the major periods, themes, styles, and trends, and/or describe how works by members of different cultures relate to one another in each period.

(3) evaluate the philosophical, political, religious, ethical, and/or social influences that shaped characters, plots, and settings.

3.5.1 Performance Indicator: Given a literary period, students will create a time-line including works from the dominant American culture, as well as other cultures, and explain the connections between the cultures, works, and events.

3.5.2 Performance Indicator: Given a series of texts, students will extrapolate the commonalities of the works and link these elements to the historical/cultural setting.

Literary Criticism

3.6 Objective: Analyze a selection of literary works or essays from a variety of critical approaches.

3.6.1 Performance Indicator: Given a literary approach, students will interpret a text from that viewpoint.

3.6.2 Performance Indicator: Given several literary approaches, students will collaboratively interpret a work from a selected approach and share their findings.

Writing

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~~Standard 1—Writing Strategies: Students write coherent and focused texts that convey a well-defined perspective and tightly reasoned argument. Student writing demonstrates awareness of audience and purpose and the use of the stages of the writing process, as needed.~~

~~1.1 Objective: Demonstrate understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative expository, persuasive, informational, or descriptive writing assignments.~~

~~1.1.1 Performance Indicator: Given a written assignment, students will adjust tone, vocabulary, and methods to appeal to a variety of readers.~~

~~1.1.2 Performance Indicator: Given a topic, students will write an essay, demonstrating appropriate essay form.~~

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

~~1.2.1 Performance Indicator: Given a topic, students will write a paper utilizing a point of view appropriate to that topic.~~

~~1.2.2 Performance Indicator: Given a topic, students will utilize specific devices in order to persuade or inspire the reader.~~

~~1.2.3 Performance Indicator: Given a text, students will imitate the literary style in a response to the work.~~

~~1.3 Objective: Structure ideas and arguments in a sustained, persuasive, and clear way and support them with precise and relevant examples.~~

~~1.3.1 Performance Indicator: Given a topic, students will write a position paper using integrated and tangible examples.~~

~~1.3.2 Performance Indicator: Given an academic research topic, students will outline their ideas and include relevant and specific evidence.~~

~~1.4 Objective: Enhance meaning by employing a variety of rhetorical devices, including the extended use of parallelism, repetition, and analogy.~~

~~1.4.1 Performance Indicator: Given a topic, students will write a paper that incorporates a sustained pattern of at least one stylistic device.~~

~~1.4.2 Performance Indicator: Given a text, students will mimic a published author's use of parallelism and repetition and include those sentences in an original essay.~~

~~1.5 Objective: Use language in natural, fresh, and vivid ways to create a specific tone.~~

~~1.5.1 Performance Indicator: Given a student text, students will recognize and eliminate clichés and jargon.~~

~~Research and Technology~~

~~1.6 Objective: Develop presentations that reflect the use of clear research questions and critical strategies (e.g., field studies, historiographies, ethnographies, interviews, experiments, electronic sources).~~

~~1.6.1 Performance Indicator: Given examples (Benjamin Franklin's Almanac, etc.), students will conduct and record facts about their own life and family history.~~

~~1.6.2 Performance Indicator: Given access to Internet sources, students will collect materials relevant to a chosen topic and self-assess the effectiveness of their research process.~~

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

~~1.7.1 Performance Indicator: Given a research topic, students will create an outline that organizes their research material.~~

~~Revising and Evaluating Strategies~~

~~1.8 Objective: Revise writing to improve style and sentence variety and enhance subtlety of meaning and tone in ways that are consistent with purpose, audience, and genre.~~

~~1.8.1 Performance Indicator: Given a completed draft and rubric, students will engage in peer revision.~~

~~1.8.2 Performance Indicator: Given a completed draft, students will confer with teachers for purposes of revision.~~

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~~Standard 2—Writing Applications (Genres and their characteristics): Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce text of at least 1,500 words, when appropriate. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.~~

~~2.1 Objective: Write responses to literature that:~~

- ~~(1) demonstrate a comprehensive understanding of the significant ideas in works or passages and/or their relevance beyond the text.~~
- ~~(2) analyze the use imagery, language, universal themes and/or unique aspects of text.~~
- ~~(3) support key ideas and viewpoints through accurate and detailed references to the text and/or to other works.~~
- ~~(4) demonstrate an understanding of the author’s use of stylistic devices and the effects created.~~
- ~~(5) identify and assess the impact of perceived ambiguities, nuances, and complexities within text.~~

~~2.1.1 Performance Indicator: Given a text, students will write an expository essay analyzing the perceived ambiguities, nuances, and complexities within a character.~~

~~2.1.2 Performance Indicator: Given a variety of sources, students will write an essay using integrated quotations to support their thesis centering on a literary work.~~

~~2.2 Objective: Write reflective compositions that:~~

- ~~(1) explore the significance of personal experiences, events, conditions, or concerns using rhetorical strategies (e.g., narration, description, exposition).~~
- ~~(2) draw comparisons between specific incidents and broader themes that illustrate the writer’s important beliefs or generalizations about life.~~
- ~~(3) maintain a balance in describing individual incidents and relating those incidents to more general and abstract ideas.~~

~~2.3 Objective: Write historical investigation reports that:~~

- ~~(1) use exposition, narration, description, argumentation, exposition, or some combination of rhetorical strategies to support the main preposition.~~
- ~~(2) analyze several historical records of a single event, examining critical relationships between elements of the research topic.~~
- ~~(3) explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.~~
- ~~(4) include information from all relevant perspectives and take into consideration the validity and reliability of sources.~~

~~2.3.1 Performance Indicator: Given related primary sources from the student anthology, students will collaboratively examine the selections, gather relevant information from secondary and literary sources and present a deeper understanding of the historical event.~~

~~2.3.2 Performance Indicator: Given an historical event, students will examine and compare primary sources and fictionalized accounts of the event and write a formal essay with an annotated works cited page.~~

~~2.4 Objective: Deliver multimedia presentations that:~~

- ~~(1) combine text, images and/or sound, drawing information from many sources (e.g., television broadcasts, videos, films, newspapers, CD-ROM’s, Internet, computer media-generated images).~~
- ~~(2) utilize an appropriate medium for each element of the presentation.~~
- ~~(3) use selected media skillfully.~~
- ~~(4) test audience response and revise the presentation accordingly.~~

~~2.4.1 Performance Indicator: Given a topic, students will collaboratively deliver presentations utilizing a variety of media.~~

~~2.4.2 Performance Indicator: Given feedback on a group presentation, students will revise based on audience response.~~

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Written And Oral English Language Conventions

~~Standard 1— Written and Oral English Language Conventions: Students write and speak with a command of Standard English conventions.~~

~~1.1 Objective: Demonstrate control of grammar, paragraph and sentence structure, diction, and usage.~~

~~1.1.1 Performance Indicator: Given a topic, students will deliver a brief, formal speech, which demonstrates control of grammar, diction, and usage.~~

~~1.1.2 Performance Indicator: Given a topic, students will revise a paper to demonstrate control of grammar, paragraph and sentence structure, diction, and usage.~~

~~1.2 Objective: Produce legible work that shows accurate spelling, correct use of the conventions of punctuation and capitalization, and reflects appropriate manuscript requirements in writing.~~

~~1.2.1 Performance Indicator: Given a topic, students will produce legible work that shows accurate spelling, correct use of the conventions of punctuation and capitalization, and reflect appropriate manuscript requirements (e.g., MLA format).~~

Listening And Speaking

~~Standard 1— Listening and Speaking Strategies: Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations that convey clear and distinct perspectives and solid reasoning. They incorporate gestures, tone, and vocabulary tailored to audience and purpose.~~

Comprehension

~~1.1 Objective: Recognize strategies used by media to inform, persuade, entertain, and transmit culture (e.g., advertising, perpetuation of stereotypes, use of visual representations, special effects, language).~~

~~1.1.1 Performance Indicator: Given examples from the media, students will identify methods of persuasion and analyze their effectiveness.~~

~~1.1.2 Performance Indicator: Given examples in a text of persuasive techniques, students will create a presentation that markets a new product and utilizes a variety of propaganda techniques.~~

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

~~1.2.1 Performance Indicator: Given a past or present political event, students will research political cartoons and caricatures related in the event, discuss how the cartoons portray the event, and in a group presentation analyze the validity of the portrayal.~~

~~1.2.2 Performance Indicator: Given a televised editorial, students will examine the speaker's claims and research facts to support or refute those claims.~~

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

~~1.3.1 Performance Indicator: Given Civil War photographs and lecture or research material on the war, students will discuss their perceptions of the Civil War after researching the facts of the event. They will then compare their original views to their new perceptions of the war and to Civil War literature. Students will write an essay delineating their findings.~~

~~1.3.2 Performance Indicator: Given news coverage of the Vietnam War, students will research, discuss, and write an essay analyzing how media coverage influenced America's perception of the war as voiced on literature.~~

Organization and Delivery of Oral Communication

~~1.4 Objective: Use rhetorical questions, parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force and aesthetic effect.~~

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~~1.4.1 Performance Indicator: Using Martin Luther King, Jr.'s "I Have a Dream" speech, students will identify and discuss King's use of repetition and parallel structure and deliver an original speech patterned after King's oration.~~

~~1.4.2 Performance Indicator: Given a recording of a speech, students will critique the speaker's use of parallel structure and figurative language and list elements of the delivery that increase the effectiveness of the written speech components.~~

~~1.5 Objective: Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.~~

~~1.5.1 Performance Indicator: Given a topic and specific audiences, students will collaboratively prepare three speeches one emphasizing logic, one ethics, and one emotion. Students will then evaluate which speech best fits each audience.~~

~~1.5.2 Performance Indicator: Given a specific topic and audience, students will deliver an impromptu speech employing an appropriate appeal.~~

~~1.6 Objective: Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the text, and create skillful artistic staging.~~

~~1.6.1 Performance Indicator: Given a speech and a list of rehearsal strategies, students will practice their speech with a peer who will critique the deliver based on a rubric.~~

~~1.6.2 Performance Indicator: Given student presentations, students will collaboratively discuss and evaluate their rehearsals.~~

~~1.7 Objective: Use effective and interesting language, including:~~

~~(1) informal usage for effect.~~

~~(2) standard English for clarity.~~

~~(3) technical language for specificity~~

~~1.7.1 Performance Indicator: Given a speech, students will change the speech's diction to fit a given audience, justify their changes, and deliver their speech.~~

~~1.7.2 Performance Indicator: Given a speech with technical language, students will rewrite and deliver the speech for a non-technical audience.~~

~~1.8 Objective: Use research and analysis to justify strategies for gesture, movement, and vocalization, including dialect, pronunciation, and enunciation.~~

~~1.8.1 Performance Indicator: Given videotaped historical speeches, students will analyze the speakers' use of gesture and movement and discuss the purpose of movement in oration.~~

~~1.8.2 Performance Indicator: Given recorded speeches, students will evaluate the speakers' use of volume and pacing and employ similar strategies in their own speeches.~~

~~1.9 Objective: Evaluate when to use different kinds of effects (e.g., visual, music, sound, graphics) to create effective productions.~~

~~1.9.1 Performance Indicator: Given a presentation and rubric, students will include visual effects and critique the use of such effects.~~

~~1.9.2 Performance Indicator: Given a school rally, students will evaluate the use of sound and visual effects and then collaboratively plan a class rally to celebrate a literary period.~~

~~Analysis and Evaluation of Oral and Media Communications~~

~~1.10 Objective: Critique a speaker's diction and syntax in relation to the purpose of an oral communication and the impact the words may have on the audience.~~

~~1.10.1 Performance Indicator: Given a standard rubric, students will critique the effectiveness of a student speaker in terms of appropriate use of diction for purpose and audience.~~

~~1.10.2 Performance Indicator: Given a news broadcast, students will speculate on the speaker's possible attitudes toward an audience based on the speaker's diction and syntax.~~

~~1.11 Objective: Analyze types of persuasive speeches and understand their use of organizational patterns, persuasive language, reasoning, and evidences.~~

~~1.11.1 Performance Indicator: Given a political speech, students will analyze the elements of persuasion.~~

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~~1.11.2 Performance Indicator: Given a rubric on organization and use of language, students will evaluate a peer's speech on a controversial issue (e.g., book-banning with Huckleberry Finn or the appropriateness of public humiliation with The Scarlet Letter).~~

~~1.12 Objective: Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness (e.g., Orson Welles' radio broadcast, War of the Words).~~

~~1.12.1 Performance Indicator: Given an advertisement, students will evaluate how the message is tailored to the audience and the techniques used to sell the product.~~

~~1.12.2 Performance Indicator: Given techniques used in news editorials, students will create their own editorials incorporating some of these approaches.~~

~~Standard 2—Speaking Applications (genres and their characteristics): Students deliver polished formal and extemporaneous presentations that combine traditional rhetorical strategies of narration, exposition, persuasion and description. Student speaking demonstrates a command of Standard English and the organization and delivery strategies outlined in Listening and Speaking Standard 1.0.~~

~~2.1 Objective: Deliver reflective presentations that:~~

~~(1) explore the significance of personal experiences, events, conditions, or concerns, using appropriate rhetorical strategies (e.g., narration, description, exposition, persuasion).~~

~~(2) draw comparisons between the specific incident and broader themes that illustrate the speaker's beliefs or generalizations about life.~~

~~(3) maintain a balance between describing the incident and relating it to more general abstract ideas.~~

~~2.1.1 Performance Indicator: Given a topic, students will deliver a speech about a personal event, including an explanation of how their actions connect to their beliefs.~~

~~2.1.2 Performance Indicator: Given peer response, students will rewrite a reflective speech so that two-thirds of it is narration, and one-third of it is reflection.~~

~~2.2 Objective: Deliver oral reports on historical investigations that:~~

~~(1) use exposition, narration, description, argumentation, and/or some combination to support the thesis.~~

~~(2) analyze several historical records of a single event, examining critical relationships between elements of those records.~~

~~(3) explain the perceived reason or reasons for the similarities and differences by using information derived from primary and secondary sources to support or enhance the presentation.~~

~~(4) include information on all relevant perspectives and consider the validity and reliability of sources.~~

~~2.2.1 Performance Indicator: Given an historical event (e.g., the American Revolution), students will compare primary sources to fictionalized accounts of the period (e.g., the musical 1776 and letters and speeches from the anthology) and present their findings.~~

~~2.2.2 Performance Indicator: Given an historical event, students will use narration from literature on the period and interpretation of the era's facts to explain the significance of the event.~~

~~2.3 Objective: Deliver oral responses to literature that:~~

~~(1) demonstrate a comprehensive understanding of the significant ideas of works or passages (i.e., makes assertions about the text that are reasonable and supportable) and/or their relevance beyond the text.~~

~~(2) analyze the imagery, language, universal themes, and unique aspects of the text through the use of rhetorical strategies (e.g., narration, description, persuasion, exposition, a combination of those strategies).~~

~~(3) support key ideas and viewpoints through accurate and detailed references to the text of two other works.~~

~~(4) demonstrate awareness of the author's use of stylistic devices and appreciation of the effects created.~~

~~(5) identify and assess the impact of perceived ambiguities, nuances, and complexities within text.~~

~~2.3.1 Performance Indicator: Given a literary selection, students will collaboratively deliver informal oral responses that demonstrate understanding of significant ideas and awareness of an author's techniques and support key ideas through accurate and detailed references.~~

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~~2.3.2 Performance Indicator: Given several works, students will collaboratively analyze and present a work, focusing on selected stylistic devices and theme.~~

~~2.4 Objective: Deliver multimedia presentations that:~~

~~(1) combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CDROMs, on-line information, television, videos, and electronic media-generated images.~~

~~(2) utilize an appropriate medium for each element of the presentation.~~

~~(3) use the selected media skillfully, edit appropriately and monitor for quality;~~

~~(4) test the audience's response and revise the presentation accordingly.~~

~~2.4.1 Performance Indicator: Given a career project, students will research and present a chosen career using a combination of print and non-print media.~~

~~2.4.2 Performance Indicator: Given a rubric, students will critique a peer's multimedia presentation.~~

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

~~2.5.1 Performance Indicator: Given a passage from American literature, students will practice and deliver a recitation in a manner that captures the author's or character's emotion and purpose.~~

READING STANDARDS FOR LITERATURE:

1. CITE STRONG AND THOROUGH TEXTUAL EVIDENCE TO SUPPORT ANALYSIS OF WHAT THE TEXT SAYS EXPLICITLY AS WELL AS INFERENCES DRAWN FROM THE TEXT, INCLUDING DETERMINING WHERE THE TEXT LEAVES MATTERS UNCERTAIN.
2. DETERMINE TWO OR MORE THEMES OR CENTRAL IDEAS OF A TEXT AND ANALYZE THEIR DEVELOPMENT OVER THE COURSE OF THE TEXT, INCLUDING HOW THEY INTERACT AND BUILD ON ONE ANOTHER TO PRODUCE A COMPLEX ACCOUNT; PROVIDE AN OBJECTIVE SUMMARY OF THE TEXT.
3. ANALYZE THE IMPACT OF THE AUTHOR'S CHOICES REGARDING HOW TO DEVELOP AND RELATE ELEMENTS OF A STORY OR DRAMA (E.G., WHERE A STORY IS SET, HOW THE ACTION IS ORDERED, HOW THE CHARACTERS/ARCHETYPES ARE INTRODUCED AND DEVELOPED).
4. DETERMINE THE MEANING OF WORDS AND PHRASES AS THEY ARE USED IN THE TEXT, INCLUDING FIGURATIVE AND CONNOTATIVE MEANINGS; ANALYZE THE IMPACT OF SPECIFIC WORD CHOICES ON MEANING AND TONE, INCLUDING WORDS WITH MULTIPLE MEANINGS OR LANGUAGE THAT IS PARTICULARLY FRESH, ENGAGING, OR BEAUTIFUL. (INCLUDE SHAKESPEARE AS WELL AS OTHER AUTHORS.) (SEE GRADE 11–12 LANGUAGE STANDARDS 4–6 FOR ADDITIONAL EXPECTATIONS.)
5. ANALYZE HOW AN AUTHOR'S CHOICES CONCERNING HOW TO STRUCTURE SPECIFIC PARTS OF A TEXT (E.G., THE CHOICE OF WHERE TO BEGIN OR END A STORY, THE CHOICE TO PROVIDE A COMEDIC OR TRAGIC RESOLUTION) CONTRIBUTE TO ITS OVERALL STRUCTURE AND MEANING AS WELL AS ITS AESTHETIC IMPACT.
6. ANALYZE A CASE IN WHICH GRASPING POINT OF VIEW REQUIRES DISTINGUISHING WHAT IS DIRECTLY STATED IN A TEXT FROM WHAT IS REALLY MEANT (E.G., SATIRE, SARCASM, IRONY, OR UNDERSTATEMENT).
7. ANALYZE MULTIPLE INTERPRETATIONS OF A STORY, DRAMA, OR POEM (E.G., RECORDED OR LIVE PRODUCTION OF A PLAY OR RECORDED NOVEL OR POETRY), EVALUATING HOW EACH VERSION INTERPRETS THE SOURCE TEXT. (INCLUDE AT LEAST ONE PLAY BY SHAKESPEARE AND ONE PLAY BY AN AMERICAN DRAMATIST.)
8. (NOT APPLICABLE TO LITERATURE)
9. DEMONSTRATE KNOWLEDGE OF EIGHTEENTH-, NINETEENTH- AND EARLY-TWENTIETH CENTURY FOUNDATIONAL WORKS OF AMERICAN LITERATURE, INCLUDING HOW TWO OR MORE TEXTS FROM THE SAME PERIOD TREAT SIMILAR THEMES OR TOPICS.
10. BY THE END OF GRADE 11, READ AND COMPREHEND LITERATURE, INCLUDING STORIES, DRAMAS, AND POEMS, IN THE GRADES 11–CCR TEXT COMPLEXITY BAND PROFICIENTLY, WITH SCAFFOLDING AS NEEDED AT THE HIGH END OF THE RANGE.

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READING STANDARDS FOR INFORMATIONAL TEXT:

1. CITE STRONG AND THOROUGH TEXTUAL EVIDENCE TO SUPPORT ANALYSIS OF WHAT THE TEXT SAYS EXPLICITLY AS WELL AS INFERENCES DRAWN FROM THE TEXT, INCLUDING DETERMINING WHERE THE TEXT LEAVES MATTERS UNCERTAIN.
2. DETERMINE TWO OR MORE CENTRAL IDEAS OF A TEXT AND ANALYZE THEIR DEVELOPMENT OVER THE COURSE OF THE TEXT, INCLUDING HOW THEY INTERACT AND BUILD ON ONE ANOTHER TO PROVIDE A COMPLEX ANALYSIS; PROVIDE AN OBJECTIVE SUMMARY OF THE TEXT.
3. ANALYZE A COMPLEX SET OF IDEAS OR SEQUENCE OF EVENTS AND EXPLAIN HOW SPECIFIC INDIVIDUALS, IDEAS, OR EVENTS INTERACT AND DEVELOP OVER THE COURSE OF THE TEXT.
4. DETERMINE THE MEANING OF WORDS AND PHRASES AS THEY ARE USED IN A TEXT, INCLUDING FIGURATIVE, CONNOTATIVE, AND TECHNICAL MEANINGS; ANALYZE HOW AN AUTHOR USES AND REFINES THE MEANING OF A KEY TERM OR TERMS OVER THE COURSE OF A TEXT (E.G., HOW MADISON DEFINES FACTION IN FEDERALIST NO. 10). (SEE GRADE 11–12 LANGUAGE STANDARDS 4–6 FOR ADDITIONAL EXPECTATIONS.)
5. ANALYZE AND EVALUATE THE EFFECTIVENESS OF THE STRUCTURE AN AUTHOR USES IN HIS OR HER EXPOSITION OR ARGUMENT, INCLUDING WHETHER THE STRUCTURE MAKES POINTS CLEAR, CONVINCING, AND ENGAGING. ANALYZE THE USE OF TEXT FEATURES (E.G., GRAPHICS, HEADERS, CAPTIONS) IN PUBLIC DOCUMENTS.
6. DETERMINE AN AUTHOR’S POINT OF VIEW OR PURPOSE IN A TEXT IN WHICH THE RHETORIC IS PARTICULARLY EFFECTIVE, ANALYZING HOW STYLE AND CONTENT CONTRIBUTE TO THE POWER, PERSUASIVENESS, OR BEAUTY OF THE TEXT.
7. INTEGRATE AND EVALUATE MULTIPLE SOURCES OF INFORMATION PRESENTED IN DIFFERENT MEDIA OR FORMATS (E.G., VISUALLY, QUANTITATIVELY) AS WELL AS IN WORDS IN ORDER TO ADDRESS A QUESTION OR SOLVE A PROBLEM.
8. DELINEATE AND EVALUATE THE REASONING IN SEMINAL U.S. TEXTS, INCLUDING THE APPLICATION OF CONSTITUTIONAL PRINCIPLES AND USE OF LEGAL REASONING (E.G., IN U.S. SUPREME COURT MAJORITY OPINIONS AND DISSENTS) AND THE PREMISES, PURPOSES, AND ARGUMENTS IN WORKS OF PUBLIC ADVOCACY (E.G., THE FEDERALIST, PRESIDENTIAL ADDRESSES).
9. ANALYZE SEVENTEENTH-, EIGHTEENTH-, AND NINETEENTH-CENTURY FOUNDATIONAL U.S. DOCUMENTS OF HISTORICAL AND LITERARY SIGNIFICANCE (INCLUDING THE DECLARATION OF INDEPENDENCE, THE PREAMBLE TO THE CONSTITUTION, THE BILL OF RIGHTS, AND LINCOLN’S SECOND INAUGURAL ADDRESS) FOR THEIR THEMES, PURPOSES, AND RHETORICAL FEATURES.
10. BY THE END OF GRADE 11, READ AND COMPREHEND LITERARY NONFICTION IN THE GRADES 11–CCR TEXT COMPLEXITY BAND PROFICIENTLY, WITH SCAFFOLDING AS NEEDED AT THE HIGH END OF THE RANGE.

WRITING STANDARDS:

1. WRITE ARGUMENTS TO SUPPORT CLAIMS IN AN ANALYSIS OF SUBSTANTIVE TOPICS OR TEXTS, USING VALID REASONING AND RELEVANT AND SUFFICIENT EVIDENCE.
 - a. INTRODUCE PRECISE, KNOWLEDGEABLE CLAIM(S), ESTABLISH THE SIGNIFICANCE OF OPPOSING THE CLAIM(S), DISTINGUISH THE CLAIM(S) FROM ALTERNATE OR OPPOSING CLAIMS, AND CREATE AN ORGANIZATION THAT LOGICALLY SEQUENCES CLAIM(S), COUNTER- CLAIMS, REASONS, AND EVIDENCE.
 - b. DEVELOP CLAIM(S) AND COUNTERCLAIMS FAIRLY AND THOROUGHLY, SUPPLYING THE ANTICIPATES MOST RELEVANT EVIDENCE FOR EACH WHILE POINTING OUT THE STRENGTHS AND LIMITATIONS OF BOTH IN A MANNER THAT ANTICIPATES THE AUDIENCE’S KNOWLEDGE LEVEL, CONCERNS, VALUES, AND POSSIBLE BIASES.
 - c. USE WORDS, PHRASES, AND CLAUSES AS WELL AS VARIED SYNTAX TO LINK THE MAJOR COUNTER CLAIMS. SECTIONS OF THE TEXT, CREATE COHESION, AND CLARIFY THE RELATIONSHIPS BETWEEN CLAIM(S) AND REASONS, BETWEEN REASONS AND EVIDENCE, AND BETWEEN CLAIM(S) AND COUNTERCLAIMS.
 - d. ESTABLISH AND MAINTAIN A FORMAL STYLE AND OBJECTIVE TONE WHILE ATTENDING TO THE NORMS AND CONVENTIONS OF THE DISCIPLINE IN WHICH THEY ARE WRITING.

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- e. PROVIDE A CONCLUDING STATEMENT OR SECTION THAT FOLLOWS FROM AND SUPPORTS THE ARGUMENT PRESENTED.
 - f. USE SPECIFIC RHETORICAL DEVICES TO SUPPORT ASSERTIONS (E.G., APPEAL TO LOGIC THROUGH REASONING; APPEAL TO EMOTION OR ETHICAL BELIEF; RELATE A PERSONAL ANECDOTE, CASE STUDY, OR ANALOGY).
2. WRITE INFORMATIVE/EXPLANATORY TEXTS TO EXAMINE AND CONVEY COMPLEX IDEAS, CONCEPTS, AND INFORMATION CLEARLY AND ACCURATELY THROUGH THE EFFECTIVE SELECTION, ORGANIZATION, AND ANALYSIS OF CONTENT.
 - a. INTRODUCE A TOPIC OR THESIS STATEMENT; ORGANIZE COMPLEX IDEAS, CONCEPTS, AND INFORMATION SO THAT EACH NEW ELEMENT BUILDS ON THAT WHICH PRECEDES IT TO CREATE A UNIFIED WHOLE; INCLUDE FORMATTING (E.G., HEADINGS), GRAPHICS (E.G., FIGURES, TABLES), AND MULTIMEDIA WHEN USEFUL TO AIDING COMPREHENSION.
 - b. DEVELOP THE TOPIC THOROUGHLY BY SELECTING THE MOST SIGNIFICANT AND RELEVANT FACTS, EXTENDED DEFINITIONS, CONCRETE DETAILS, QUOTATIONS, OR OTHER INFORMATION AND EXAMPLES APPROPRIATE TO THE AUDIENCE'S KNOWLEDGE OF THE TOPIC.
 - c. USE APPROPRIATE AND VARIED TRANSITIONS AND SYNTAX TO LINK THE MAJOR SECTIONS OF THE TEXT, CREATE COHESION, AND CLARIFY THE RELATIONSHIPS AMONG COMPLEX IDEAS AND CONCEPTS.
 - d. USE PRECISE LANGUAGE, DOMAIN-SPECIFIC VOCABULARY, AND TECHNIQUES SUCH AS METAPHOR, SIMILE, AND ANALOGY TO MANAGE THE COMPLEXITY OF THE TOPIC.
 - e. ESTABLISH AND MAINTAIN A FORMAL STYLE AND OBJECTIVE TONE WHILE ATTENDING TO THE NORMS AND CONVENTIONS OF THE DISCIPLINE IN WHICH THEY ARE WRITING.
 - f. PROVIDE A CONCLUDING STATEMENT OR SECTION THAT FOLLOWS FROM AND SUPPORTS THE INFORMATION OR EXPLANATION PRESENTED (E.G., ARTICULATING IMPLICATIONS OR THE SIGNIFICANCE OF THE TOPIC).
3. WRITE NARRATIVES TO DEVELOP REAL OR IMAGINED EXPERIENCES OR EVENTS USING EFFECTIVE TECHNIQUE, WELL-CHOSEN DETAILS, AND WELL-STRUCTURED EVENT SEQUENCES.
 - a. ENGAGE AND ORIENT THE READER BY SETTING OUT A PROBLEM, SITUATION, OR OBSERVATION AND ITS SIGNIFICANCE, ESTABLISHING ONE OR MULTIPLE POINT(S) OF VIEW, AND INTRODUCING A NARRATOR AND/OR CHARACTERS; CREATE A SMOOTH PROGRESSION OF EXPERIENCES OR EVENTS.
 - b. USE NARRATIVE TECHNIQUES, SUCH AS DIALOGUE, PACING, DESCRIPTION, REFLECTION, AND MULTIPLE PLOT LINES, TO DEVELOP EXPERIENCES, EVENTS, AND/OR CHARACTERS.
 - c. USE A VARIETY OF TECHNIQUES TO SEQUENCE EVENTS SO THAT THEY BUILD ON ONE ANOTHER TO CREATE A COHERENT WHOLE AND BUILD TOWARD A PARTICULAR TONE AND OUTCOME (E.G., A SENSE OF MYSTERY, SUSPENSE, GROWTH, OR RESOLUTION).
 - d. USE PRECISE WORDS AND PHRASES, TELLING DETAILS, AND SENSORY LANGUAGE TO CONVEY A VIVID PICTURE OF THE EXPERIENCES, EVENTS, SETTING, AND/OR CHARACTERS.
 - e. PROVIDE A CONCLUSION THAT FOLLOWS FROM AND REFLECTS ON WHAT IS EXPERIENCED, OBSERVED, OR RESOLVED OVER THE COURSE OF THE NARRATIVE.
4. PRODUCE CLEAR AND COHERENT WRITING IN WHICH THE DEVELOPMENT, ORGANIZATION, AND STYLE ARE APPROPRIATE TO TASK, PURPOSE, AND AUDIENCE. (GRADE-SPECIFIC EXPECTATIONS FOR WRITING TYPES ARE DEFINED IN STANDARDS 1–3 ABOVE.)
5. DEVELOP AND STRENGTHEN WRITING AS NEEDED BY PLANNING, REVISING, EDITING, REWRITING, OR TRYING A NEW APPROACH, FOCUSING ON ADDRESSING WHAT IS MOST SIGNIFICANT FOR A SPECIFIC PURPOSE AND AUDIENCE. (EDITING FOR CONVENTIONS SHOULD DEMONSTRATE COMMAND OF LANGUAGE STANDARDS 1–3 UP TO AND INCLUDING GRADES 11–12.)
6. USE TECHNOLOGY, INCLUDING THE INTERNET, TO PRODUCE, PUBLISH, AND UPDATE INDIVIDUAL OR SHARED WRITING PRODUCTS IN RESPONSE TO ONGOING FEEDBACK, INCLUDING NEW ARGUMENTS OR INFORMATION.

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7. CONDUCT SHORT AS WELL AS MORE SUSTAINED RESEARCH PROJECTS TO ANSWER A QUESTION (INCLUDING A SELF-GENERATED QUESTION) OR SOLVE A PROBLEM; NARROW OR BROADEN THE INQUIRY WHEN APPROPRIATE; SYNTHESIZE MULTIPLE SOURCES ON THE SUBJECT, DEMONSTRATING UNDERSTANDING OF THE SUBJECT UNDER INVESTIGATION.
8. GATHER RELEVANT INFORMATION FROM MULTIPLE AUTHORITATIVE PRINT AND DIGITAL SOURCES, USING ADVANCED SEARCHES EFFECTIVELY; ASSESS THE STRENGTHS AND LIMITATIONS OF EACH SOURCE IN TERMS OF THE TASK, PURPOSE, AND AUDIENCE; INTEGRATE INFORMATION INTO THE TEXT SELECTIVELY TO MAINTAIN THE FLOW OF IDEAS, AVOIDING PLAGIARISM AND OVERRELIANCE ON ANY ONE SOURCE AND FOLLOWING A STANDARD FORMAT FOR CITATION INCLUDING FOOTNOTES AND ENDNOTES.
9. DRAW EVIDENCE FROM LITERARY OR INFORMATIONAL TEXTS TO SUPPORT ANALYSIS, REFLECTION, AND RESEARCH.
 - a. APPLY GRADES 11–12 READING STANDARDS TO LITERATURE (E.G., “DEMONSTRATE KNOWLEDGE OF EIGHTEENTH-, NINETEENTH- AND EARLY-TWENTIETH-CENTURY FOUNDATIONAL WORKS OF AMERICAN LITERATURE, INCLUDING HOW TWO OR MORE TEXTS FROM THE SAME PERIOD TREAT SIMILAR THEMES OR TOPICS”).
 - b. APPLY GRADES 11–12 READING STANDARDS TO LITERARY NONFICTION (E.G., “DELINEATE AND EVALUATE THE REASONING IN SEMINAL U.S. TEXTS, INCLUDING THE APPLICATION OF CONSTITUTIONAL PRINCIPLES AND USE OF LEGAL REASONING [E.G., IN U.S. SUPREME COURT CASE MAJORITY OPINIONS AND DISSENTS] AND THE PREMISES, PURPOSES, AND ARGUMENTS IN WORKS OF PUBLIC ADVOCACY [E.G., THE FEDERALIST, PRESIDENTIAL ADDRESSES]”).
10. WRITE ROUTINELY OVER EXTENDED TIME FRAMES (TIME FOR RESEARCH, REFLECTION, AND REVISION) AND SHORTER TIME FRAMES (A SINGLE SITTING OR A DAY OR TWO) FOR A RANGE OF TASKS, PURPOSES, AND AUDIENCES.

SPEAKING AND LISTENING STANDARDS:

1. INITIATE AND PARTICIPATE EFFECTIVELY IN A RANGE OF COLLABORATIVE DISCUSSIONS (ONE-ON- ONE, IN GROUPS, AND TEACHER-LED) WITH DIVERSE PARTNERS ON GRADES 11–12 TOPICS, TEXTS, AND ISSUES, BUILDING ON OTHERS’ IDEAS AND EXPRESSING THEIR OWN CLEARLY AND PERSUASIVELY.
 - a. COME TO DISCUSSIONS PREPARED, HAVING READ AND RESEARCHED MATERIAL UNDER STUDY; EXPLICITLY DRAW ON THAT PREPARATION BY REFERRING TO EVIDENCE FROM TEXTS AND OTHER RESEARCH ON THE TOPIC OR ISSUE TO STIMULATE A THOUGHTFUL, WELL-REASONED EXCHANGE OF IDEAS.
 - b. WORK WITH PEERS TO PROMOTE CIVIL, DEMOCRATIC DISCUSSIONS AND DECISION-MAKING, SET CLEAR GOALS AND DEADLINES, AND ESTABLISH INDIVIDUAL ROLES AS NEEDED.
 - c. PROPEL CONVERSATIONS BY POSING AND RESPONDING TO QUESTIONS THAT PROBE REASONING AND EVIDENCE; ENSURE A HEARING FOR A FULL RANGE OF POSITIONS ON A TOPIC OR ISSUE; CLARIFY, VERIFY, OR CHALLENGE IDEAS AND CONCLUSIONS; AND PROMOTE DIVERGENT AND CREATIVE PERSPECTIVES.
 - d. RESPOND THOUGHTFULLY TO DIVERSE PERSPECTIVES; SYNTHESIZE COMMENTS, CLAIMS, AND EVIDENCE MADE ON ALL SIDES OF AN ISSUE; RESOLVE CONTRADICTIONS WHEN POSSIBLE; AND DETERMINE WHAT ADDITIONAL INFORMATION OR RESEARCH IS REQUIRED TO DEEPEN THE INVESTIGATION OR COMPLETE THE TASK.
2. INTEGRATE MULTIPLE SOURCES OF INFORMATION PRESENTED IN DIVERSE FORMATS AND MEDIA (E.G., VISUALLY, QUANTITATIVELY, ORALLY) IN ORDER TO MAKE INFORMED DECISIONS AND SOLVE PROBLEMS, EVALUATING THE CREDIBILITY AND ACCURACY OF EACH SOURCE AND NOTING ANY DISCREPANCIES AMONG THE DATA.
3. EVALUATE A SPEAKER’S POINT OF VIEW, REASONING, AND USE OF EVIDENCE AND RHETORIC, ASSESSING THE STANCE, PREMISES, LINKS AMONG IDEAS, WORD CHOICE, POINTS OF EMPHASIS, AND TONE USED.
4. PRESENT INFORMATION, FINDINGS, AND SUPPORTING EVIDENCE (E.G., REFLECTIVE, HISTORICAL INVESTIGATION, RESPONSE TO LITERATURE PRESENTATIONS), CONVEYING A CLEAR AND DISTINCT PERSPECTIVE AND A LOGICAL ARGUMENT, SUCH THAT LISTENERS CAN FOLLOW THE LINE OF REASONING, ALTERNATIVE OR OPPOSING

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PERSPECTIVES ARE ADDRESSED, AND THE ORGANIZATION, DEVELOPMENT, SUBSTANCE, AND STYLE ARE APPROPRIATE TO PURPOSE, AUDIENCE, AND A RANGE OF FORMAL AND INFORMAL TASKS. USE APPROPRIATE EYE CONTACT, ADEQUATE VOLUME, AND CLEAR PRONUNCIATION.

- a. PLAN AND DELIVER A REFLECTIVE NARRATIVE THAT: EXPLORES THE SIGNIFICANCE OF A PERSONAL EXPERIENCE, EVENT, OR CONCERN; USES SENSORY LANGUAGE TO CONVEY A VIVID PICTURE; INCLUDES APPROPRIATE NARRATIVE TECHNIQUES (E.G., DIALOGUE, PACING, DESCRIPTION); AND DRAWS COMPARISONS BETWEEN THE SPECIFIC INCIDENT AND BROADER THEMES. (11TH OR 12TH GRADE).
 - b. PLAN AND PRESENT AN ARGUMENT THAT: SUPPORTS A PRECISE CLAIM; PROVIDES A LOGICAL SEQUENCE FOR CLAIMS, COUNTERCLAIMS, AND EVIDENCE; USES RHETORICAL DEVICES TO SUPPORT ASSERTIONS (E.G., ANALOGY, APPEAL TO LOGIC THROUGH REASONING, APPEAL TO EMOTION OR ETHICAL BELIEF); USES VARIED SYNTAX TO LINK MAJOR SECTIONS OF THE PRESENTATION TO CREATE COHESION AND CLARITY; AND PROVIDES A CONCLUDING STATEMENT THAT SUPPORTS THE ARGUMENT PRESENTED. (11TH OR 12TH GRADE).
5. MAKE STRATEGIC USE OF DIGITAL MEDIA (E.G., TEXTUAL, GRAPHICAL, AUDIO, VISUAL, AND INTERACTIVE ELEMENTS) IN PRESENTATIONS TO ENHANCE UNDERSTANDING OF FINDINGS, REASONING, AND EVIDENCE AND TO ADD INTEREST.
6. ADAPT SPEECH TO A VARIETY OF CONTEXTS AND TASKS, DEMONSTRATING A COMMAND OF FORMAL ENGLISH WHEN INDICATED OR APPROPRIATE. (SEE GRADES 11–12 LANGUAGE STANDARDS 1 AND 3 FOR SPECIFIC EXPECTATIONS.)

LANGUAGE STANDARDS:

1. DEMONSTRATE COMMAND OF THE CONVENTIONS OF STANDARD ENGLISH GRAMMAR AND USAGE WHEN WRITING OR SPEAKING.
 - a. APPLY THE UNDERSTANDING THAT USAGE IS A MATTER OF CONVENTION, CAN CHANGE OVER TIME, AND IS SOMETIMES CONTESTED.
 - b. RESOLVE ISSUES OF COMPLEX OR CONTESTED USAGE, CONSULTING REFERENCES (E.G., MERRIAM-WEBSTER'S DICTIONARY OF ENGLISH USAGE, GARNER'S MODERN AMERICAN USAGE) AS NEEDED.
2. DEMONSTRATE COMMAND OF THE CONVENTIONS OF STANDARD ENGLISH CAPITALIZATION, PUNCTUATION, AND SPELLING WHEN WRITING.
 - a. OBSERVE HYPHENATION CONVENTIONS.
 - b. SPELL CORRECTLY.
3. APPLY KNOWLEDGE OF LANGUAGE TO UNDERSTAND HOW LANGUAGE FUNCTIONS IN DIFFERENT CONTEXTS, TO MAKE EFFECTIVE CHOICES FOR MEANING OR STYLE, AND TO COMPREHEND MORE FULLY WHEN READING OR LISTENING.
 - a. VARY SYNTAX FOR EFFECT, CONSULTING REFERENCES (E.G., TUFTE'S ARTFUL SENTENCES) FOR GUIDANCE AS NEEDED; APPLY AN UNDERSTANDING OF SYNTAX TO THE STUDY OF COMPLEX TEXTS WHEN READING.
4. DETERMINE OR CLARIFY THE MEANING OF UNKNOWN AND MULTIPLE-MEANING WORDS AND PHRASES BASED ON GRADES 11–12 READING AND CONTENT, CHOOSING FLEXIBLY FROM A RANGE OF STRATEGIES.
 - a. USE CONTEXT (E.G., THE OVERALL MEANING OF A SENTENCE, PARAGRAPH, OR TEXT; A WORD'S POSITION OR FUNCTION IN A SENTENCE) AS A CLUE TO THE MEANING OF A WORD OR PHRASE.
 - b. IDENTIFY AND CORRECTLY USE PATTERNS OF WORD CHANGES THAT INDICATE DIFFERENT MEANINGS OR PARTS OF SPEECH (E.G., CONCEIVE, CONCEPTION, CONCEIVABLE). APPLY KNOWLEDGE OF GREEK, LATIN, AND ANGLO-SAXON ROOTS AND AFFIXES TO DRAW INFERENCES CONCERNING THE MEANING OF SCIENTIFIC AND MATHEMATICAL TERMINOLOGY.
 - c. CONSULT GENERAL AND SPECIALIZED REFERENCE MATERIALS (E.G., COLLEGE-LEVEL DICTIONARIES, RHYMING DICTIONARIES, BILINGUAL DICTIONARIES, GLOSSARIES, THESAURUSES), BOTH PRINT AND DIGITAL, TO FIND THE PRONUNCIATION OF A WORD OR DETERMINE OR CLARIFY ITS PRECISE MEANING, ITS PART OF SPEECH, ITS ETYMOLOGY, OR ITS STANDARD USAGE.

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- d. VERIFY THE PRELIMINARY DETERMINATION OF THE MEANING OF A WORD OR PHRASE (E.G., BY CHECKING THE INFERRED MEANING IN CONTEXT OR IN A DICTIONARY).
5. DEMONSTRATE UNDERSTANDING OF FIGURATIVE LANGUAGE, WORD RELATIONSHIPS, AND NUANCES IN WORD MEANINGS.
 - a. INTERPRET FIGURES OF SPEECH (E.G., HYPERBOLE, PARADOX) IN CONTEXT AND ANALYZE THEIR ROLE IN THE TEXT.
 - b. ANALYZE NUANCES IN THE MEANING OF WORDS WITH SIMILAR DENOTATIONS.
6. ACQUIRE AND USE ACCURATELY GENERAL ACADEMIC AND DOMAIN-SPECIFIC WORDS AND PHRASES, SUFFICIENT FOR READING, WRITING, SPEAKING, AND LISTENING AT THE COLLEGE AND CAREER READINESS LEVEL; DEMONSTRATE INDEPENDENCE IN GATHERING VOCABULARY KNOWLEDGE WHEN CONSIDERING A WORD OR PHRASE IMPORTANT TO COMPREHENSION OR EXPRESSION.

3. Key Assignments:

READING LITERATURE:

- STUDENTS WILL READ A VARIETY OF GENRES (NOVELS, SHORT STORIES, AND POETRY) THROUGHOUT THE YEAR.
- STUDENTS WILL ANALYZE THE IMPACT OF THE AUTHOR'S CHOICES IN THE DEVELOPMENT OF TEXT.
- STUDENTS WILL THE STRUCTURE OF TEXTS.
- STUDENTS WILL ANALYZE SATIRE, SARCASM, IRONY, OR UNDERSTATEMENT.
- STUDENTS WILL ANALYZE HOW TWO OR MORE TEXTS FROM THE SAME PERIODS TREAT SIMILAR TOPICS.

READING INFORMATIONAL TEXTS:

- STUDENTS WILL READ SEVERAL INFORMATIONAL TEXTS.
- STUDENTS WILL CITE TEXTUAL EVIDENCE THAT IS EXPLICIT OR INFERRED.
- STUDENTS WILL ANALYZE THE DEVELOPMENT OF TWO OR MORE CENTRAL IDEAS OF A TEXT.
- STUDENTS WILL ANALYZE AND EVALUATE THE EFFECTIVENESS OF THE STRUCTURE OF A TEXT.
- STUDENTS WILL ANALYZE HOW STYLE AND CONTENT CONTRIBUTE TO THE EFFECTIVENESS OF A TEXT.
- STUDENTS WILL ANALYZE FOUNDATIONAL U.S. DOCUMENTS OF HISTORICAL AND LITERARY SIGNIFICANCE FOR THEIR THEMES, PURPOSES, AND RHETORICAL FEATURES.

WRITING AND LANGUAGE:

- STUDENTS WILL WRITE ARGUMENTS TO SUPPORT CLAIMS IN AN ANALYSIS OF SUBSTANTIVE TOPICS OR TEXTS WHILE DEVELOPING THE CLAIM AND COUNTERCLAIM, MAINTAINING A FORMAL STYLE AND OBJECTIVE TONE, AND USING RHETORICAL DEVICES.
- STUDENTS WILL WRITE INFORMATIVE/EXPLANATORY TEXTS TO EXAMINE AND CONVEY COMPLEX IDEAS AND CONCEPTS BY DEVELOPING THE TOPIC, CLARIFYING RELATIONSHIPS AMONG IDEAS AND CONCEPTS, USING PRECISE LANGUAGE, AND MAINTAINING A FORMAL TONE AND OBJECTIVE STYLE.
- STUDENTS WILL WRITE NARRATIVES TO DEVELOP REAL OR IMAGINED EXPERIENCES OR EVENTS BY ENGAGING THE READER, USING NARRATIVE TECHNIQUES, USING A VARIETY OF TECHNIQUES TO SEQUENCE EVENTS, AND USING PRECISE WORDING.
- STUDENTS WILL DEVELOP AND STRENGTHEN THEIR WRITING PROCESS.
- STUDENTS WILL CONDUCT SHORT RESEARCH PROJECTS USING RELEVANT INFORMATION FROM MULTIPLE AUTHORITATIVE PRINT AND DIGITAL RESOURCES.

SPEAKING AND LISTENING

- STUDENTS WILL PARTICIPATE IN COLLABORATIVE GROUPS.
- STUDENTS WILL PRESENT INFORMATION TO SMALL GROUP AND TO THE CLASS.
- STUDENTS WILL STRATEGICALLY USE TECHNOLOGY IN THEIR PRESENTATIONS.
- STUDENTS WILL CONSIDER THE AUDIENCE WHEN PRESENTING INFORMATION.

4. Instructional Methods and/or Strategies:

- DIRECT INSTRUCTION

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- SMALL GROUP INSTRUCTION
- COLLABORATIVE GROUPS
- HOMEWORK

5. Assessment Including Methods and/or Tools:

THE EVALUATION OF STUDENT PROGRESS AND EVALUATION WILL BE BASED ON THE FOLLOWING CRITERIA OUTLINED IN BOARD POLICY:

- ASSESSMENTS: 60-75% OF THE FINAL GRADE
- ASSIGNMENTS AND CLASS DISCUSSIONS: 25-40% OF THE FINAL GRADE

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

Student Achievement • Safe Schools • Positive School Climate
Humility • Civility • Service

DATE: January 17, 2019

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

PREPARED BY: Grace Park, Ed.D., Associate Superintendent, Curriculum,
Instruction, Innovation, and Support
Julian Rodriguez, Ed.D., Director, Secondary Curriculum and
Instruction

SUBJECT: REVISION OF ENGLISH 12 CP COURSE

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BACKGROUND

The Chino Valley Unified School District routinely revises curriculum guides and develops new courses in accordance with State Content Standards, State Frameworks, and student need. Accordingly, the revision and development of curriculum guides are the results of a collaborative effort of teachers in the related academic areas. This item was presented to the Board of Education on December 13, 2018, for information.

English 12 CP is a yearlong English course designed for grade 12 students. This course emphasizes reading, writing, listening, and speaking and is aligned to the state adopted content standards for English/Language Arts and English Language Development. The course has been revised to reflect the most recent state adopted content standards.

This course was presented to the Curriculum Council and A.C.T. has been consulted.

Approval of this item supports the goals identified within the District's Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education approve the revision of the English 12 CP course.

FISCAL IMPACT

None.

NE:GP:JR:lar

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High School Course Description

A. CONTACTS	
1. School/District Information:	School/District: Chino Valley USD UNIFIED SCHOOL DISTRICT Street Address: 5130 Riverside Drive Phone: (909) 628-1201 Web Site: www.chino.k12.ca.us
2. Course Contact:	Teacher Contact: Office of Secondary Curriculum Position/Title: Director of Secondary Curriculum Site: District Office Phone: (909) 628-1201 X1630
B. COVER PAGE - COURSE ID	
1. Course Title:	English 12 CP
2. Transcript Title/Abbreviation:	English 12 CP
3. Transcript Course Code/Number:	5042
4. Seeking Honors Distinction:	No
5. Subject Area/Category:	English
6. Grade Level(s):	12
7. Unit Value:	5 credits per semester/10 credits total
8. Course Previously Approved by UC:	Meets the UC/CSU "b" English requirement
9. Classified as a Career Technical Education Course:	No
10. Modeled after an UC-approved course:	No
11. Repeatable for Credit:	No
12. Date of Board Approval:	August 10, 2000
13. Brief Course Description:	THROUGH AN INTEGRATED MODEL OF LITERACY, ENGLISH 12 CP IS A COURSE WITHIN A KINDERGARTEN THROUGH 12 SEQUENCE THAT WAS BUILT TO ENSURE THAT ALL STUDENTS ARE LITERATE AND COLLEGE AND CAREER READY NO LATER THAN THE END OF HIGH SCHOOL.
14. Prerequisites:	None
15. Context for Course:	THROUGH AN INTEGRATED MODEL OF LITERACY, ENGLISH 12 CP IS A COURSE WITHIN A KINDERGARTEN THROUGH 12 SEQUENCE THAT WAS BUILT TO ENSURE THAT ALL STUDENTS ARE LITERATE AND COLLEGE AND CAREER READY NO LATER THAN THE END OF HIGH SCHOOL.
16. History of Course Development:	This is an English course designed to meet the needs of the student working at or above grade level who plans to attend a college or university after high school. The emphasis is on the further development of writing ability in general, the development of analytical writing and the writing domains specified in the District Writing portfolio, abstract and critical thinking, further study of literary genres, an appreciation of literature, and an understanding of British literature and major British literary movements. Other things CONCEPTS covered include vocabulary development, listening and speaking skills, and further improvement in the student's library and research skill. The course is conducted at an accelerated level and is designed to prepare students for a college or university. The skills outlined in the district's Standards and Objectives for the twelfth grade level are necessary components to create communication literate students who will continue to thrive in post-high school education and the work force. THIS IS A YEARLONG ENGLISH COURSE DESIGNED FOR THE 12 TH GRADE STUDENT AND IS ALIGNED TO THE STATE ADOPTED CONTENT STANDARDS FOR ENGLISH/LANGUAGE ARTS AND ENGLISH LANGUAGE DEVELOPMENT.
17. Textbooks:	Prentice-Hall, Inc. (2002). Prentice Hall literature: Timeless voices, timeless themes. Upper Saddle River, NJ: Prentice Hall.
18. Supplemental Instructional Materials:	

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C. COURSE CONTENT

1. Course Purpose:

THE PURPOSE OF THIS YEARLONG COURSE IS TO ENHANCE 12TH GRADE STUDENTS' KNOWLEDGE OF CONCEPTS AND DEVICES BY WHICH VARIOUS TYPES OF WRITTEN LANGUAGE CARRY AND COMMUNICATE INFORMATION AND IDEAS. AFTER COMPLETING THE COURSE, STUDENTS WILL HAVE THE SKILLS NECESSARY FOR READING, EXAMINATION AND ANALYSIS, AND WRITING NEEDED TO WORK WITH A WIDE RANGE OF LITERARY, HISTORICAL, AND SCIENTIFIC TEXTS OVER THE COURSE OF COLLEGE, AND LIFE. STUDENTS ACCESS, USE, AND FORMALLY ATTRIBUTE A WIDE VARIETY OF PRINT AND ELECTRONIC SOURCES FOR INFORMAL AND FORMAL READING AND WRITING. STUDENTS ALSO LEARN HOW TO PRESENT THEIR WORK ACCORDING TO VARIOUS RESEARCH AND DOCUMENTATION GUIDELINES.

2. Course Outline:

Reading

~~Standard 1— Word Analysis, Fluency, and Systematic Vocabulary Development: Students apply their knowledge of word origins both to determine the meaning of new words encountered in reading materials and to use those words accurately.~~

~~Vocabulary and Concept Development~~

- ~~1.1. Objective: Trace the etymology of significant terms, including those used in the social sciences.~~
 - ~~1.1.1 Performance Indicator: Given a list of words from a text, students will research the origins of those words in a dictionary and then present their findings to the class.~~
 - ~~1.1.2 Performance Indicator: Given the history of the development of the English language, students will trace the changes of a word (e.g., hut to mansion) through its synonyms.~~
- ~~1.2 Objective: Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meanings of terms, including mathematical and scientific terms.~~
 - ~~1.2.1 Performance Indicator: Given a list of roots and affixes, students will infer the meaning of unfamiliar words.~~
 - ~~1.2.2 Performance Indicator: Given a list of roots and affixes, students will write a short paper, with each revision changing the affixes to key roots, and discuss how the changes affect the text.~~
- ~~1.3 Objective: Discern the meaning and relationship between pairs of words encountered in analogical statements or other word relationships (e.g., synonyms/antonyms, connotation/denotation, homonyms and other confusing word pairs).~~
 - ~~1.3.1 Performance Indicator: Given a list of word pairs, students will create another pair of words illustrating the same relationship.~~
 - ~~1.3.2 Performance Indicator: Given student drafts, students will collaboratively examine papers for correctly used word relationships.~~

~~Standard 2: Reading Comprehension (focus on informational materials): Students read and understand grade-level appropriate materials. They analyze the organization patterns, arguments, and positions advanced. The quality and complexity of the materials to be read by students are illustrated in Recommended Readings in Literature, Grades Nine Through Twelve (1990). In addition, by grade twelve, students read two million words annually on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information.~~

- ~~2.1 Objective: Analyze both the features and rhetorical devices of different types of expository writing (e.g., policy statements, speeches, debates, and platforms) and how authors use the features and devices.~~
 - ~~2.1.1 Performance Indicator: Given a newspaper editorial, commercial script, or magazine advertisement, students will identify rhetorical techniques specific to that type of writing and determine how the author uses those techniques.~~
 - ~~2.1.2. Performance Indicator: Given a sample of rhetorical techniques, students will write a brief composition utilized those same techniques.~~

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Comprehension and Analysis of Grade-Level-Appropriate Text

2.2 Objective: Analyze how the patterns of organization, hierarchical structures, repetition of key ideas, syntax, and diction in text affect clarity.

2.2.1 Performance Indicator: Given passages of similar thematic content, students will indicate the organizational patterns used and discuss how the various patterns impact meaning.

2.2.2 Performance Indicator: Given passages of similar thematic content, students will indicate the patterns of syntax and diction used and discuss how the various patterns impact meaning.

2.3 Objective: Verify and clarify facts presented in other types of nonfiction expository texts (e.g., essays, biographies, memoirs, consumers, workplaces, and public documents).

2.3.1 Performance Indicator: Given a text, students will summarize the main points.

2.3.2 Performance Indicator: Given a text, students will use outside materials to verify its accuracy.

2.4 Objective: Make warranted and reasonable assertions about significant patterns, motifs, and perspectives by using textual supports to defend and clarify interpretations.

2.4.1 Performance Indicator: Given a text, students will extract appropriate quotations and examples to support their assertions regarding significant elements.

2.4.2 Performance Indicator: Given a text, students will identify the points(s) of view and indicate the patterns and motifs employed to achieve that perspective.

2.5 Objective: Analyze an author's philosophical assumptions and beliefs about a subject.

2.5.1 Performance Indicator: Given a text, students will examine the author's world (cultural, geographical, biographical, etc.) and explain how it influences the writer.

2.5.2 Performance Indicator: Given Robert Browning's "My Last Duchess," students will list significant images that reveal the narrator's philosophical assumptions and beliefs that govern his behavior.

Expository Critique

2.6 Objective: Critique the power, validity, and truthfulness in the logic of arguments in public documents, the texts' appeal to audiences, both friendly and hostile, and the extent to which the works anticipate and address reader concerns and counterclaims.

2.6.1 Performance Indicator: Given a text such as the Magna Carta or a speech by Winston Churchill, students will recognize the logical content of arguments presented and assess its effectiveness.

2.6.2 Performance Indicator: Given a text, students will role-play possible dissenting and supportive responses to that text.

Standard 3: Literary Response and Analysis: Students read and respond to historically or culturally significant works of British or World Literature. They conduct in-depth analyses of recurrent patterns and themes. The quality and complexity of the materials to be read by students are illustrated in Recommended Readings in Literature, Grades Nine Through Twelve (1990).

Structural Features of Literature

3.1 Objective: Analyze structural characteristics of genres (e.g., poetry, drama, novel, short story, essay).

3.1.3 Performance Indicator: Given Shakespeare's *Macbeth*, students will analyze how the structural elements impact characterization.

3.1.2 Performance Indicator: Given the elements of sonnets, students will create an original sonnet in their own vernacular and maintain structural and metric integrity.

Narrative Analysis of Grade-Level-Appropriate Text

3.2 Objective: Analyze how the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claims.

3.2.1 Performance Indicator: Given a text, students will connect themes to issues in their own worlds.

3.2.2 Performance Indicator: Given a text, students will select meaningful and appropriate quotes to use in a debate of thematic issues.

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3.3 Objective: Analyze how irony, tone, mood, style, and “sound” of language are used to achieve specific rhetorical and/or aesthetic purposes.

3.3.1 Performance Indicator: Given a poem, students will identify the elements an author uses to establish tone.

3.3.2 Performance Indicator: Given a text containing irony, students will copy the text after removing the ironic elements and discuss how the changed text differs in meaning from the original.

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

3.4.1 Performance Indicator: Given a poem, students will analyze the evocative response figurative language elicits.

3.4.2 Performance Indicator: Given several poems, grouped students will formally present an analysis of their poem, paying special attention to specified poetic elements.

3.5 Objective: Analyze recognized works of British or world literature representing a variety of genres and traditions in order to:

(1) trace the development of British literature.

(2) compare and contrast the major periods, themes, styles, and trends, and/or describe how works by members of different cultures relate to one another in each period.

(3) evaluate the philosophical, political, religious, ethical and/or social influences that shaped characters, plots, and settings.

3.5.1 Performance Indicator: Given a literary period, students will create a time line focused on themes in works from British and world authors.

3.5.2 Performance Indicator: Given a literary period, students will collaboratively research specified areas of the period, present a panel discussion on their findings, and then connect that information to the literature of that age.

3.6 Objective: Analyze how authors have used archetypes drawn from myth and tradition in literature, film, political speeches, and/or religious writings (e.g., how the archetypes of banishment from an ideal world may be used to interpret Shakespeare’s tragedy Macbeth).

3.6.1 Performance Indicator: Given a text, students will identify the archetypes present and analyze their effect on the work.

3.6.2 Performance Indicator: Given a list of archetypes, students will create a skit incorporating various archetypes to parallel an epic hero’s journey.

3.7 Objective: Analyze recognized works of world literature from a variety of authors, in order to:

(1) contrast the major literary forms and techniques and characteristics of the major literary periods.

(2) relate literary works and authors to major themes and issues of their eras.

(3) evaluate the philosophical, political, religious, ethical, and/or social influences that shaped characters, plots, and settings.

3.7.1 Performance Indicator: Given two similarly themed literary selections from different time periods, students will compare and contrast the effect(s) of each time period on the presentation of the text’s theme.

3.7.2 Performance Indicator: Given a character from a literary selection, students will show how the character is influenced by the writer’s philosophical, political, religious, ethical, and/or social influences.

Literary Criticism

3.8 Objective: Analyze a selection of literary works from a variety of critical approaches.

3.8.1 Performance Indicator: Given a poem, students will examine it from an historical perspective.

3.8.2 Performance Indicator: Given a poem, students will deconstruct from the feministic perspective.

WRITING

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~~Standard 1: Writing Strategies: Students write coherent and focused texts that convey a well-defined perspective and tightly reasoned argument. Student writing demonstrates awareness of audience and purpose and use of the stages of the writing process, as needed.~~

~~1.1 Objective: Demonstrate understanding of the elements of discourse (e.g., purpose, speaker, audience, and form) when completing narrative expository, persuasive, informational, or descriptive writing assignments.~~

~~1.1.1 Performance Indicator: Given a topic, students will write two compositions, each addressing a different audience.~~

~~1.1.2 Performance Indicator: Given a topic, students will write an essay, demonstrating the appropriate elements of the essay form.~~

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

~~1.2.1 Performance Indicator: Given a topic, students will write a paper, utilizing a point of view specific to the topic.~~

~~1.2.2 Performance Indicator: Given a text, students will respond to the passage using that writer's style.~~

~~1.3 Objective: Structure ideas and arguments in a sustained, persuasive, and clear way and support them with precise and relevant examples.~~

~~1.3.1 Performance Indicator: Given a topic, students will write a paper, utilizing outside sources, which presents a position on a debatable issue.~~

~~1.3.2 Performance Indicator: Given a topic, students will write a paper utilizing relevant evidence and a sophisticated use of quotations.~~

~~1.4 Objective: Enhance meaning by employing a variety of rhetorical devices.~~

~~1.4.1 Performance Indicator: Given a topic, students will write a paper that incorporates several rhetorical devices.~~

~~1.4.2 Performance Indicator: Given a completed paper, students will critique the use of rhetorical devices.~~

~~1.5 Objective: Use language in natural, fresh, and vivid ways to create a specific tone.~~

~~1.5.1 Performance Indicator: Given examples of sentence patterns, students will refine, practice, and enhance those patterns in their writing.~~

~~1.5.2 Performance Indicator: Given examples of various writing styles, students will imitate and adapt those styles as a means of developing their own personal writing styles.~~

~~Research and Technology~~

~~1.6 Objective: Develop presentations that reflect the use of clear research questions and critical strategies (e.g., field studies, historiographies, ethnographies, interviews, experiments, and electronic sources).~~

~~1.6.1 Performance Indicator: Given Aldous Huxley's Brave New World, students will conduct field studies and interviews to determine contemporary adolescent concepts of utopias.~~

~~1.6.2 Performance Indicator: Given access to Internet sources, students will collect relevant materials and present a report.~~

~~1.7 Objective: Use systematic strategies to organize and record information.~~

~~1.7.1 Performance Indicator: Given a research topic, students will logically record information and sources using cards to prepare for a report/presentation.~~

~~1.7.2 Performance Indicator: Given a research topic, students will create an outline that organizes their research material.~~

~~1.7.3 Performance Indicator: Given a report, students will integrate databases, graphics, and/or spreadsheets into word-processed documents.~~

~~Revising and Evaluating Strategies~~

~~1.8 Objective: Revise writing to improve the style and sentence variety and enhance subtlety of meaning and tone in ways that are consistent with purpose, audience and genre.~~

~~1.8.1 Performance Indicator: Given a completed draft, students will engage in peer revision based on a rubric.~~

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1.8.2 Performance Indicator: Given a completed draft, students will conference with teachers for purposes of revision.

Standard 2: Writing Applications (genres and their characteristics): Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce text of at least 1,500 words, when appropriate. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Writing Standards 1.0.

2.1 Objective: Write responses to literature that:

- (1) narrate a sequence of events and communicate their significance to the audience.
- (2) analyze the use of imagery, language, universal themes and/or unique aspects of text.
- (3) support key ideas and viewpoints through accurate and detailed reference to the text and/or other works.
- (4) demonstrate an understanding of the author's use of stylistic devices and the effects created.
- (5) identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

2.1.1 Performance Indicator: Given a text, students will analyze characters from a work, utilizing accurate and appropriate textual support.

2.1.2 Performance Indicator: Given a poem, students will analyze an author's use of stylistic devices and the effects created.

2.1.3 Performance Indicator: Given a selection, students will write an essay about their connections to that piece of writing, using integrated quotes.

2.2 Objective: Write reflective compositions that:

- (1) explore the significance of personal experiences, events, conditions, or concerns using rhetorical strategies (e.g., narration, description, exposition).
- (2) draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life.
- (3) maintain a balance in describing individual incidents and relating those incidents to more general and abstract ideas.

2.2.1 Performance Indicator: Given a college application essay, students will revise their text for a strong, clear focus on the significance of their narrated event.

2.2.2 Performance Indicator: Using their own writing portfolio, students will write an essay reflecting on their changing writing skills.

2.3 Objective: Deliver multimedia presentations that:

- (1) combine text, images and/or sound, drawing information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CDROMs, Internet, computer media-generated images).
- (2) select an appropriate medium for each element of the presentation.
- (3) use selected media skillfully.
- (4) test audience response and revise the presentation accordingly.

2.3.1 Performance Indicator: Given a topic, students will work collaboratively to deliver presentations utilizing a variety of media sources.

2.3.2 Performance Indicator: Given feedback on a group presentation, students will revise in accordance with audience response.

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

Standard 1: Written and Oral English Language Conventions: Students write and speak with a command of Standard English conventions.

Manuscript Form

1.1 Objective: Demonstrate control of grammar, paragraph and sentence structure, diction, and usage.

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~~1.1.1 Performance Indicator: Given a topic, students will deliver a brief, formal speech, which demonstrates control of grammar, diction, and usage.~~

~~1.1.2 Performance Indicator: Given a topic, students will write a paper that demonstrates control of grammar, paragraph and sentence structure, diction, and usage.~~

~~1.2 Objective: Produce legible work that shows accurate spelling, correct use of the conventions of punctuation and capitalization, and reflects appropriate manuscript requirements in writing.~~

~~1.2.1 Performance Indicator: Given a specific topic, students will produce legible work that shows accurate spelling, correct use of the conventions of punctuation and capitalization, and reflects appropriate manuscript requirements in writing.~~

LISTENING AND SPEAKING

Standard 1: Listening and Speaking Strategies: Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. They incorporate gestures, tone, and vocabulary tailored to audience and purpose.

Comprehension

~~1.1 Objective: Recognize strategies used by media to inform, persuade, entertain, and transmit culture (e.g., advertising, perpetuation of stereotypes, use of visual representations, special effects, and language).~~

~~1.1.1 Performance Indicator: Given examples from the media, students will identify and discuss methods of persuasion and then critique the examples' effectiveness.~~

~~1.1.2 Performance Indicator: Given examples of persuasive techniques, such as Churchill's speeches, students will create their own presentations that demonstrate their understanding of propaganda.~~

~~1.2 Objective: Interpret and evaluate the various ways in which events are presented and how information is communicated by visual image makers (e.g., graphic artists, documentary filmmakers, illustrators, news photographers).~~

~~1.2.1 Performance Indicator: Given two film versions of a scene from Macbeth, students will compare how each director chose images to interpret the play.~~

~~1.2.2 Performance Indicator: Given an illustrated poem by William Blake, students will discuss how the image ties to and interprets the text.~~

Organization and Delivery of Oral Communication

~~1.3 Objective: Use rhetorical questions, parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and aesthetic effect.~~

~~1.3.1 Performance Indicator: Given Winston Churchill's "Speeches, May 19, 1940", students will analyze examples of parallel structure and imagery and then include such devices in an original speech.~~

~~1.3.2 Performance Indicator: Given several soliloquies from Shakespeare's Macbeth, students will analyze Macbeth's character traits and then recite a selected soliloquy as a reader's theater.~~

~~1.4 Objective: Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.~~

~~1.4.1 Performance Indicator: Given a speech or short essay, students will identify the tone and purpose and the appeal employed in creating both.~~

~~1.4.2 Performance Indicator: Given a specific topic and audience, students will deliver a speech employing appropriate appeals and justify their choices.~~

~~1.5 Objective: Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the text, and create skillful artistic staging.~~

~~1.5.1 Performance Indicator: Given a speech, students will practice with a peer who will critique the delivery based on a rubric.~~

~~1.5.2 Performance Indicator: Given student presentations, students will collaboratively suggest appropriate rehearsal strategies in order to improve each presentation's delivery and effectiveness.~~

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~~1.6 Objective: Use effective and interesting language, including informal usage for effect, standard English for clarity, and/or technical language for specificity.~~

~~1.6.1 Performance Indicator: Given a topic, students will create and deliver a speech employing standard English.~~

~~1.6.2 Performance Indicator: Given an informal or formal presentation, students will use vocabulary appropriate for a college preparatory student and avoid colloquialisms and slang.~~

~~1.7 Objective: Use research and analysis to justify strategies for gesture, movement, and vocalization, including dialect, pronunciation, and enunciation.~~

~~1.7.1 Performance Indicator: Given a speech or presentation and a rubric, students will critique a peer's performance.~~

~~1.7.2 Performance Indicator: Given a speech or presentation and a rubric, students will self-assess their performance and include their assessment as part of their portfolio evaluation.~~

~~1.8 Objective: Evaluate when to use different kinds of effects (e.g., visual, music, sound, graphics) to create effective productions.~~

~~1.8.1 Performance Indicator: Given a presentation and a rubric, students will include visual and sound effects and critique the use of such effects.~~

~~1.8.2 Performance Indicator: Given a literary era, students will use music and visual effects to present the philosophy behind the period.~~

Analysis and Evaluation of Oral and Media Communications

~~1.9 Objective: Critique a speaker's diction and syntax in relation to the purpose of an oral communication and the impact the words may have on the audience.~~

~~1.9.1 Performance Indicator: Given a standard rubric, students will critique a student speaker's effectiveness in terms of appropriate use of diction and syntax for purpose and audience.~~

~~1.9.2 Performance Indicator: Given a student speech, students will speculate about the message and tone and then compare their speculations with an explanation of the speaker's intent. Students will then discuss how connotation impacts meaning.~~

~~1.10 Objective: Analyze types of persuasive speeches and understand their use on patterns of organization, persuasive language, reasoning, and evidence.~~

~~1.10.1 Performance Indicator: Given Winston Churchill's "Speeches, May 19, 1940," students will analyze the persuasive elements and type of evidence present and connect their analyses to the text's meaning.~~

~~Standard 2: Speaking Applications (genres and their characteristics): Students deliver polished formal and extemporaneous presentations that combine traditional rhetorical strategies of narration, exposition, persuasion, and description. Student speaking demonstrates a command of standard English and the organization and delivery strategies outlined in Listening and Speaking Standards 1.0.~~

~~2.1 Objective: Deliver reflective presentations that:~~

~~(1) explore the significance of personal experiences, events, conditions, or concerns, using appropriate rhetorical strategies (e.g., narration, description, exposition, persuasion).~~

~~(2) draw comparison between the specific incident and broader themes that illustrate the speaker's beliefs or generalizations about life.~~

~~(3) maintain a balance between describing the incident and relating it to more general, abstract ideas.~~

~~2.1.1 Performance Indicator: Given a portfolio reflection, students will deliver to peers a brief speech about their growth as a writer, incorporating appropriate evidence and significance. The group will offer suggestions on how the speaker can continue to develop the skills reflected upon in the portfolio.~~

~~2.1.2 Performance Indicator: Given a topic, students will use appropriate rhetorical strategies in a reflective speech that incorporates an abstract idea about a specific literary work.~~

~~2.2 Objective: Deliver oral responses to literature that:~~

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- (1) demonstrate a comprehensive understanding of the significant ideas of works or passages and/or their relevance beyond the text.
- (2) analyze the use of imagery, language, universal themes, and unique aspects of text through the use of rhetorical strategies.
- (3) support key ideas and viewpoints through accurate and detailed references to the text or to other works.
- (4) demonstrate awareness of the author's use of stylistic devices and appreciation of the effects created.
- (5) identify and assess the impact of perceived ambiguities, nuances, and complexities within text.

2.2.1 Performance Indicator: Given a literary selection, students, in a class discussion, will deliver informal oral responses that demonstrate understanding of significant ideas and awareness of an author's techniques, and support key ideas through accurate and detailed references.

2.2.2 Performance Indicator: Given a literary selection, students will connect significant ideas to other works and/or their world and present those ideas to the class.

2.3 Objective: Deliver multimedia presentations that:

- (1) combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
- (2) select an appropriate medium for each element of the presentation.
- (3) use the selected media skillfully, editing appropriately and monitoring for quality.
- (4) test the audience's response and revise the presentation accordingly.

2.3.1 Performance Indicator: Given a literary period, students will present the underlying philosophy of that era using examples from literature and a combination of print and non-print media.

2.3.2 Performance Indicator: Given a rubric, students will critique a peer's multimedia presentation, and the peer will then revise his or her presentation accordingly.

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

2.4.1 Performance Indicator: Given a passage from British literature, students will practice and deliver a recitation in a manner that captures the author's or character's emotion and purpose.

READING STANDARDS FOR LITERATURE:

1. CITE STRONG AND THOROUGH TEXTUAL EVIDENCE TO SUPPORT ANALYSIS OF WHAT THE TEXT SAYS EXPLICITLY AS WELL AS INFERENCES DRAWN FROM THE TEXT, INCLUDING DETERMINING WHERE THE TEXT LEAVES MATTERS UNCERTAIN.
2. DETERMINE TWO OR MORE THEMES OR CENTRAL IDEAS OF A TEXT AND ANALYZE THEIR DEVELOPMENT OVER THE COURSE OF THE TEXT, INCLUDING HOW THEY INTERACT AND BUILD ON ONE ANOTHER TO PRODUCE A COMPLEX ACCOUNT; PROVIDE AN OBJECTIVE SUMMARY OF THE TEXT.
3. ANALYZE THE IMPACT OF THE AUTHOR'S CHOICES REGARDING HOW TO DEVELOP AND RELATE ELEMENTS OF A STORY OR DRAMA (E.G., WHERE A STORY IS SET, HOW THE ACTION IS ORDERED, HOW THE CHARACTERS/ARCHETYPES ARE INTRODUCED AND DEVELOPED).
4. DETERMINE THE MEANING OF WORDS AND PHRASES AS THEY ARE USED IN THE TEXT, INCLUDING FIGURATIVE AND CONNOTATIVE MEANINGS; ANALYZE THE IMPACT OF SPECIFIC WORD CHOICES ON MEANING AND TONE, INCLUDING WORDS WITH MULTIPLE MEANINGS OR LANGUAGE THAT IS PARTICULARLY FRESH, ENGAGING, OR BEAUTIFUL. (INCLUDE SHAKESPEARE AS WELL AS OTHER AUTHORS.) (SEE GRADE 11–12 LANGUAGE STANDARDS 4–6 FOR ADDITIONAL EXPECTATIONS.)
5. ANALYZE HOW AN AUTHOR'S CHOICES CONCERNING HOW TO STRUCTURE SPECIFIC PARTS OF A TEXT (E.G., THE CHOICE OF WHERE TO BEGIN OR END A STORY, THE CHOICE TO PROVIDE A COMEDIC OR TRAGIC RESOLUTION) CONTRIBUTE TO ITS OVERALL STRUCTURE AND MEANING AS WELL AS ITS AESTHETIC IMPACT.

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6. ANALYZE A CASE IN WHICH GRASPING POINT OF VIEW REQUIRES DISTINGUISHING WHAT IS DIRECTLY STATED IN A TEXT FROM WHAT IS REALLY MEANT (E.G., SATIRE, SARCASM, IRONY, OR UNDERSTATEMENT).
7. ANALYZE MULTIPLE INTERPRETATIONS OF A STORY, DRAMA, OR POEM (E.G., RECORDED OR LIVE PRODUCTION OF A PLAY OR RECORDED NOVEL OR POETRY), EVALUATING HOW EACH VERSION INTERPRETS THE SOURCE TEXT. (INCLUDE AT LEAST ONE PLAY BY SHAKESPEARE AND ONE PLAY BY AN AMERICAN DRAMATIST.)
8. (NOT APPLICABLE TO LITERATURE)
9. DEMONSTRATE KNOWLEDGE OF EIGHTEENTH-, NINETEENTH- AND EARLY-TWENTIETH CENTURY FOUNDATIONAL WORKS OF AMERICAN LITERATURE, INCLUDING HOW TWO OR MORE TEXTS FROM THE SAME PERIOD TREAT SIMILAR THEMES OR TOPICS.
10. BY THE END OF GRADE 12, READ AND COMPREHEND LITERATURE, INCLUDING STORIES, DRAMAS, AND POEMS, AT THE HIGH END OF THE GRADES 11–CCR TEXT COMPLEXITY BAND INDEPENDENTLY AND PROFICIENTLY.

READING STANDARDS FOR INFORMATIONAL TEXT:

1. CITE STRONG AND THOROUGH TEXTUAL EVIDENCE TO SUPPORT ANALYSIS OF WHAT THE TEXT SAYS EXPLICITLY AS WELL AS INFERENCES DRAWN FROM THE TEXT, INCLUDING DETERMINING WHERE THE TEXT LEAVES MATTERS UNCERTAIN.
2. DETERMINE TWO OR MORE CENTRAL IDEAS OF A TEXT AND ANALYZE THEIR DEVELOPMENT OVER THE COURSE OF THE TEXT, INCLUDING HOW THEY INTERACT AND BUILD ON ONE ANOTHER TO PROVIDE A COMPLEX ANALYSIS; PROVIDE AN OBJECTIVE SUMMARY OF THE TEXT.
3. ANALYZE A COMPLEX SET OF IDEAS OR SEQUENCE OF EVENTS AND EXPLAIN HOW SPECIFIC INDIVIDUALS, IDEAS, OR EVENTS INTERACT AND DEVELOP OVER THE COURSE OF THE TEXT.
4. DETERMINE THE MEANING OF WORDS AND PHRASES AS THEY ARE USED IN A TEXT, INCLUDING FIGURATIVE, CONNOTATIVE, AND TECHNICAL MEANINGS; ANALYZE HOW AN AUTHOR USES AND REFINES THE MEANING OF A KEY TERM OR TERMS OVER THE COURSE OF A TEXT (E.G., HOW MADISON DEFINES FACTION IN FEDERALIST NO. 10). (SEE GRADE 11–12 LANGUAGE STANDARDS 4–6 FOR ADDITIONAL EXPECTATIONS.)
5. ANALYZE AND EVALUATE THE EFFECTIVENESS OF THE STRUCTURE AN AUTHOR USES IN HIS OR HER EXPOSITION OR ARGUMENT, INCLUDING WHETHER THE STRUCTURE MAKES POINTS CLEAR, CONVINCING, AND ENGAGING. ANALYZE THE USE OF TEXT FEATURES (E.G., GRAPHICS, HEADERS, CAPTIONS) IN PUBLIC DOCUMENTS.
6. DETERMINE AN AUTHOR’S POINT OF VIEW OR PURPOSE IN A TEXT IN WHICH THE RHETORIC IS PARTICULARLY EFFECTIVE, ANALYZING HOW STYLE AND CONTENT CONTRIBUTE TO THE POWER, PERSUASIVENESS, OR BEAUTY OF THE TEXT.
7. INTEGRATE AND EVALUATE MULTIPLE SOURCES OF INFORMATION PRESENTED IN DIFFERENT MEDIA OR FORMATS (E.G., VISUALLY, QUANTITATIVELY) AS WELL AS IN WORDS IN ORDER TO ADDRESS A QUESTION OR SOLVE A PROBLEM.
8. DELINEATE AND EVALUATE THE REASONING IN SEMINAL U.S. TEXTS, INCLUDING THE APPLICATION OF CONSTITUTIONAL PRINCIPLES AND USE OF LEGAL REASONING (E.G., IN U.S. SUPREME COURT MAJORITY OPINIONS AND DISSENTS) AND THE PREMISES, PURPOSES, AND ARGUMENTS IN WORKS OF PUBLIC ADVOCACY (E.G., THE FEDERALIST, PRESIDENTIAL ADDRESSES).
9. ANALYZE SEVENTEENTH-, EIGHTEENTH-, AND NINETEENTH-CENTURY FOUNDATIONAL U.S. DOCUMENTS OF HISTORICAL AND LITERARY SIGNIFICANCE (INCLUDING THE DECLARATION OF INDEPENDENCE, THE PREAMBLE TO THE CONSTITUTION, THE BILL OF RIGHTS, AND LINCOLN’S SECOND INAUGURAL ADDRESS) FOR THEIR THEMES, PURPOSES, AND RHETORICAL FEATURES.
10. BY THE END OF GRADE 12, READ AND COMPREHEND LITERARY NONFICTION AT THE HIGH END OF THE GRADES 11–CCR TEXT COMPLEXITY BAND INDEPENDENTLY AND PROFICIENTLY.

WRITING STANDARDS:

1. WRITE ARGUMENTS TO SUPPORT CLAIMS IN AN ANALYSIS OF SUBSTANTIVE TOPICS OR TEXTS, USING VALID REASONING AND RELEVANT AND SUFFICIENT EVIDENCE.

Chino Valley Unified School District

High School Course Description

- a. INTRODUCE PRECISE, KNOWLEDGEABLE CLAIM(S), ESTABLISH THE SIGNIFICANCE OF OPPOSING THE CLAIM(S), DISTINGUISH THE CLAIM(S) FROM ALTERNATE OR OPPOSING CLAIMS, AND CREATE AN ORGANIZATION THAT LOGICALLY SEQUENCES CLAIM(S), COUNTER- CLAIMS, REASONS, AND EVIDENCE.
 - b. DEVELOP CLAIM(S) AND COUNTERCLAIMS FAIRLY AND THOROUGHLY, SUPPLYING THE ANTICIPATES MOST RELEVANT EVIDENCE FOR EACH WHILE POINTING OUT THE STRENGTHS AND LIMITATIONS OF BOTH IN A MANNER THAT ANTICIPATES THE AUDIENCE’S KNOWLEDGE LEVEL, CONCERNS, VALUES, AND POSSIBLE BIASES.
 - c. USE WORDS, PHRASES, AND CLAUSES AS WELL AS VARIED SYNTAX TO LINK THE MAJOR COUNTER CLAIMS. SECTIONS OF THE TEXT, CREATE COHESION, AND CLARIFY THE RELATIONSHIPS BETWEEN CLAIM(S) AND REASONS, BETWEEN REASONS AND EVIDENCE, AND BETWEEN CLAIM(S) AND COUNTERCLAIMS.
 - d. ESTABLISH AND MAINTAIN A FORMAL STYLE AND OBJECTIVE TONE WHILE ATTENDING TO THE NORMS AND CONVENTIONS OF THE DISCIPLINE IN WHICH THEY ARE WRITING.
 - e. PROVIDE A CONCLUDING STATEMENT OR SECTION THAT FOLLOWS FROM AND SUPPORTS THE ARGUMENT PRESENTED.
 - f. USE SPECIFIC RHETORICAL DEVICES TO SUPPORT ASSERTIONS (E.G., APPEAL TO LOGIC THROUGH REASONING; APPEAL TO EMOTION OR ETHICAL BELIEF; RELATE A PERSONAL ANECDOTE, CASE STUDY, OR ANALOGY).
2. WRITE INFORMATIVE/EXPLANATORY TEXTS TO EXAMINE AND CONVEY COMPLEX IDEAS, CONCEPTS, AND INFORMATION CLEARLY AND ACCURATELY THROUGH THE EFFECTIVE SELECTION, ORGANIZATION, AND ANALYSIS OF CONTENT.
- a. INTRODUCE A TOPIC OR THESIS STATEMENT; ORGANIZE COMPLEX IDEAS, CONCEPTS, AND INFORMATION SO THAT EACH NEW ELEMENT BUILDS ON THAT WHICH PRECEDES IT TO CREATE A UNIFIED WHOLE; INCLUDE FORMATTING (E.G., HEADINGS), GRAPHICS (E.G., FIGURES, TABLES), AND MULTIMEDIA WHEN USEFUL TO AIDING COMPREHENSION.
 - b. DEVELOP THE TOPIC THOROUGHLY BY SELECTING THE MOST SIGNIFICANT AND RELEVANT FACTS, EXTENDED DEFINITIONS, CONCRETE DETAILS, QUOTATIONS, OR OTHER INFORMATION AND EXAMPLES APPROPRIATE TO THE AUDIENCE’S KNOWLEDGE OF THE TOPIC.
 - c. USE APPROPRIATE AND VARIED TRANSITIONS AND SYNTAX TO LINK THE MAJOR SECTIONS OF THE TEXT, CREATE COHESION, AND CLARIFY THE RELATIONSHIPS AMONG COMPLEX IDEAS AND CONCEPTS.
 - d. USE PRECISE LANGUAGE, DOMAIN-SPECIFIC VOCABULARY, AND TECHNIQUES SUCH AS METAPHOR, SIMILE, AND ANALOGY TO MANAGE THE COMPLEXITY OF THE TOPIC.
 - e. ESTABLISH AND MAINTAIN A FORMAL STYLE AND OBJECTIVE TONE WHILE ATTENDING TO THE NORMS AND CONVENTIONS OF THE DISCIPLINE IN WHICH THEY ARE WRITING.
 - f. PROVIDE A CONCLUDING STATEMENT OR SECTION THAT FOLLOWS FROM AND SUPPORTS THE INFORMATION OR EXPLANATION PRESENTED (E.G., ARTICULATING IMPLICATIONS OR THE SIGNIFICANCE OF THE TOPIC).
3. WRITE NARRATIVES TO DEVELOP REAL OR IMAGINED EXPERIENCES OR EVENTS USING EFFECTIVE TECHNIQUE, WELL-CHOSEN DETAILS, AND WELL-STRUCTURED EVENT SEQUENCES.
- a. ENGAGE AND ORIENT THE READER BY SETTING OUT A PROBLEM, SITUATION, OR OBSERVATION AND ITS SIGNIFICANCE, ESTABLISHING ONE OR MULTIPLE POINT(S) OF VIEW, AND INTRODUCING A NARRATOR AND/OR CHARACTERS; CREATE A SMOOTH PROGRESSION OF EXPERIENCES OR EVENTS.
 - b. USE NARRATIVE TECHNIQUES, SUCH AS DIALOGUE, PACING, DESCRIPTION, REFLECTION, AND MULTIPLE PLOT LINES, TO DEVELOP EXPERIENCES, EVENTS, AND/OR CHARACTERS.
 - c. USE A VARIETY OF TECHNIQUES TO SEQUENCE EVENTS SO THAT THEY BUILD ON ONE ANOTHER TO CREATE A COHERENT WHOLE AND BUILD TOWARD A PARTICULAR TONE AND OUTCOME (E.G., A SENSE OF MYSTERY, SUSPENSE, GROWTH, OR RESOLUTION).
 - d. USE PRECISE WORDS AND PHRASES, TELLING DETAILS, AND SENSORY LANGUAGE TO CONVEY A VIVID PICTURE OF THE EXPERIENCES, EVENTS, SETTING, AND/OR CHARACTERS.

Chino Valley Unified School District

High School Course Description

- e. PROVIDE A CONCLUSION THAT FOLLOWS FROM AND REFLECTS ON WHAT IS EXPERIENCED, OBSERVED, OR RESOLVED OVER THE COURSE OF THE NARRATIVE.
4. PRODUCE CLEAR AND COHERENT WRITING IN WHICH THE DEVELOPMENT, ORGANIZATION, AND STYLE ARE APPROPRIATE TO TASK, PURPOSE, AND AUDIENCE. (GRADE-SPECIFIC EXPECTATIONS FOR WRITING TYPES ARE DEFINED IN STANDARDS 1–3 ABOVE.)
5. DEVELOP AND STRENGTHEN WRITING AS NEEDED BY PLANNING, REVISING, EDITING, REWRITING, OR TRYING A NEW APPROACH, FOCUSING ON ADDRESSING WHAT IS MOST SIGNIFICANT FOR A SPECIFIC PURPOSE AND AUDIENCE. (EDITING FOR CONVENTIONS SHOULD DEMONSTRATE COMMAND OF LANGUAGE STANDARDS 1–3 UP TO AND INCLUDING GRADES 11–12.)
6. USE TECHNOLOGY, INCLUDING THE INTERNET, TO PRODUCE, PUBLISH, AND UPDATE INDIVIDUAL OR SHARED WRITING PRODUCTS IN RESPONSE TO ONGOING FEEDBACK, INCLUDING NEW ARGUMENTS OR INFORMATION.
7. CONDUCT SHORT AS WELL AS MORE SUSTAINED RESEARCH PROJECTS TO ANSWER A QUESTION (INCLUDING A SELF-GENERATED QUESTION) OR SOLVE A PROBLEM; NARROW OR BROADEN THE INQUIRY WHEN APPROPRIATE; SYNTHESIZE MULTIPLE SOURCES ON THE SUBJECT, DEMONSTRATING UNDERSTANDING OF THE SUBJECT UNDER INVESTIGATION.
8. GATHER RELEVANT INFORMATION FROM MULTIPLE AUTHORITATIVE PRINT AND DIGITAL SOURCES, USING ADVANCED SEARCHES EFFECTIVELY; ASSESS THE STRENGTHS AND LIMITATIONS OF EACH SOURCE IN TERMS OF THE TASK, PURPOSE, AND AUDIENCE; INTEGRATE INFORMATION INTO THE TEXT SELECTIVELY TO MAINTAIN THE FLOW OF IDEAS, AVOIDING PLAGIARISM AND OVERRELIANCE ON ANY ONE SOURCE AND FOLLOWING A STANDARD FORMAT FOR CITATION INCLUDING FOOTNOTES AND ENDNOTES.
9. DRAW EVIDENCE FROM LITERARY OR INFORMATIONAL TEXTS TO SUPPORT ANALYSIS, REFLECTION, AND RESEARCH.
 - a. APPLY GRADES 11–12 READING STANDARDS TO LITERATURE (E.G., “DEMONSTRATE KNOWLEDGE OF EIGHTEENTH-, NINETEENTH- AND EARLY-TWENTIETH-CENTURY FOUNDATIONAL WORKS OF AMERICAN LITERATURE, INCLUDING HOW TWO OR MORE TEXTS FROM THE SAME PERIOD TREAT SIMILAR THEMES OR TOPICS”).
 - b. APPLY GRADES 11–12 READING STANDARDS TO LITERARY NONFICTION (E.G., “DELINEATE AND EVALUATE THE REASONING IN SEMINAL U.S. TEXTS, INCLUDING THE APPLICATION OF CONSTITUTIONAL PRINCIPLES AND USE OF LEGAL REASONING [E.G., IN U.S. SUPREME COURT CASE MAJORITY OPINIONS AND DISSENTS] AND THE PREMISES, PURPOSES, AND ARGUMENTS IN WORKS OF PUBLIC ADVOCACY [E.G., THE FEDERALIST, PRESIDENTIAL ADDRESSES]”).
10. WRITE ROUTINELY OVER EXTENDED TIME FRAMES (TIME FOR RESEARCH, REFLECTION, AND REVISION) AND SHORTER TIME FRAMES (A SINGLE SITTING OR A DAY OR TWO) FOR A RANGE OF TASKS, PURPOSES, AND AUDIENCES.

SPEAKING AND LISTENING STANDARDS:

1. INITIATE AND PARTICIPATE EFFECTIVELY IN A RANGE OF COLLABORATIVE DISCUSSIONS (ONE-ON- ONE, IN GROUPS, AND TEACHER-LED) WITH DIVERSE PARTNERS ON GRADES 11–12 TOPICS, TEXTS, AND ISSUES, BUILDING ON OTHERS’ IDEAS AND EXPRESSING THEIR OWN CLEARLY AND PERSUASIVELY.
 - a. COME TO DISCUSSIONS PREPARED, HAVING READ AND RESEARCHED MATERIAL UNDER STUDY; EXPLICITLY DRAW ON THAT PREPARATION BY REFERRING TO EVIDENCE FROM TEXTS AND OTHER RESEARCH ON THE TOPIC OR ISSUE TO STIMULATE A THOUGHTFUL, WELL-REASONED EXCHANGE OF IDEAS.
 - b. WORK WITH PEERS TO PROMOTE CIVIL, DEMOCRATIC DISCUSSIONS AND DECISION-MAKING, SET CLEAR GOALS AND DEADLINES, AND ESTABLISH INDIVIDUAL ROLES AS NEEDED.
 - c. PROPEL CONVERSATIONS BY POSING AND RESPONDING TO QUESTIONS THAT PROBE REASONING AND EVIDENCE; ENSURE A HEARING FOR A FULL RANGE OF POSITIONS ON A TOPIC OR ISSUE; CLARIFY, VERIFY, OR CHALLENGE IDEAS AND CONCLUSIONS; AND PROMOTE DIVERGENT AND CREATIVE PERSPECTIVES.

Chino Valley Unified School District

High School Course Description

- d. RESPOND THOUGHTFULLY TO DIVERSE PERSPECTIVES; SYNTHESIZE COMMENTS, CLAIMS, AND EVIDENCE MADE ON ALL SIDES OF AN ISSUE; RESOLVE CONTRADICTIONS WHEN POSSIBLE; AND DETERMINE WHAT ADDITIONAL INFORMATION OR RESEARCH IS REQUIRED TO DEEPEN THE INVESTIGATION OR COMPLETE THE TASK.
2. INTEGRATE MULTIPLE SOURCES OF INFORMATION PRESENTED IN DIVERSE FORMATS AND MEDIA (E.G., VISUALLY, QUANTITATIVELY, ORALLY) IN ORDER TO MAKE INFORMED DECISIONS AND SOLVE PROBLEMS, EVALUATING THE CREDIBILITY AND ACCURACY OF EACH SOURCE AND NOTING ANY DISCREPANCIES AMONG THE DATA.
3. EVALUATE A SPEAKER'S POINT OF VIEW, REASONING, AND USE OF EVIDENCE AND RHETORIC, ASSESSING THE STANCE, PREMISES, LINKS AMONG IDEAS, WORD CHOICE, POINTS OF EMPHASIS, AND TONE USED.
4. PRESENT INFORMATION, FINDINGS, AND SUPPORTING EVIDENCE (E.G., REFLECTIVE, HISTORICAL INVESTIGATION, RESPONSE TO LITERATURE PRESENTATIONS), CONVEYING A CLEAR AND DISTINCT PERSPECTIVE AND A LOGICAL ARGUMENT, SUCH THAT LISTENERS CAN FOLLOW THE LINE OF REASONING, ALTERNATIVE OR OPPOSING PERSPECTIVES ARE ADDRESSED, AND THE ORGANIZATION, DEVELOPMENT, SUBSTANCE, AND STYLE ARE APPROPRIATE TO PURPOSE, AUDIENCE, AND A RANGE OF FORMAL AND INFORMAL TASKS. USE APPROPRIATE EYE CONTACT, ADEQUATE VOLUME, AND CLEAR PRONUNCIATION.
 - a. PLAN AND DELIVER A REFLECTIVE NARRATIVE THAT: EXPLORES THE SIGNIFICANCE OF A PERSONAL EXPERIENCE, EVENT, OR CONCERN; USES SENSORY LANGUAGE TO CONVEY A VIVID PICTURE; INCLUDES APPROPRIATE NARRATIVE TECHNIQUES (E.G., DIALOGUE, PACING, DESCRIPTION); AND DRAWS COMPARISONS BETWEEN THE SPECIFIC INCIDENT AND BROADER THEMES. (11TH OR 12TH GRADE).
 - b. PLAN AND PRESENT AN ARGUMENT THAT: SUPPORTS A PRECISE CLAIM; PROVIDES A LOGICAL SEQUENCE FOR CLAIMS, COUNTERCLAIMS, AND EVIDENCE; USES RHETORICAL DEVICES TO SUPPORT ASSERTIONS (E.G., ANALOGY, APPEAL TO LOGIC THROUGH REASONING, APPEAL TO EMOTION OR ETHICAL BELIEF); USES VARIED SYNTAX TO LINK MAJOR SECTIONS OF THE PRESENTATION TO CREATE COHESION AND CLARITY; AND PROVIDES A CONCLUDING STATEMENT THAT SUPPORTS THE ARGUMENT PRESENTED. (11TH OR 12TH GRADE).
5. MAKE STRATEGIC USE OF DIGITAL MEDIA (E.G., TEXTUAL, GRAPHICAL, AUDIO, VISUAL, AND INTERACTIVE ELEMENTS) IN PRESENTATIONS TO ENHANCE UNDERSTANDING OF FINDINGS, REASONING, AND EVIDENCE AND TO ADD INTEREST.
6. ADAPT SPEECH TO A VARIETY OF CONTEXTS AND TASKS, DEMONSTRATING A COMMAND OF FORMAL ENGLISH WHEN INDICATED OR APPROPRIATE. (SEE GRADES 11–12 LANGUAGE STANDARDS 1 AND 3 FOR SPECIFIC EXPECTATIONS.)

LANGUAGE STANDARDS:

1. DEMONSTRATE COMMAND OF THE CONVENTIONS OF STANDARD ENGLISH GRAMMAR AND USAGE WHEN WRITING OR SPEAKING.
 - a. APPLY THE UNDERSTANDING THAT USAGE IS A MATTER OF CONVENTION, CAN CHANGE OVER TIME, AND IS SOMETIMES CONTESTED.
 - b. RESOLVE ISSUES OF COMPLEX OR CONTESTED USAGE, CONSULTING REFERENCES (E.G., MERRIAM-WEBSTER'S DICTIONARY OF ENGLISH USAGE, GARNER'S MODERN AMERICAN USAGE) AS NEEDED.
2. DEMONSTRATE COMMAND OF THE CONVENTIONS OF STANDARD ENGLISH CAPITALIZATION, PUNCTUATION, AND SPELLING WHEN WRITING.
 - a. OBSERVE HYPHENATION CONVENTIONS.
 - b. SPELL CORRECTLY.
3. APPLY KNOWLEDGE OF LANGUAGE TO UNDERSTAND HOW LANGUAGE FUNCTIONS IN DIFFERENT CONTEXTS, TO MAKE EFFECTIVE CHOICES FOR MEANING OR STYLE, AND TO COMPREHEND MORE FULLY WHEN READING OR LISTENING.
 - a. VARY SYNTAX FOR EFFECT, CONSULTING REFERENCES (E.G., TUFTE'S ARTFUL SENTENCES) FOR GUIDANCE AS NEEDED; APPLY AN UNDERSTANDING OF SYNTAX TO THE STUDY OF COMPLEX TEXTS WHEN READING.

Chino Valley Unified School District

High School Course Description

4. DETERMINE OR CLARIFY THE MEANING OF UNKNOWN AND MULTIPLE-MEANING WORDS AND PHRASES BASED ON GRADES 11–12 READING AND CONTENT, CHOOSING FLEXIBLY FROM A RANGE OF STRATEGIES.
 - a. USE CONTEXT (E.G., THE OVERALL MEANING OF A SENTENCE, PARAGRAPH, OR TEXT; A WORD'S POSITION OR FUNCTION IN A SENTENCE) AS A CLUE TO THE MEANING OF A WORD OR PHRASE.
 - b. IDENTIFY AND CORRECTLY USE PATTERNS OF WORD CHANGES THAT INDICATE DIFFERENT MEANINGS OR PARTS OF SPEECH (E.G., CONCEIVE, CONCEPTION, CONCEIVABLE). APPLY KNOWLEDGE OF GREEK, LATIN, AND ANGLO-SAXON ROOTS AND AFFIXES TO DRAW INFERENCES CONCERNING THE MEANING OF SCIENTIFIC AND MATHEMATICAL TERMINOLOGY.
 - c. CONSULT GENERAL AND SPECIALIZED REFERENCE MATERIALS (E.G., COLLEGE-LEVEL DICTIONARIES, RHYMING DICTIONARIES, BILINGUAL DICTIONARIES, GLOSSARIES, THESAURUSES), BOTH PRINT AND DIGITAL, TO FIND THE PRONUNCIATION OF A WORD OR DETERMINE OR CLARIFY ITS PRECISE MEANING, ITS PART OF SPEECH, ITS ETYMOLOGY, OR ITS STANDARD USAGE.
 - d. VERIFY THE PRELIMINARY DETERMINATION OF THE MEANING OF A WORD OR PHRASE (E.G., BY CHECKING THE INFERRED MEANING IN CONTEXT OR IN A DICTIONARY).
5. DEMONSTRATE UNDERSTANDING OF FIGURATIVE LANGUAGE, WORD RELATIONSHIPS, AND NUANCES IN WORD MEANINGS.
 - a. INTERPRET FIGURES OF SPEECH (E.G., HYPERBOLE, PARADOX) IN CONTEXT AND ANALYZE THEIR ROLE IN THE TEXT.
 - b. ANALYZE NUANCES IN THE MEANING OF WORDS WITH SIMILAR DENOTATIONS.
6. ACQUIRE AND USE ACCURATELY GENERAL ACADEMIC AND DOMAIN-SPECIFIC WORDS AND PHRASES, SUFFICIENT FOR READING, WRITING, SPEAKING, AND LISTENING AT THE COLLEGE AND CAREER READINESS LEVEL; DEMONSTRATE INDEPENDENCE IN GATHERING VOCABULARY KNOWLEDGE WHEN CONSIDERING A WORD OR PHRASE IMPORTANT TO COMPREHENSION OR EXPRESSION.

3. Key Assignments:

READING LITERATURE:

- STUDENTS WILL READ A VARIETY OF GENRES (NOVELS, SHORT STORIES, AND POETRY) THROUGHOUT THE YEAR.
- STUDENTS WILL ANALYZE THE IMPACT OF THE AUTHOR'S CHOICES IN THE DEVELOPMENT OF TEXT.
- STUDENTS WILL THE STRUCTURE OF TEXTS.
- STUDENTS WILL ANALYZE SATIRE, SARCASM, IRONY, OR UNDERSTATEMENT.
- STUDENTS WILL ANALYZE HOW TWO OR MORE TEXTS FROM THE SAME PERIODS TREAT SIMILAR TOPICS.

READING INFORMATIONAL TEXTS:

- STUDENTS WILL READ SEVERAL INFORMATIONAL TEXTS.
- STUDENTS WILL CITE TEXTUAL EVIDENCE THAT IS EXPLICIT OR INFERRED.
- STUDENTS WILL ANALYZE THE DEVELOPMENT OF TWO OR MORE CENTRAL IDEAS OF A TEXT.
- STUDENTS WILL ANALYZE AND EVALUATE THE EFFECTIVENESS OF THE STRUCTURE OF A TEXT.
- STUDENTS WILL ANALYZE HOW STYLE AND CONTENT CONTRIBUTE TO THE EFFECTIVENESS OF A TEXT.
- STUDENTS WILL ANALYZE FOUNDATIONAL U.S. DOCUMENTS OF HISTORICAL AND LITERARY SIGNIFICANCE FOR THEIR THEMES, PURPOSES, AND RHETORICAL FEATURES.

WRITING AND LANGUAGE:

- STUDENTS WILL WRITE ARGUMENTS TO SUPPORT CLAIMS IN AN ANALYSIS OF SUBSTANTIVE TOPICS OR TEXTS WHILE DEVELOPING THE CLAIM AND COUNTERCLAIM, MAINTAINING A FORMAL STYLE AND OBJECTIVE TONE, AND USING RHETORICAL DEVICES.
- STUDENTS WILL WRITE INFORMATIVE/EXPLANATORY TEXTS TO EXAMINE AND CONVEY COMPLEX IDEAS AND CONCEPTS BY DEVELOPING THE TOPIC, CLARIFYING RELATIONSHIPS AMONG IDEAS AND CONCEPTS, USING PRECISE LANGUAGE, AND MAINTAINING A FORMAL TONE AND OBJECTIVE STYLE.

Chino Valley Unified School District

High School Course Description

- STUDENTS WILL WRITE NARRATIVES TO DEVELOP REAL OR IMAGINED EXPERIENCES OR EVENTS BY ENGAGING THE READER, USING NARRATIVE TECHNIQUES, USING A VARIETY OF TECHNIQUES TO SEQUENCE EVENTS, AND USING PRECISE WORDING.
- STUDENTS WILL DEVELOP AND STRENGTHEN THEIR WRITING PROCESS.
- STUDENTS WILL CONDUCT SHORT RESEARCH PROJECTS USING RELEVANT INFORMATION FROM MULTIPLE AUTHORITATIVE PRINT AND DIGITAL RESOURCES.

SPEAKING AND LISTENING:

- STUDENTS WILL PARTICIPATE IN COLLABORATIVE GROUPS.
- STUDENTS WILL PRESENT INFORMATION TO SMALL GROUP AND TO THE CLASS.
- STUDENTS WILL STRATEGICALLY USE TECHNOLOGY IN THEIR PRESENTATIONS.

STUDENTS WILL CONSIDER THE AUDIENCE WHEN PRESENTING INFORMATION.

4. Instructional Methods and/or Strategies:

- DIRECT INSTRUCTION
- SMALL GROUP INSTRUCTION
- COLLABORATIVE GROUPS
- HOMEWORK

5. Assessment Including Methods and/or Tools:

The evaluation of student progress and evaluation will be based on the following criteria outlined in Board Policy:

- Assessments: 60-75% of the final grade
- Assignments and class discussions: 25-40% of the final grade

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

Student Achievement • Safe Schools • Positive School Climate
Humility • Civility • Service

DATE: January 17, 2019

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

PREPARED BY: Gregory J. Stachura, Assistant Superintendent, Facilities, Planning, and Operations
Anna G. Hamilton, Director, Purchasing

SUBJECT: PURCHASE ORDER REGISTER

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BACKGROUND

Board Policy 3310 Business and Noninstructional Operations – Purchasing requires approval/ratification of purchase orders by the Board of Education. A purchase order is a legal contract between a district and vendor, containing a description of each item listed and/or a statement to the effect that supplies, equipment or services furnished herewith shall be in accordance with specifications and conditions.

Purchase orders represent a commitment of funds. No item on this register will be processed unless within budgeted funds. The actual payment for the services or materials is made with a warrant (check) and reported on the warrant register report.

Approval of this item supports the goals identified within the District’s Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education approve/ratify the purchase order register, provided under separate cover.

FISCAL IMPACT

\$12,608,387.17 to all District funding sources.

NE:GJS:AGH:pw

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

Student Achievement • Safe Schools • Positive School Climate
Humility • Civility • Service

DATE: January 17, 2019
TO: Members, Board of Education
FROM: Norm Enfield, Ed.D., Superintendent
PREPARED BY: Gregory J. Stachura, Assistant Superintendent, Facilities, Planning, and Operations
Anna G. Hamilton, Director, Purchasing
SUBJECT: AGREEMENTS FOR CONTRACTOR/CONSULTANT SERVICES

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BACKGROUND

All contracts between the District and outside agencies shall conform to standards required by law and shall be prepared under the direction of the Superintendent or designee. To be valid or to constitute an enforceable obligation against the District, all contracts must be approved and/or ratified by the Board of Education.

Approval of this item supports the goals identified within the District's Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education approve/ratify the Agreements for Contractor/Consultant Services.

FISCAL IMPACT

As indicated.

NE:GJS:AGH:pw

SUPERINTENDENT	FISCAL IMPACT
S-1819-010 Joel Shapiro. To provide governance workshops. Submitted by: Superintendent Duration of Agreement: January 18, 2019 - June 30, 2019	Contract amount: \$10,000.00 Funding source: General Fund

BUSINESS SERVICES	FISCAL IMPACT
B-1819-016 Visual Edge, Inc. dba ImageSource. To provide Print Management System (PMS) upgrade. Submitted by: Printing, Graphics, and Mail Services Duration of Agreement: February 1, 2019 - June 30, 2019	Contract amount: \$20,000.00 Funding source: General Fund

CURRICULUM, INSTRUCTION, INNOVATION, AND SUPPORT	FISCAL IMPACT
CIIS-1819-152 Aeries Software. To provide professional development for master scheduling 2019/2020. Submitted by: Technology Duration of Agreement: January 18, 2019 - June 30, 2019	Contract amount: \$3,600.00 Funding source: General Fund
CIIS-1819-153 DigiCert, Inc. To provide District server Secure Sockets Layer (SSL) certificates renewal. Submitted by: Technology Duration of Agreement: October 24, 2018 - November 25, 2020	Contract amount: \$1,100.00 Funding source: LCAP
CIIS-1819-154 EMT Associates, Inc. To provide Brief Intervention training. Submitted by: Health Services Duration of Agreement: January 18, 2019 - June 30, 2019	Contract amount: \$3,500.00 Funding source: TUPE Grant
CIIS-1819-155 Vista Higher Learning. To provide 6-year AP Spanish test prep license renewal. Submitted by: Media Center Duration of Agreement: January 18, 2019 - January 17, 2025	Contract amount: \$23,000.00 Funding source: General Fund
CIIS-1819-156 SHI. To provide Adobe Acrobat Pro licensing. Submitted by: Alternative Education Center Duration of Agreement: January 18, 2019 - January 18, 2020	Contract amount: \$454.50 Funding source: General Fund

FACILITIES, PLANNING, AND OPERATIONS	FISCAL IMPACT
F-1819-051 U.S. CAD Holdings, LLC dba US CAD. To provide software and support for editing, managing, mark-up, and design of blue prints and project documents. Submitted by: Maintenance, Operations, and Construction Duration of Agreement: January 18, 2019 - January 17, 2020	Contract amount: Per rate sheet Funding source: Deferred Maintenance Fund 14 Building Fund 21 Capital Facilities Fund 25
F-1819-052 Tesla Inc. To provide photovoltaic conduit relocation at Chino HS. Submitted by: Maintenance, Operations, and Construction Duration of Agreement: January 2, 2019 - February 28, 2019	Contract amount: \$74,744.00 Funding source: Building Fund 21

SAN BERNARDINO COUNTY SUPERINTENDENT OF SCHOOLS	FISCAL IMPACT
SBCSS 18/19-0218 San Bernardino County Superintendent of Schools. CVUSD to provide one classroom for students with disabilities at Woodcrest JHS. Submitted by: Facilities, Planning, and Operations Duration of Agreement: July 1, 2018 - June 30, 2019	Contract amount: None Funding source: None

SAN BERNARDINO COUNTY SUPERINTENDENT OF SCHOOLS	FISCAL IMPACT
<p>SBCSS 18/19-0744 San Bernardino County Superintendent of Schools. To provide Cultivating Innovation in STEM Schools (CISS). Submitted by: Curriculum, Instruction, Innovation, and Support Duration of Agreement: October 22, 2018 - March 1, 2019</p>	<p>Contract amount: \$15,000.00</p> <p>Funding source: Reimbursement to Dickey ES, Hidden Trails ES, and Wickman ES School Site Budgets.</p>

MASTER CONTRACTS	FISCAL IMPACT
<p>MC-1819-055 Jensen Piano Services. To provide piano tuning services. Submitted by: Alternative Education Center Duration of Agreement: January 19, 2019 - June 30, 2021</p>	<p>Contract amount: Per rate sheet</p> <p>Funding source: School Site Budget</p>

APPROVED CONTRACTS TO BE AMENDED	AMENDMENT
<p>CIIS-1718-039 AVID Center. To provide AVID Path to Schoolwide Training: History/Social Science through high engagement strategies. Submitted by: Secondary Curriculum Duration of Agreement: January 18, 2019 - June 30, 2018 Original Agreement Board Approved: June 29, 2017</p>	<p>Increase contract amount from \$32,800.00 to \$34,400.00 for additional teacher attendees. Extend contract thru June 30, 2019</p> <p>Funding Source: College Readiness</p>
<p>CIIS-1718-124 Rob Wiltsey Creative Partners, LLC. To provide professional video and video services. Submitted by: Communications Duration of Agreement: March 1, 2018 - December 2, 2018 Original Agreement Board Approved: March 1, 2018</p>	<p>Increase contract amount from \$15,000.00 to \$40,000.00 for additional video and video services. Extend contract thru June 30, 2019</p> <p>Funding Source: Various</p>
<p>CIIS-1718-133-2 International Academy of Science. To provide Acellus web-based learning. Submitted by: Alternative Education Center Duration of Agreement: January 1, 2018 - June 30, 2019 Original Agreement Board Approved: April 19, 2018</p>	<p>Increase contract amount from \$36,800.00 to \$38,800.00 for additional student licenses.</p> <p>Funding Source: School Site Budget</p>
<p>CIIS-1819-023-2 Solution Tree, Inc. To provide professional development. Submitted by: Secondary Curriculum Duration of Agreement: July 1, 2018 - June 30, 2019 Original Agreement Board Approved: June 14, 2018</p>	<p>Increase contract amount from \$198,100.00 to \$204,600.00 for additional training</p> <p>Funding Source: Title II</p>
<p>F-1718-014-1 Colbi Technologies. To provide Account-Ability and Quality Bidders annual license/service renewal. Submitted by: Purchasing Duration of Agreement: December 15, 2017- December 31, 2018 Original Agreement Board Approved: December 14, 2017</p>	<p>Renew contract: January 1, 2019 - December 31, 2019</p> <p>Contract renewal: \$86,750.00</p> <p>Funding Source: Building Fund 21</p>
<p>RFP 17-18-10 Herff Jones. To provide yearbook services to Ayala HS and Chino Hills HS. Submitted by: Purchasing Duration of Agreement: July 1, 2018 - June 30, 2019 Original Agreement Board Approved: May 17, 2018</p>	<p>Extend contract through 2019/2020 for Ayala HS and Chino Hills HS as per contract.</p> <p>Funding Source: ASB/USB/PFA/PTA/Boosters</p>

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

Student Achievement • Safe Schools • Positive School Climate
Humility • Civility • Service

DATE: January 17, 2019
TO: Members, Board of Education
FROM: Norm Enfield, Ed.D., Superintendent
PREPARED BY: Gregory J. Stachura, Assistant Superintendent, Facilities, Planning, and Operations
SUBJECT: SURPLUS/OBSOLETE PROPERTY

=====

BACKGROUND

The Board of Education recognizes that the District may own personal property which is unusable, obsolete, or no longer needed by the District. The Superintendent or designee shall arrange for the sale or disposal of District personal property in accordance with Board policy and the requirements of Education Code 17545.

Lists of surplus items are emailed to the Facilities/Planning Department to be placed on an upcoming Board agenda. After Board approval, items may be picked up by District warehouse or a liquidation company for public auction. Proceeds of the sale are deposited into the General Fund.

Approval of this item supports the goals identified within the District's Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education declare the District property surplus/obsolete and authorize staff to sell/dispose of said property.

FISCAL IMPACT

Increase to the General Fund from proceeds of sale.

NE:GJS:pw

**CHINO VALLEY UNIFIED SCHOOL DISTRICT
SURPLUS/OBSOLETE PROPERTY**

January 17, 2019

<u>DESCRIPTION</u>	<u>MAKE/MODEL</u>	<u>I.D./SERIAL</u>	<u>DEPT/SITE</u>
Monitors (3)	View Sonic		Butterfield Ranch ES
Monitor (1)	iMac	15623	Butterfield Ranch ES
TV	Zenith		Butterfield Ranch ES
Hard Drive	Apple	22565	Butterfield Ranch ES
Computer	iMac	11159	Butterfield Ranch ES
Computer	Dell	26422	Oak Ridge ES
Projector	Kodak	A18263	Oak Ridge ES
Monitor	IBM	36584	Oak Ridge ES
Radio/CD/Cassette	Califone	BL50035	Oak Ridge ES
Electronic Calculator	Canon	2102933	Oak Ridge ES
Document Camera	Elmo	24595	Oak Ridge ES
Cassette Player	Sharp	880320513	Oak Ridge ES
DVD/CD Player	Sylvania	U3456930	Oak Ridge ES
Portable Radios (8)	Kenwood	KSC-30	Oak Ridge ES
Radio/CD/Cassette	Califone	KD25036	Oak Ridge ES
Radio/CD/Cassette	Califone	CE 02952	Oak Ridge ES
Projector	ELKI	A20023	Oak Ridge ES
Radio/CD/Cassette		BL50023	Oak Ridge ES
Projector	Dukane	1454894	Oak Ridge ES
Radio/CD/Cassette		EL63906	Oak Ridge ES
Radio/CD/Cassette		EL62626	Oak Ridge ES
Radio/CD/Cassette		CL52830	Oak Ridge ES
Projector	Dukane	A19825	Oak Ridge ES
Projector	ELKI	A198823	Oak Ridge ES
Computer	Dell	44943	Oak Ridge ES
Computer	Dell	45118	Oak Ridge ES
File Cabinets (2)			Oak Ridge ES
Student Desks (12)			Oak Ridge ES
TV	Phillips	37849	Oak Ridge ES
Table (4ft.)			Oak Ridge ES
Computer	Dell	45111	Rhodes ES
Computer	Dell	45108	Rhodes ES
Tower	Dell Optiplex	3YJ30F1	Rhodes ES
Tower	Dell Optiplex	BYJ30F1	Rhodes ES
Printers (2)	HP		Canyon Hills JHS
Monitors (13)	Dell		Canyon Hills JHS
Computers (11)	Dell		Canyon Hills JHS
Computer	Optiplex	40652	Buena Vista HS
Printer	Xerox	VDW813345	Buena Vista HS

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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DATE: January 17, 2019

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

PREPARED BY: Gregory J. Stachura, Assistant Superintendent, Facilities, Planning, and Operations
Anna G. Hamilton, Director, Purchasing

SUBJECT: RESOLUTION 2018/2019-25, AUTHORIZATION TO UTILIZE A PIGGYBACK CONTRACT

=====

BACKGROUND

Public Contract Code (PCC) 20111 requires school district governing boards to competitively bid and award any contracts involving an expenditure of more than \$86,000.00 to the lowest responsible bidder.

Notwithstanding PCC 20111, PCC 20118 and Administrative Regulation 3311 state that without advertising for bids and upon a determination that it is in the best interest of the District, the Board may authorize District staff by contract, lease, requisition, or purchase order of another public corporation or agency, to lease data-processing equipment, or to purchase materials, supplies, equipment, automotive vehicles, tractors and other personal property for the District in the manner that the other public corporation or agency is authorized to make the leases or purchases from a vendor (piggyback).

Alternatively, if there is an existing contract between a public corporation or agency and a vendor for the lease or purchase of personal property, the District may authorize the lease or purchase of personal property directly to the vendor under the same terms that are available to the public corporation or agency under the contract.

Staff requests approval of the following resolution to provide authorization for the District to participate by piggyback in contract as itemized below:

Resolution	Contract	Contractor	Description	Term
2018/2019-25	State of California Multiple Awards Schedule (CMAS) 4-18-71-0154B	Hertz Furniture Systems LLC	Furniture-Classroom, Chairs, Stacking Chairs, Computer Worktables, Drafting Stools, Seating, Stools, Study Carrel, Tables, and Work Stations	4/20/2018-6/13/2022

Approval of this item supports the goals identified within the District's Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education adopt Resolution 2018/2019-25, authorization to utilize a piggyback contract.

FISCAL IMPACT

Unknown.

NE:GJS:AGH:pw

**Chino Valley Unified School District
Resolution 2018/2019-25
Authorization to Utilize the California Multiple Awards Schedule (CMAS)
Contract 4-18-71-0154B
With Hertz Furniture Systems LLC
to Purchase Furniture – Classroom, Chairs, Stacking Chairs,
Computer Worktables, Drafting Stools, Seating, Stools, Study Carrel, Tables, and
Work Stations
Through the Piggyback Contract**

WHEREAS, the Board of Education (Board) of the Chino Valley Unified School District (District) has determined that a true and very real need exists to procure furniture-classroom, chairs, stacking chairs, computer worktables, drafting stools, seating stools, study carrel, tables, and work stations for the District;

WHEREAS, CMAS currently has a piggyback contract, Contract 4-18-71-0154B, in accordance with Public Contract Code 20118 with Hertz Furniture Systems LLC that contains the materials, supplies, equipment and/or other personal property the District currently requires;

WHEREAS, the board of education of a school district, without advertising for bids, if the board has determined it to be in the best interests of the district, may authorize by contract, lease, requisition, or purchase order of any public corporation or agency, including any county, city, town, or district, to lease data-processing equipment, purchase materials, supplies, equipment, automotive vehicles, tractors, and other personal property for the district in the manner in which the public corporation or agency is authorized by law to make the leases or purchases from a vendor;

WHEREAS, the board of education of a school district is required to make a determination that a purchase and/or lease through a public corporation or agency is in the best interests of the district to take advantage of this exception; and

WHEREAS, the Board has determined that it is in the best interest of the District to authorize the purchase of furniture - classroom, chairs, stacking chairs, computer worktables, drafting stools, seating stools, study carrel, tables, and work stations through the piggyback contract procured by the CMAS Contract 4-18-71-0154B.

NOW, THEREFORE, BE IT RESOLVED the Board hereby finds, determines, and declares as follows:

Section 1. Determination re: Recitals. All of the recitals set forth above are true and correct.

Section 2. Determination re: Purchase through Other Public Agency. Pursuant to Public Contract Code 20118, that authorizing the purchase of furniture - classroom, chairs, stacking chairs, computer worktables, drafting stools, seating stools, study carrel, tables, and work stations through the piggyback contract originally procured by the CMAS Contract 4-18-71-0154B is in the best interests of the District because there is volume pricing that can be used to reduce the District's overall price.

Section 3. Authorization. The Board hereby authorizes the acquisition of furniture - classroom, chairs, stacking chairs, computer worktables, drafting stools, seating stools, study carrel, tables, and work stations in accordance with Public Contract Code 20118 through the piggyback contract originally procured by the CMAS Contract 4-18-71-0154B.

Section 4. Other Actions. The Superintendent or his designee are each hereby authorized and directed, jointly and severally, to do any and all things and to execute and deliver any and all documents which they may deem necessary or advisable in order to consummate the purchase, sale, and lease, and otherwise to carry out, give effect to and comply with the terms and intent of this Resolution, and that any and all such prior actions by the District's Superintendent, or his designee, are hereby ratified by the Board.

Section 5. Effective Date. This resolution shall be effective as of April 20, 2018, for the term ending June 13, 2022.

APPROVED, PASSED, AND ADOPTED by the Board of Education of the Chino Valley Unified School District this 17th day of January 2019 by the following vote:

Blair	_____
Cruz	_____
Gagnier	_____
Na	_____
Schaffer	_____

I, Norm Enfield, Ed.D., Secretary of the Chino Valley Unified School District Board of Education, do hereby certify that the foregoing is a full, true, and correct copy of the Resolution passed and adopted by said Board at a regularly scheduled and conducted meeting held on said date, which Resolution is on file in the office of said Board.

Norm Enfield, Ed.D., Superintendent
Secretary, Board of Education

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

Student Achievement • Safe Schools • Positive School Climate
Humility • Civility • Service

DATE: January 17, 2019

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

PREPARED BY: Gregory J. Stachura, Assistant Superintendent, Facilities, Planning, and Operations

SUBJECT: NOTICE OF COMPLETION FOR CUPCCAA PROJECT

=====

BACKGROUND

On May 9, 2013, the Board of Education adopted Resolution 2012/2013-71, Adoption of California Uniform Public Construction Cost Accounting Act (CUPCCAA). Per Public Contract Code 22030, the adoption of CUPCCAA allows the use of alternate bidding procedures for projects under \$175,000.00, while still ensuring the District receives the lowest pricing possible from responsible vendors and contractors. Utilizing CUPCCAA, the District has completed the project listed below.

CUPCCAA Project	Project Description	Contractor	Original Quotation	Change Order	Total	Funding Source
CC2018-29	District Transportation Building HVAC Installation	Carver Air Conditioning	\$33,265.00	N/A	\$33,265.00	25

Documentation indicating satisfactory completion and compliance with specifications has been obtained from: Mia Sedillo, Director, Transportation; Alex Rivera, Supervisor, Maintenance; and Martin Silveira, Director, Maintenance, Operations, and Construction.

Staff recommends approval of the Notice of Completion for this project.

Approval of this item supports the goals identified within the District’s Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education approve the Notice of Completion for CUPCCAA Project.

FISCAL IMPACT

\$33,265.00 to RDA Fund 25.

NE:GJS:pw

CHINO VALLEY UNIFIED SCHOOL DISTRICT
Our Motto:
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DATE: January 17, 2019

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

PREPARED BY: Gregory J. Stachura Assistant Superintendent, Facilities, Planning, and Operations
 Anna G. Hamilton, Director, Purchasing

SUBJECT: CHANGE ORDER AND NOTICE OF COMPLETION FOR BID 17-18-14F, DON LUGO HS NEW SINGLE PLY ROOFING INSTALLATION

=====

BACKGROUND

On May 17, 2018, the Board of Education awarded Bid 17-18-14F, Don Lugo HS New Single Ply Roofing to Best Contracting Services, Inc. During the course of the project, modifications to the original list of supplies was made due to unforeseen conditions, revisions, or amended project scope. The following change order has been reviewed and recommended for approval by District staff.

Change Order	Contractor	Amount
1	Best Contracting Services, Inc.	(\$75,000.00)
	Bid Amount:	\$477,945.00
	Revised Total Project Amount:	\$402,945.00

The change order results in a net decrease of \$75,000.00 to the project cost and no change in contract time. The revised total project cost, including all change orders, is \$402,945.00. Approval of the change order allows for compensation to the contractor for the additional supplies as described. All contracted work was completed on October 9, 2018.

Documentation indicating satisfactory completion and compliance with specification and requirements has been obtained from the following individuals: school site administrator; James Costa, Construction Coordinator; and Martin Silveira, Director, Maintenance, Operations, and Construction.

Staff recommends the approval of the Notice of Completion for this bid.

Approval of this item supports the goals identified within the District's Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education approve the change order and Notice of Completion for Bid 17-18-14F, Don Lugo HS New Single Ply Roofing Installation.

FISCAL IMPACT

(\$75,000.00) to Deferred Maintenance Fund 14.

NE:GJS:AGH:pw



CHINO VALLEY UNIFIED SCHOOL DISTRICT

Maintenance, Operations & Construction Department
5130 Riverside Drive
Chino, CA 91710
Telephone: 909.628.1201 x1450 FAX: 909.590.1639

RECEIVED
CVUSD
FACILITIES/PLANNING
2018 NOV -6 PM 3:16

C H A N G E O R D E R # 0 1

DATE:

PROJECT / BID #: Don Lugo HS New Single Ply Roofing Installation / 17-18-14F

DSA APPLICATION #: N/A

DSA FILE #: N/A

OWNER: Chino Valley Unified School District

ARCHITECT/ENGINEER: N/A

CONTRACTOR: Best Contracting Services, Inc.

THE CONTRACTOR IS HEREBY AUTHORIZED TO DO THE FOLLOWING

Item 1: Credit for Unused Allowance Amount \$75,000.00
Requested by: Chino Valley Unified School District
Reason: No allowance items were incorporated into this project

The original contract amount was: \$477,945.00
The contract amount will be decreased by this Change Order: \$ (75,000.00)
The new contract amount including this Change Order will be: \$402,945.00
The contract time will (remain the same) (be increased) (be decreased) by ___ days.

APPROVED BY:

Bob Mars
GENERAL CONTRACTOR BOB MARS, COO

10/30/2018
DATE

N/A
DSA INSPECTOR OF RECORD

DATE

James Coito
CVUSD CONSTRUCTION COORDINATOR

10/30/18
DATE

JJS
CVUSD DIRECTOR OF MAINTENANCE, OPERATIONS & CONSTRUCTION

11/5/2018
DATE

OWNER (authorized agent)

DATE

N/A
ARCHITECT/ENGINEER/CONSULTANT

DATE

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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Humility • Civility • Service

DATE: January 17, 2019

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

PREPARED BY: Gregory J. Stachura, Assistant Superintendent, Facilities, Planning, and Operations
Anna G. Hamilton, Director, Purchasing

SUBJECT: BID 18-19-10F, CATTLE ES, LITEL ES, AND OAK RIDGE ES ALTERATION PROJECT, BP 05-01

=====

BACKGROUND

Public Contract Code 20111 requires that contracts for public works exceeding \$15,000.00 be legally advertised and awarded to the lowest responsible bidder, who shall have such surety as the Board requires.

A Notice to Contractors Calling for Bid 18-19-10F, Cattle ES, Litel ES, and Oak Ridge ES, Alteration Project was published in the Inland Valley Daily Bulletin on October 9, 2018, and October 16, 2018. Bids were opened at 1:00 p.m. on November 15, 2018, for bid package BP 05-01. The results are as follows:

Bid Package	# of Bids Received	Low Bidder	Bid Amount
BP 05-01 – Miscellaneous Metals & Steel	2	RND Contractors	\$985,000.00

The basic scope of work for this project includes: Alterations to existing buildings at Cattle ES, Litel ES, and Oak Ridge ES, including electrical, plumbing, HVAC, interior surfaces, existing Fire/Life/Safety systems and security.

Approval of this item supports the goals identified within the District’s Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education award Bid 18-19-10F, Cattle ES, Litel ES, and Oak Ridge ES Alteration Project, BP 05-01, to RND Contractors.

FISCAL IMPACT

\$985,000.00 to Building Fund 21.

NE:GJS:AGH:pw

CHINO VALLEY UNIFIED SCHOOL DISTRICT

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DATE: January 17, 2019

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

PREPARED BY: Gregory J. Stachura, Assistant Superintendent, Facilities, Planning, and Operations
Anna G. Hamilton, Director, Purchasing

SUBJECT: BID 18-19-15F, CHINO HILLS HS SAFETY AND SECURITY KEYLESS ACCESS, SECURITY CAMERAS, AND INTRUSION ALARM

=====

BACKGROUND

Public Contract Code 20111 requires that contracts for public works exceeding \$15,000.00 be legally advertised and awarded to the lowest responsible bidder, who shall have such surety as the Board requires.

A Notice to Contractors Calling for Bid 18-19-15F, Chino Hills HS Safety and Security Keyless Access, Security Cameras, and Intrusion Alarm was published in the Inland Valley Daily Bulletin on November 14, 2018, and November 21, 2018. Bids were opened at 1:00 p.m. on November 27, 2018. The results are as follows:

Contractor	Bid Amount
R.I.S. Electrical Contractors, Inc.	\$2,097,000.00
Dalke & Sons Construction, Inc.	\$2,178,480.00
Champion Electric Inc.	\$1,937,000.00

The basic scope of work for this project includes: installation of site-wide keyless access control system, installation of security cameras site-wide, and installation of a new campus intrusion alarm system.

Approval of this item supports the goals identified within the District’s Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education award Bid 18-19-15F, Chino Hills HS Safety and Security Keyless Access, Security Cameras, and Intrusion Alarm, to Champion Electric Inc.

FISCAL IMPACT

\$1,937,000.00 to Building Fund 21.

CHINO VALLEY UNIFIED SCHOOL DISTRICT

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DATE: January 17, 2019

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

PREPARED BY: Gregory J. Stachura, Assistant Superintendent, Facilities, Planning, and Operations
Anna G. Hamilton, Director, Purchasing

SUBJECT: BID 18-19-16F, DON LUGO HS SAFETY AND SECURITY KEYLESS ACCESS, SECURITY CAMERAS, AND INTRUSION ALARM

=====

BACKGROUND

Public Contract Code 20111 requires that contracts for public works exceeding \$15,000.00 be legally advertised and awarded to the lowest responsible bidder, who shall have such surety as the Board requires.

A Notice to Contractors Calling for Bid 18-19-16F, Don Lugo HS Safety and Security Keyless Access, Security Cameras, and Intrusion Alarm, was published in the Inland Valley Daily Bulletin on November 14, 2018, and November 21, 2018. Bids were opened at 1:00 p.m. on November 27, 2018. The results are as follows:

Contractor	Bid Amount
R.I.S. Electrical Contractors, Inc.	\$2,117,000.00
Dalke & Sons Construction, Inc.	\$2,094,480.00
Champion Electric Inc.	\$1,937,000.00

The basic scope of work for this project includes: installation of site-wide keyless access control system, installation of security cameras site-wide, and installation of a new campus intrusion alarm system.

Approval of this item supports the goals identified within the District’s Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education award Bid 18-19-16F, Don Lugo HS Safety and Security Keyless Access, Security Cameras, and Intrusion Alarm, to Champion Electric Inc.

FISCAL IMPACT

\$1,937,000.00 to Building Fund 21.

CHINO VALLEY UNIFIED SCHOOL DISTRICT

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DATE: January 17, 2019
TO: Members, Board of Education
FROM: Norm Enfield, Ed.D., Superintendent
PREPARED BY: Gregory J. Stachura, Assistant Superintendent, Facilities, Planning, and Operations
Anna G. Hamilton, Director, Purchasing
SUBJECT: BID 18-19-17F, BUENA VISTA HS SAFETY AND SECURITY KEYLESS ACCESS, SECURITY CAMERAS, AND INTRUSION ALARM

=====

BACKGROUND

Public Contract Code 20111 requires that contracts for public works exceeding \$15,000.00 be legally advertised and awarded to the lowest responsible bidder, who shall have such surety as the Board requires.

A Notice to Contractors Calling for Bid 18-19-17F, Buena Vista HS Safety and Security Keyless Access, Security Cameras, and Intrusion Alarm was published in the Inland Valley Daily Bulletin on November 14, 2018, and November 21, 2018. Bids were opened at 1:00 p.m. on November 27, 2018. The results are as follows:

Contractor	Bid Amount
R.I.S. Electrical Contractors, Inc.	\$517,000.00
Dalke & Sons Construction, Inc.	\$517,480.00
Champion Electric Inc.	\$464,000.00

The basic scope of work for this project includes: installation of site-wide keyless access control system, installation of security cameras site-wide, and installation of a new campus intrusion alarm system.

Approval of this item supports the goals identified within the District’s Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education award Bid 18-19-17F, Buena Vista HS Safety and Security Keyless Access, Security Cameras, and Intrusion Alarm, to Champion Electric Inc.

FISCAL IMPACT

\$464,000.00 to Building Fund 21.

CHINO VALLEY UNIFIED SCHOOL DISTRICT

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DATE: January 17, 2019

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

PREPARED BY: Gregory J. Stachura, Assistant Superintendent, Facilities, Planning, and Operations
Anna G. Hamilton, Director, Purchasing

SUBJECT: CUPCAA BID 18-19-19I, BRIGGS K-8 PLAYGROUND EQUIPMENT INSTALLATION

=====

BACKGROUND

Pursuant to Public Contract Code 22032(b) public projects in the amount of \$200,000.00 or less can use informal bidding procedures as defined by the Uniform Public Construction Cost Accounting Act.

A Notice to Contractors Calling for Bids for CUPCAA Bid 18-19-19I, Briggs K-8 Playground Equipment Installation, was emailed on December 12, 2018, to contractors currently listed on the 2018 list of qualified contractors. Bids were opened at 1:00 p.m. on January 3, 2019. The results are as follows:

Contractor	Bid Amount
Single Source Construction & Maintenance, Inc.	\$99,000.00
R.E. Schultz Construction, Inc.	\$56,435.00
J2 Builders	\$44,100.00

The basic scope of work for this project includes installation of owner provided Miracle Recreation playground equipment in the same location of the existing kindergarten equipment.

Approval of this item supports the goals identified within the District’s Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education award CUPCAA Bid 18-19-19I, Briggs K-8 Playground Equipment Installation, to J2 Builders.

FISCAL IMPACT

\$44,100.00 Capital Facilities Fund 25.

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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DATE: January 17, 2019
TO: Members, Board of Education
FROM: Norm Enfield, Ed.D., Superintendent
PREPARED BY: Gregory J. Stachura, Assistant Superintendent, Facilities, Planning, and Operations
Anna G. Hamilton, Director, Purchasing
SUBJECT: CUPCCAA BID 18-19-20I, NEWMAN ES PLAYGROUND EQUIPMENT INSTALLATION

=====
BACKGROUND

Pursuant to Public Contract Code 22032(b) public projects in the amount of \$200,000.00 or less can use informal bidding procedures as defined by the Uniform Public Construction Cost Accounting Act.

A Notice to Contractors Calling for Bids for CUPCCAA Bid 18-19-20I, Newman ES Playground Equipment Installation, was emailed on December 12, 2018, to contractors currently listed on the 2018 list of qualified contractors. Bids were opened at 1:00 p.m. on January 3, 2019. The results are as follows:

Contractor	Bid Amount
Single Source Construction & Maintenance	\$189,000.00
R.E. Schultz Construction, Inc.	\$108,410.00
J2 Builders	\$81,200.00

The basic scope of work for this project includes installation of owner provided Miracle Recreation playground equipment in the same location of the existing kindergarten and asphalt playground equipment. Asphalt playground area includes filling all cracks; application of two (2) coats of seal coat; and restripe and stencil to match existing playground layout.

Approval of this item supports the goals identified within the District’s Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education award CUPCCAA Bid 18-19-20I, Newman ES Playground Equipment Installation, to J2 Builders.

FISCAL IMPACT

\$81,200.00 to Capital Facilities Fund 25.

CHINO VALLEY UNIFIED SCHOOL DISTRICT

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DATE: January 17, 2019
TO: Members, Board of Education
FROM: Norm Enfield, Ed.D., Superintendent
PREPARED BY: Gregory J. Stachura, Assistant Superintendent, Facilities, Planning, and Operations
Anna G. Hamilton, Director, Purchasing
SUBJECT: CUPCCAA BID 18-19-21I, HIDDEN TRAILS ES PLAYGROUND EQUIPMENT INSTALLATION

=====

BACKGROUND

Pursuant to Public Contract Code 22032(b) public projects in the amount of \$200,000.00 or less can use informal bidding procedures as defined by the Uniform Public Construction Cost Accounting Act.

A Notice to Contractors Calling for Bids for CUPCCAA Bid 18-19-21I, Hidden Trails ES Playground Equipment Installation, was emailed on December 12, 2018, to contractors currently listed on the 2018 list of qualified contractors. Bids were opened at 1:00 p.m. on January 3, 2019. The results are as follows:

Contractor	Bid Amount
Single Source Construction & Maintenance, Inc.	\$387,000.00
R.E. Schultz Construction, Inc.	\$224,740.00
J2 Builders	\$159,900.00

The basic scope of work for this project includes installation of owner provided Miracle Recreation playground equipment in the same location of the existing kindergarten and two (2) primary playgrounds. The sandbox area includes the removal and replacement of sand while leaving the existing shade structure in place.

Approval of this item supports the goals identified within the District’s Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education award CUPCCAA Bid 18-19-21I, Hidden Trails ES Playground Equipment Installation, to J2 Builders.

FISCAL IMPACT

\$159,900.00 to Capital Facilities Fund 25.

CHINO VALLEY UNIFIED SCHOOL DISTRICT
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DATE: January 17, 2019

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

PREPARED BY: Richard Rideout, Assistant Superintendent, Human Resources
Frank Arce, Director, Human Resources
Isabel Brenes, Director, Human Resources

SUBJECT: CERTIFICATED/CLASSIFIED PERSONNEL ITEMS

=====

BACKGROUND

Board approval of personnel transactions is required by Board Bylaw 9324 Bylaws of the Board - Minutes and Recordings and Education Code 35163. Included are new hires based on need, which includes replacements, growth, and/or class size reduction.

Approval of this item supports the goals identified within the District's Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education approve/ratify the certificated/classified personnel items.

FISCAL IMPACT

All personnel assignments are within the approved staffing ratio for the appropriate school year budget.

NE:RR:FA:IB:mcm

CERTIFICATED PERSONNEL

<u>NAME</u>	<u>POSITION</u>	<u>LOCATION</u>	<u>EFFECTIVE DATE</u>
<u>HIRED AT THE APPROPRIATE PLACEMENT ON THE CERTIFICATED SALARY SCHEDULE AND APPROPRIATE CREDENTIAL FOR THE 2018/2019 SCHOOL YEAR</u>			
BARRIOS-HAUG, Suzanne	Special Education Teacher	Eagle Canyon ES	01/18/2019
BATEMAN, Nancy	K-12 Intervention Counselor	Ayala HS	01/18/2019
CHAVEZ MONTERO, Jesus	Special Education Teacher	Chino HS	01/18/2019
ISLAS, Anita	K-12 Intervention Counselor	Health Services	01/18/2019
HUERTA, Jasmine	Special Education Teacher	Special Education	01/18/2019

RETIREMENT

BATES, Kelly (27 years of service)	Social Science Teacher	Townsend JHS	01/01/2019
SWEAT, Carol (29 years of service)	Parent, School & Community Specialist	Access & Equity	06/01/2019

RESIGNATION

VILFORT, Amanda	Special Education Teacher	Liberty ES	01/07/2019
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APPOINTMENT - EXTRA DUTY

OJINAGA, Paulette	Boys Tennis (B)	Ayala HS	01/18/2019
URENA, Luis	Boys Soccer (B)	Ayala HS	01/18/2019
WILCOX, Eric (NBM)	Band (B)	Ayala HS	01/18/2019
AVALOS, Richard (NBM)	Boys Tennis (B)	Chino HS	01/18/2019
BOUNDS, Kaci (NBM)	Color Guard (B)	Chino HS	01/18/2019
CASTANEDA, Hannah (NBM)	Boys Tennis (B)	Chino HS	01/18/2019
GONZALEZ, Jorge (NBM)	Baseball (B)	Chino HS	01/18/2019
HINKLE, Michael	Boys Tennis (B)	Chino HS	01/18/2019
LYNCH, LaKecia (NBM)	Track & Field (B)	Chino HS	01/18/2019
MONJAREZ, Ricardo (NBM)	Softball (B)	Chino HS	01/18/2019
MURILLO, Daniel (NBM)	Track & Field (B)	Chino HS	01/18/2019
RUIZ RIOS, Leonel (NBM)	Boys Tennis (B)	Chino HS	01/18/2019
SURINA, John (NBM)	Baseball (B)	Chino HS	01/18/2019
BARCENAS, Ruben (NBM)	Softball (B)	Chino Hills HS	01/18/2019
MCMANE, Samantha (NBM)	Color Guard (B)	Chino Hills HS	01/18/2019
RUSSELL, Cory (NBM)	Swim (B)	Chino Hills HS	01/18/2019
SARAVIA, Ervin (NBM)	Boys Tennis (B)	Chino Hills HS	01/18/2019
SOUTHWORTH, Michael (NBM)	Softball (GF)	Chino Hills HS	01/18/2019
TERRY, Mykeal	Baseball (B)	Chino Hills HS	01/18/2019
TERRY, Mykeal	Boys Soccer (B)	Chino Hills HS	01/18/2019
TERRY, Mykeal	Football (B)	Chino Hills HS	01/18/2019
BUSCH, Nikki	Boys Golf (GF)	Don Lugo HS	01/18/2019

TOTAL: \$6,522.00

CERTIFICATED PERSONNEL (cont.)

<u>NAME</u>	<u>POSITION</u>	<u>LOCATION</u>	<u>EFFECTIVE DATE</u>
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**APPOINTMENT OF CERTIFICATED SUBSTITUTES EFFECTIVE JULY 1, 2018, THROUGH
JUNE 30, 2019**

BASHIST, Rebecca	BRAMBILA, Jose	BRAVO Jr., Jorge	
BURNS Jr., Michael	CASTANEDA, Hannah	CHEN, Haixiang	
HAYES, Martha	JOHNSON, Fred	O, Sarah	
SILVA, Joshua	STEAR, Christine		

CLASSIFIED PERSONNEL

<u>NAME</u>	<u>POSITION</u>	<u>LOCATION</u>	<u>EFFECTIVE DATE</u>
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HIRED AT THE APPROPRIATE PLACEMENT ON THE CLASSIFIED MANAGEMENT SALARY SCHEDULE**APPOINTMENT**

SANCHEZ, Natalie	Behavior Intervention Counselor (MH)	Special Education	01/18/2019
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RESIGNATION

BATEMAN, Nancy	Behavior Intervention Counselor (MH)	Special Education	01/17/2019
ISLAS, Anita	Behavior Intervention Counselor (MH)	Special Education	01/17/2019

HIRED AT THE APPROPRIATE PLACEMENT ON THE CLASSIFIED SALARY SCHEDULE**APPOINTMENT**

LEWIS, Ryan	IA/Special Education/SH (SELPA/GF)	Newman ES	01/22/2019
TENORIO, Natasha	IA/Special Education/SH (SELPA/GF)	Walnut ES	01/18/2019
SINGGIH, Anny	Nutrition Services Assistant II (NS)	Ayala HS	01/18/2019
ABRAM, Patrick	IA/Special Education (SELPA/GF)	Boys Republic HS	01/18/2019
ALVARADO, Gina	Secondary Library/Media Center Assistant (GF)	Chino Hills HS	01/18/2019
GANDARA, Carolyn	Nutrition Services Assistant II (NS)	Don Lugo HS	01/18/2019
KAO, Karen	IA/Special Education (SELPA/GF)	Don Lugo HS	01/18/2019
LIAO, Ja-Hwei	IA/Biling.-Bilit. Mandarin (ABG)	Adult School	01/28/2019

PROMOTION

PROUDFIT, Stephanie	FROM: IA/Special Education/SH (SELPA/GF) 6 hrs./181 work days TO: Typist Clerk II (GF) 8 hrs./201 work days	Ayala HS Curriculum & Instruction	01/18/2019
MATA, Anna	FROM: IA/Elementary PE (SELPA/GF) 6 hrs./180 work days TO: Typist Clerk II (GF) 8 hrs./261 contract days	Special Education Special Education	01/18/2019

CLASSIFIED PERSONNEL (cont.)

<u>NAME</u>	<u>POSITION</u>	<u>LOCATION</u>	<u>EFFECTIVE DATE</u>
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CHANGE OF ASSIGNMENT

OHLEN, Jonell	FROM: Nutrition Services Assistant I (NS) 2 hrs./181 work days	Newman ES	01/18/2019
	TO: Playground Supervisor (GF) 1.5 hrs./180 work days	Rhodes ES	
FLAUGHER, Monica	FROM: IA/Special Education/SH (SELPA/GF) 5 hrs./181 work days	Rolling Ridge ES	01/18/2019
	TO: IA/Special Education (SELPA/GF) 5 hrs./181 work days	Wickman ES	
GUZMAN, Guadalupe	FROM: Playground Supervisor (GF) 7.5 hrs./180 work days	Chino Hills HS	01/18/2019
	TO: Custodian I (GF) 8 hrs./180 work days	Chino Hills HS	

INCREASE IN HOURS

PALACIOS, Virginia	FROM: Central Kitchen Asst. I (NS) 3 hrs./181 work days	Magnolia JHS	01/18/2019
	TO: Central Kitchen Asst. I (NS) 3.5 hrs./181 work days	Magnolia JHS	

RESIGNATION

OCAMPO-BARRAGAN, Martha	Nutrition Services Assistant I (NS)	Dickson ES	01/08/2019
CARDENO, Siegfried	Secondary Library/Media Center Assistant (GF)	Canyon Hills JHS	01/09/2019
TSWEI, Daniel	Network Support Technician (GF)	Technology	01/01/2019

RETIREMENT

HOOD, Sara (10 years of service)	IA/Special Education/SH (SELPA/GF)	Ramona JHS	03/01/2019
BRACCI, Lari Ann (25 years of service)	Assistant Principal Secretary (GF)	Ayala HS	12/29/2018
THURLO, Debra (11 years of service)	Nutrition Services Assistant II (NS)	Chino Hills HS	12/21/2018

CLASSIFIED PERSONNEL (cont.)

<u>NAME</u>	<u>POSITION</u>	<u>LOCATION</u>	<u>EFFECTIVE DATE</u>
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APPOINTMENT OF SHORT-TERM EMPLOYEES EFFECTIVE OCTOBER 1, 2018, THROUGH DECEMBER 31, 2018

BANKS, Lisette	IA/Special Education/SH	Country Springs ES
MONROY, Andrew	IA/Special Education/SH	Country Springs ES
MORALES, Lilia	IA/Special Education/Bus Aide	Walnut ES
VIS, Cathy	Typist Clerk II	Purchasing

APPOINTMENT OF SHORT-TERM EMPLOYEES EFFECTIVE JANUARY 1, 2019, THROUGH MARCH 31, 2019

BANKS, Lisette	IA/Special Education/SH	Country Springs ES
MONROY, Andrew	IA/Special Education/SH	Country Springs ES
TURLEY, Colleen	IA/Special Education/Collab.	Eagle Canyon ES
MORALES, Lilia	IA/Special Education/Bus Aide	Walnut ES
SANCHEZ, Jennifer	IA/Special Education/SH	Magnolia JHS

APPOINTMENT OF CLASSIFIED SUBSTITUTES EFFECTIVE JULY 1, 2018, THROUGH JUNE 30, 2019

CRUZ, Keilah	ORTEGA, Victoria	PACHECO, Juan
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(504)	= Federal Law for Individuals with Handicaps	(MM)	= Measure M – Fund 21
(ACE)	= Ace Driving School	(MAA)	= Medi-Cal Administrative Activities
(ABG)	= Adult Education Block Grant	(MH)	= Mental Health – Special Ed.
(ASB)	= Associated Student Body	(NBM)	= Non-Bargaining Member
(ASF)	= Adult School Funded	(ND)	= Neglected and Delinquent
(ATE)	= Alternative to Expulsion	(NS)	= Nutrition Services Budget
(B)	= Booster Club	(OPPR)	= Opportunity Program
(BTSA)	= Beginning Teacher Support & Assessment	(PFA)	= Parent Faculty Association
(C)	= Categorically Funded	(R)	= Restricted
(CAHSEE)	= California High School Exit Exam	(ROP)	= Regional Occupation Program
(CC)	= Children’s Center (Marshall)	(SAT)	= Saturday School
(CDF)	= Child Development Fund	(SB813)	= Medi-Cal Admin. Activities Entity Fund
(CSR)	= Class Size Reduction	(SELPA)	= Special Education Local Plan Area
(CVLA)	= Chino Valley Learning Academy	(SOAR)	= Students on a Rise
(CWY)	= Cal Works Youth	(SPEC)	= Spectrum Schools
(E-rate)	= Discount Reimbursements for Telecom.	(SS)	= Summer School
(G)	= Grant Funded	(SWAS)	= School within a School
(GF)	= General Fund	(VA)	= Virtual Academy
(HBE)	= Home Base Education		
(WIA)	= Workforce Investment Act		

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

Student Achievement • Safe Schools • Positive School Climate
Humility • Civility • Service

DATE: January 17, 2019
TO: Members, Board of Education
FROM: Norm Enfield, Ed.D., Superintendent
PREPARED BY: Richard Rideout, Assistant Superintendent, Human Resources
Craig Frame, Director, Risk Management and Human Resources
SUBJECT: REJECTION OF CLAIM

=====

BACKGROUND

Claim 18-12-21 was submitted on December 4, 2018, by Nexon X. Sun, a member of the public. Claimant alleges that a student from Townsend JHS used a rock to bash a security camera located on a fence at his residence. The incident occurred after school hours. Claimant seeks reimbursement for property damage in the amount of \$276.40.

The Board is requested to reject claims against the District to allow insurance carriers to investigate the claims and make recommendations regarding the dispositions.

Approval of this item supports the goals identified within the District’s Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education reject the claim and refer it to the District’s insurance adjuster.

FISCAL IMPACT

Unknown at present.

NE:RR:CF:lag

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

Student Achievement • Safe Schools • Positive School Climate
Humility • Civility • Service

DATE: January 17, 2019

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

PREPARED BY: Richard Rideout, Assistant Superintendent, Human Resources
Frank Arce, Director, Human Resources
Isabel Brenes, Director, Human Resources

SUBJECT: PARTNERSHIP PROGRAM AGREEMENT WITH CONCORDIA UNIVERSITY-PORTLAND

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BACKGROUND

The Chino Valley Unified School District has an opportunity to establish a Partnership Program agreement with Concordia University-Portland. Concordia University-Portland is offering qualified participants institutional scholarship packages.

Approval of this item supports the goals identified within the District’s Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education approve the Partnership Program Agreement with Concordia University-Portland.

FISCAL IMPACT

None.

NE:RR:FA:IB:mcm



Concordia University – Portland

District Partnership Program Memorandum of Understanding

School District: Chino Valley Unified School District

This Memorandum of Understanding (“MOU”) is entered into as of (1/18/2019), by and between (Chino Valley Unified School District) located at (5130 Riverside Drive, Chino, CA 91710) and Concordia University – Portland (“Concordia”), with its principal office located at 2811 NE Holman Street, Portland, Oregon 97211.

Pursuant to this MOU, the District/School and Concordia agree to the following:

Concordia University – Portland commits to awarding grants and scholarships to qualified candidates applying for admission to graduate degree or designated licensure/endorsement programs offered by Concordia. This offer is available to all District educators, administrators, staff, and employees (“Employees”).

The following grants and scholarships will be made available:

- Qualified applicants meeting all admission criteria and enrolling in a Master of Education degree program will receive a \$4,000 Educator Scholarship per program.
- Qualified applicants meeting all admission criteria and enrolling in a Doctorate of Education degree program will receive a District Educator Dean’s Grant equivalent to \$10,000 off tuition per program.
- Qualified applicants meeting all admission criteria and enrolling in a Master of Business Administration degree program will receive a \$5,000 Scholarship.
- The above awards cannot be combined with any other offers unless specifically noted and Concordia reserves the right to amend the amount or existence of any grants or scholarships in its absolute discretion.
- District employees may take the above programs on campus in Portland or online.

The District, in recognition of the above benefits, agrees to:

- Post on its internal professional development page that Concordia University offers scholarships to district employees.
- Keep Employees aware of benefits offered under the MOU through ongoing communication(s) to employees via email, periodic newsletter (s), and other means developed jointly.
- Identify a District liaison as a direct point of contact for Concordia University.

Terms

- This MOU goes into effect beginning on the Effective Date for a period of three (3) years, and, unless terminated by either party, shall automatically renew for another 3-year period. The MOU shall renew for successive three-year terms in this manner until cancelled.
- The parties agree: (1) Concordia and Partner are the only beneficiaries of this agreement, and they do not intend to create a third-party beneficiary; (2) this MOU is the entire agreement of the parties, superseding any prior agreements; and (3) NEITHER PARTY SHALL HAVE ANY LIABILITY TO THE OTHER PARTY FOR INDIRECT, INCIDENTAL, CONSEQUENTIAL, SPECIAL, PUNITIVE OR RELIANCE DAMAGES, HOWEVER CAUSED, WHETHER BASED IN CONTRACT, TORT, PRODUCT LIABILITY OR OTHERWISE.
- This MOU can be cancelled by either party with a 90-day notice at any time and for any reason. Cancellation of this MOU will have no impact on benefits awarded to Employees enrolled in the program.



Partner

Concordia University, Portland

Partner: Chino Valley Unified School District

Partner: Concordia University, Portland

Name (Print): _____

Name (Print): _____

Title: _____

Title: _____

Signature: _____

Signature: _____

Date: _____

Date: _____

Phone: _____

Email: _____

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

Student Achievement • Safe Schools • Positive School Climate
Humility • Civility • Service

DATE: January 17, 2019
TO: Members, Board of Education
FROM: Norm Enfield, Ed.D., Superintendent
**SUBJECT: REVISION OF BYLAWS OF THE BOARD 9322—
AGENDA/MEETING MATERIALS**

=====

BACKGROUND

Board policies, administrative regulations, and Bylaws of the Board are routinely developed and revised as a result of changes in law, mandates, federal regulations, and current practice. Bylaws of the Board 9322—Agenda/Meeting Materials is being updated to reflect requirement effective January 1, 2019, that districts post a direct link on the homepage of their website to the current board meeting agenda or to the district’s agenda management platform. Bylaw also clarified that the agenda need not provide an opportunity for public comment on any agenda item that has previously been considered at an open meeting of a committee compromised exclusively of board members.

New language is provided in UPPER CASE while old language to be deleted is lined through.

Consideration of this item supports the goals identified within the District’s Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education receive for information the revision of Bylaws of the Board 9322—Agenda/Meeting Materials.

FISCAL IMPACT

None.

NE:pk

AGENDA/MEETING MATERIALS

Agenda Content

BOARD OF EDUCATION MEETING AGENDAS SHALL REFLECT THE DISTRICT'S VISION AND GOALS AND THE BOARD'S FOCUS ON STUDENT LEARNING.

(cf. 0000 - Vision)
(cf. 0200 - Goals for the School District)

~~EACH Board of Education meeting~~ agendas shall state the meeting time and place and shall briefly describe each business item to be transacted or discussed, including items to be discussed in closed session. (Government Code 54954.2)

(cf. 9320 - Meetings and Notices)
(cf. 9321 - Closed Session Purposes and Agendas)

The agenda shall provide members of the public the opportunity to address the Board on any agenda item before or during the Board's consideration of the item. HOWEVER, THE AGENDA NEED NOT PROVIDE AN OPPORTUNITY FOR PUBLIC COMMENT WHEN THE AGENDA ITEM HAS PREVIOUSLY BEEN CONSIDERED AT AN OPEN MEETING OF A COMMITTEE COMPRISED EXCLUSIVELY OF BOARD MEMBERS, PROVIDED THAT MEMBERS OF THE PUBLIC WERE AFFORDED AN OPPORTUNITY TO COMMENT ON THE ITEM AT THAT MEETING AND THAT THE ITEM HAS NOT BEEN SUBSTANTIALLY CHANGED SINCE THE COMMITTEE CONSIDERED IT. (Government Code 54954.3)

The agenda FOR A REGULAR BOARD MEETING shall also provide members of the public an opportunity to ~~testify~~ PROVIDE COMMENT ~~at regular meetings~~ on matters which are not on the agenda, but which are within the subject matter jurisdiction of the Board. (Education Code 35145.5; Government Code 54954.3)

(cf. 9323 - Meeting Conduct)

Each meeting agenda FOR A REGULAR MEETING shall list the address designated by the Superintendent or designee for public inspection of agenda documents RELATED TO AN OPEN SESSION ITEM that have been distributed to the board less than 72 hours before the meeting. (Government Code 54957.5)

The agenda shall ~~specify~~ INCLUDE INFORMATION REGARDING HOW, WHEN, AND TO WHOM A REQUEST SHOULD BE MADE IF ~~that an individual should contact the Superintendent or designee if he/she~~ requires disability-related accommodations or modifications, including auxiliary aids and services, in order to participate in the Board meeting. (Government Code 54954.2)

AGENDA/MEETING MATERIALS (cont.)**Agenda Preparation**

The Board president and the Superintendent, as Secretary to the Board, shall work together to develop the agenda for each regular and special meeting. ~~Each agenda shall reflect the District's vision and goals and the Board's focus on student learning.~~

(cf. 9121 - President)

(cf. 9122 - Secretary)

Any Board member or member of the public may request that a matter within the jurisdiction of the Board be placed on the agenda of a regular meeting. The request shall be submitted in writing to the Superintendent or designee with supporting documents and information, if any, at least 30 days before the scheduled meeting date. Items submitted less than 30 days before the scheduled meeting date may be postponed to a later meeting in order to allow sufficient time for consideration and research of the issue.

The Board president and Superintendent shall decide whether a request is within the subject matter jurisdiction of the Board. Items not within the subject matter jurisdiction of the Board may not be placed on the agenda. In addition, before placing the item on the agenda the Board president and Superintendent shall determine if the item is merely a request for information or whether the issue is covered by an existing policy or administrative regulation.

IF THE BOARD PRESIDENT AND SUPERINTENDENT DENY A REQUEST FROM A BOARD MEMBER TO PLACE AN ITEM ON THE AGENDA, THE BOARD MEMBER MAY REQUEST THE BOARD TO TAKE ACTION TO DETERMINE WHETHER THE ITEM SHALL BE PLACED ON THE AGENDA.

The Board president and Superintendent or designee shall ALSO decide whether an agenda item is appropriate for discussion in open or closed session, and whether the item should be an action item subject to Board vote OR an information item that does not require immediate action. ~~, or a consent item that is routine in nature and for which no discussion is anticipated.~~

IN ORDER TO PROMOTE EFFICIENT MEETINGS, THE BOARD MAY BUNDLE A NUMBER OF ITEMS AND ACT UPON THEM TOGETHER BY A SINGLE VOTE THROUGH THE USE OF A CONSENT AGENDA. CONSENT AGENDA ITEMS SHALL BE ITEMS OF A ROUTINE NATURE OR ITEMS FOR WHICH BOARD DISCUSSION IS NOT ANTICIPATED AND FOR WHICH THE SUPERINTENDENT RECOMMENDS APPROVAL. WHEN ANY BOARD MEMBER REQUESTS THE REMOVAL OF AN ITEM FROM THE CONSENT AGENDA, THE ITEM SHALL BE REMOVED AND GIVEN INDIVIDUAL CONSIDERATION FOR ACTION AS A REGULAR AGENDA ITEM.

AGENDA/MEETING MATERIALS (cont.)

THE AGENDA SHALL PROVIDE AN OPPORTUNITY FOR MEMBERS OF THE PUBLIC TO COMMENT ON ANY CONSENT AGENDA ITEM THAT HAS NOT BEEN PREVIOUSLY CONSIDERED. (Government Code 54954.3)

ALL PUBLIC COMMUNICATIONS WITH THE BOARD ARE SUBJECT TO REQUIREMENTS OF RELEVANT BOARD POLICIES AND ADMINISTRATIVE REGULATIONS.

Any Board action that involves borrowing \$100,000.00 or more shall be discussed, considered and deliberated upon as a separate item of business on the meeting agenda. (Government Code 53635.7)

(cf. 9323.2 - Actions by the Board)

No item shall be pulled from the published Board agenda without consensus of the Board.

~~All public communications with the Board are subject to requirements of relevant Board policies and administrative regulations.~~

- (cf. 1312.1 - Complaints Concerning District Employees)
- (cf. 1312.2 - Complaints Concerning Instructional Materials)
- (cf. 1312.3 - Uniform Complaint Procedures)
- (cf. 1312.4 - Williams Uniform Complaint Procedures)
- (cf. 1340 - Access to District Records)
- (cf. 3320 - Claims and Actions Against the District)
- (cf. 5144.1 - Suspension and Expulsion/Due Process)

Consent Agenda/Calendar

~~In order to promote efficient meetings, the Board may bundle a number of items and act upon them together by a single vote through the use of a consent agenda. Consent agenda items shall be items of a routine nature or items for which Board discussion is not anticipated and for which the Superintendent recommends approval.~~

~~When any Board member requests the removal of an item from the consent agenda, the item shall be removed and given individual consideration for action as a regular agenda item.~~

~~The agenda shall provide an opportunity for members of the public to comment on any consent agenda item that has not been previously considered. However, the agenda need not provide an opportunity for public comment when the consent agenda item has previously been considered at an open meeting of a committee comprised exclusively of all the Board members provided that members of the public were afforded an opportunity to comment on the item at that meeting, unless the item has been substantially changed since the committee considered it. (Government Code 54954.3)~~

AGENDA/MEETING MATERIALS (cont.)**Agenda Dissemination to Board Members**

At least ~~three days~~ 72 HOURS before each regular meeting, each Board member shall be provided a copy of the agenda and agenda packet including the Superintendent or designee's report; minutes to be approved; copies of communications; reports from committees; staff; ~~citizens~~; and others; and other available documents pertinent to the meeting.

Use of materials gathered in the course of research (including, but not limited to the use of materials submitted by the Superintendent's staff, auditors, legal counsel, county or state agencies or any other provider of information) pertaining to the business of the Chino Valley Unified School District may be used as reference at Board meetings. In order for all Board members to have the same opportunity for input, discussion and decision making, any reference materials collected shall be provided to the Board, the Superintendent and the Superintendent's Cabinet before the meeting, allowing enough time for delivery to the Board at least two days prior to the meeting. If extenuating circumstances prevent meeting this deadline, reference materials must be provided at the earliest possible time.

When special meetings are called, ~~the Superintendent or designee shall make every effort to distribute the agenda and support materials to Board members as soon as possible before the meeting~~ SHALL RECEIVE, AT LEAST 24 HOURS PRIOR TO THE MEETING, NOTICE OF THE BUSINESS TO BE TRANSACTED. (Government Code 54956)

Board members shall review agenda materials before each meeting. Individual members may confer directly with the Superintendent or designee to ask questions and/or request additional information on agenda items. However, ~~the~~ A majority of Board members shall not, OUTSIDE OF A NOTICED MEETING, directly or through intermediaries or electronic means discuss, deliberate, or take action on any matter within the subject matter jurisdiction of the Board.

(cf. 9012 - Board Member Electronic Communications)

Agenda Dissemination to Members of the Public

~~The Superintendent or designee shall mail a copy of the agenda, or a copy of all the documents constituting the agenda packet, to any person who requests the items. The materials shall be mailed at the time the agenda is posted or upon distribution of the agenda to a majority of the Board, whichever occurs first. (Government Code 54954.1)~~

AGENDA/MEETING MATERIALS (cont.)

~~If a document, which relates to an open session agenda item of a regular Board meeting, is distributed to the Board less than 72 hours prior to a meeting, the Superintendent or designee shall make the document available for public inspection at a designated location at the same time the document is distributed to a majority of the Board provided that the document is a public record under the Public Records Act. The Superintendent or designee may also post the document on the District's website in a position and manner that makes it clear that the document relates to an agenda item for an upcoming meeting. (Government Code 54957.5)~~

ANY AGENDA AND RELATED MATERIALS DISTRIBUTED TO THE BOARD SHALL BE MADE AVAILABLE TO THE PUBLIC UPON REQUEST WITHOUT DELAY. ONLY THOSE DOCUMENTS WHICH ARE DISCLOSABLE PUBLIC RECORDS UNDER THE PUBLIC RECORDS ACT AND WHICH RELATE TO AN AGENDA ITEM SCHEDULED FOR THE OPEN SESSION PORTION OF A REGULAR MEETING SHALL BE MADE AVAILABLE TO THE PUBLIC. (Government Code 54957.5)

AT LEAST 72 HOURS PRIOR TO A REGULAR MEETING, THE AGENDA SHALL BE POSTED AT ONE OR MORE LOCATIONS FREELY ACCESSIBLE TO MEMBERS OF THE PUBLIC. (Government Code 54954.2)

IN ADDITION, THE SUPERINTENDENT OR DESIGNEE SHALL POST THE AGENDA ON THE HOMEPAGE OF THE DISTRICT WEB SITE. THE POSTED AGENDA SHALL BE ACCESSIBLE THROUGH A PROMINENT DIRECT LINK TO THE CURRENT AGENDA OR TO THE DISTRICT'S AGENDA MANAGEMENT PLATFORM IN ACCORDANCE WITH GOVERNMENT CODE 54954.2. WHEN THE DISTRICT UTILIZES AN INTEGRATED AGENDA MANAGEMENT PLATFORM, THE LINK TO THAT PLATFORM SHALL TAKE THE USER DIRECTLY TO THE WEBSITE WITH THE DISTRICT'S AGENDAS, AND THE CURRENT AGENDA SHALL BE THE FIRST AVAILABLE. (Government Code 54954.2)

(cf. 1113 - District and School Web Sites)
(cf. 1340 - Access to District Records)

IF A DOCUMENT WHICH RELATES TO AN OPEN SESSION AGENDA ITEM OF A REGULAR BOARD MEETING IS DISTRIBUTED TO THE BOARD LESS THAN 72 HOURS PRIOR TO A MEETING, THE SUPERINTENDENT OR DESIGNEE SHALL MAKE THE DOCUMENT AVAILABLE FOR PUBLIC INSPECTION AT A DESIGNATED LOCATION AT THE SAME TIME THE DOCUMENT IS DISTRIBUTED TO ALL OR A MAJORITY OF THE BOARD. (GOVERNMENT CODE 54957.5)

AGENDA/MEETING MATERIALS (cont.)

THE SUPERINTENDENT OR DESIGNEE SHALL MAIL A COPY OF THE AGENDA OR A COPY OF ALL THE DOCUMENTS CONSTITUTING THE AGENDA PACKET TO ANY PERSON WHO REQUESTS THE ITEMS. THE MATERIALS SHALL BE MAILED AT THE TIME THE AGENDA IS POSTED OR UPON DISTRIBUTION OF THE AGENDA TO A MAJORITY OF THE BOARD, WHICHEVER OCCURS FIRST. (GOVERNMENT CODE 54954.1)

ANY REQUEST FOR MAILED COPIES OF AGENDAS OR AGENDA PACKETS SHALL BE IN WRITING AND SHALL BE VALID FOR THE CALENDAR YEAR IN WHICH IT IS FILED. WRITTEN REQUESTS MUST BE RENEWED FOLLOWING JANUARY 1 OF EACH YEAR. (GOVERNMENT CODE 54954.1)

PERSONS REQUESTING MAILING OF THE AGENDA OR AGENDA PACKET SHALL PAY AN ANNUAL FEE, AS DETERMINED BY THE SUPERINTENDENT OR DESIGNEE, NOT TO EXCEED THE COST OF PROVIDING THE SERVICE.

ANY DOCUMENT PREPARED BY THE DISTRICT OR BOARD AND DISTRIBUTED DURING A PUBLIC MEETING SHALL BE MADE AVAILABLE FOR PUBLIC INSPECTION AT THE MEETING. ANY DOCUMENT PREPARED BY ANOTHER PERSON SHALL BE MADE AVAILABLE FOR PUBLIC INSPECTION AFTER THE MEETING. THESE REQUIREMENTS SHALL NOT APPLY TO A DOCUMENT THAT IS EXEMPT FROM PUBLIC DISCLOSURE UNDER THE PUBLIC RECORDS ACT. (GOVERNMENT CODE 54957.5)

~~Any documents prepared by the District or the Board and distributed during a public meeting shall be made available for public inspection at the meeting. Any documents prepared by another person shall be made available for public inspection after the meeting. These requirements shall not apply to a document that is exempt from public disclosure under the Public Records Act. (Government Code 54957.5)~~

~~Upon request, the Superintendent or designee shall make the agenda, and/or any writings distributed at the meeting available in appropriate alternative formats to persons with a disability, as required by the Americans with Disabilities Act. (Government Code 54954.1)~~

~~Any request for mailed copies of agendas or agenda packets shall be in writing and shall be valid for the calendar year in which it is filed. Written requests must be renewed following January 1 of each year. (Government Code 54954.1)~~

~~Persons requesting mailing of the agenda or agenda packet shall pay an annual fee as determined by the Superintendent or designee, not to exceed the cost of providing the service.~~

AGENDA/MEETING MATERIALS (cont.)

UPON REQUEST, THE SUPERINTENDENT OR DESIGNEE SHALL MAKE THE AGENDA, AGENDA PACKET, AND/OR ANY WRITINGS DISTRIBUTED AT THE MEETING AVAILABLE IN APPROPRIATE ALTERNATIVE FORMATS TO PERSONS WITH A DISABILITY, AS REQUIRED BY THE AMERICANS WITH DISABILITIES ACT. (GOVERNMENT CODE 54954.1)

Legal Reference:

EDUCATION CODE

- 35144 Special meetings
- 35145 Public meetings
- 35145.5 Right of public to place matters on agenda

GOVERNMENT CODE

- 6250-6270 Public Records Act
- 53635.7 Separate item of business
- 54954.1 Mailed agenda of meeting
- 54954.2 Agenda posting requirements; board actions
- 54954.3 Opportunity for public to address legislative body
- 54954.5 Closed session item descriptions
- 54956.5 Emergency meetings
- 54957.5 Availability of public records
- 54960.2 Challenging board actions; cease and desist

UNITED STATES CODE, TITLE 42

- 12101-12213 Americans with Disabilities Act

CODE OF FEDERAL REGULATIONS, TITLE 28

- 35.160 Effective communications
- 36.303 Auxiliary aids and services

COURT DECISIONS

- Mooney v. Garcia, (2012) 207 Cal.App.4th 229
- Caldwell v. Roseville Joint Union High School District, 2007 U.S. Dist. LEXIS 66318

ATTORNEY GENERAL OPINIONS

- 99 Ops. Cal. Atty. Gen. 11 (2016)
- 78 Ops. Cal. Atty. Gen. 327 (1995)

Chino Valley Unified School District

Bylaw adopted: March 6, 1997

Revised: June 4, 1998

Revised: July 17, 2003

Revised: June 7, 2007

Revised: November 17, 2011

Revised: March 21, 2013

REVISED:

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

Student Achievement • Safe Schools • Positive School Climate
Humility • Civility • Service

DATE: January 17, 2019
TO: Members, Board of Education
FROM: Norm Enfield, Ed.D., Superintendent
SUBJECT: REVISION OF BYLAWS OF THE BOARD 9324—MINUTES AND RECORDINGS

=====

BACKGROUND

Board policies, administrative regulations, and Bylaws of the Board are routinely developed and revised as a result of changes in law, mandates, federal regulations, and current practice. Bylaws of the Board 9324—Minutes and Recordings is being updated to reflect new law (SB 1036), which prohibits districts from including in board meeting minutes a student’s directory information or a parent/guardian’s personal information, as defined, when the student or parent/guardian requests that such information be excluded. Bylaw also includes optional statement that the minutes will summarize topics addressed during the public comment period and need not reflect the names of the individuals who comment.

New language is provided in UPPER CASE while old language to be deleted is ~~lined through~~.

Consideration of this item supports the goals identified within the District’s Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education receive for information the revision of Bylaws of the Board 9324—Minutes and Recordings.

FISCAL IMPACT

None.

NE:pk

Bylaws of the Board

MINUTES AND RECORDINGS

The Board of Education recognizes that maintaining accurate minutes of Board meetings HELPS FOSTER TRUST IN BOARD GOVERNANCE AND provides a record of Board actions for use by District staff and the public. ~~and helps foster public trust in Board governance.~~

(cf. 9000 - Role of the Board)
 (cf. 9005 - Governance Standards)
 (cf. 9323 - Meeting Conduct)

The secretary of the Board of Education shall keep minutes and record all official Board actions. The Board's minutes shall be public records and shall be made available to the public upon request. (Education Code 35145, 35163)

(cf. 1340 - Access to District Records)
 (cf. 9122 - Secretary)
 (cf. 9323.2 - Actions by the Board)

THE MINUTES OF THE BOARD MEETINGS SHALL INCLUDE, BUT NOT BE LIMITED TO:

1. ~~The minutes shall reflect~~ A NOTATION OF which members are present, IN PERSON OR BY TELECONFERENCE, and whether a member is not present for part of the meeting due to late arrival and/or early departure.

(cf. 9250 - Remuneration, Reimbursement and Other Benefits)
 (cf. 9320 - Meetings and Notices)

2. A SUMMARY OF THE PUBLIC COMMENTS MADE ON AGENDIZED ITEMS AND UNAGENDIZED TOPICS.
3. ~~The minutes shall include~~ The specific language of each motion and the names of the Board members who made and seconded the motion.
4. PREFERENTIAL VOTES CAST BY STUDENT BOARD MEMBER. (Education Code 35012)

(cf. 9150 - Student Board Member)

5. ~~The minutes shall also report a~~Any action taken BY THE BOARD, and the vote or abstention on that action of each BOARD member present. (Government Code 54953)

~~The minutes shall reflect the names of those individuals who comment during the meeting's public comment period as well as the topics they address.~~

MINUTES AND RECORDINGS (cont.)

UPON REQUEST BY A STUDENT'S PARENT/GUARDIAN, OR BY THE STUDENT IF AGE 18 OR OLDER, THE MINUTES SHALL NOT INCLUDE THE STUDENT'S OR PARENT/GUARDIAN'S ADDRESS, TELEPHONE NUMBER, DATE OF BIRTH, OR EMAIL ADDRESS, OR THE STUDENT'S NAME OR OTHER DIRECTORY INFORMATION AS DEFINED IN EDUCATION CODE 49061. THE REQUEST TO EXCLUDE SUCH INFORMATION SHALL BE MADE IN WRITING TO THE SECRETARY OR CLERK OF THE BOARD. (Education Code 49073.2)

(cf. 5125.1 - Release of Directory Information)

The Superintendent or designee shall distribute a copy of the "unapproved" minutes of the previous meeting(s) with the agenda for the next regular meeting. At the next meeting, the Board shall approve the minutes as circulated or with necessary amendments.

All motions and Board resolutions shall be numbered consecutively from the beginning of each fiscal year.

Official Board minutes and recordings shall be stored in a secure location and shall be retained in accordance with law.

(cf. 3580 - District Records)

Any minutes or recordings kept for Board meetings held in closed session shall be kept separate from the minutes or recordings of regular and special meetings. Minutes or recordings of closed sessions are not public records. (Government Code 54957.2)

(cf. 9321.1 - Closed Session Conduct and Reports)

Recording or Broadcasting of Meetings

The District may tape, film, or broadcast any open Board meeting. AT THE BEGINNING OF THE MEETING, the Board president shall announce that recording or broadcasting is being made at the direction of the Board at the beginning of the meeting and THAT THE RECORDING OR BROADCAST MAY CAPTURE IMAGES AND SOUNDS OF THOSE ATTENDING THE MEETING. As practicable, the recorder or camera shall be placed in plain view of meeting participants.

Any District recording may be erased or destroyed 30 days after the meeting. Recordings made at the direction of the Board during a meeting are public records and, upon request, shall be made available for inspection by members of the public on District equipment without charge. (Government Code 54953.5)

MINUTES AND RECORDINGS (cont.)

Legal Reference:

EDUCATION CODE

35012 Number of members; terms; student board members

35145 Public meetings

35163 Official actions, minutes and journals

35164 Vote requirements

49061 Student records; definitions

49073.2 Privacy of student and parent/guardian personal information

GOVERNMENT CODE

54952.2 Meeting defined

54953 Meetings

54953.5 Audio or video recording of proceedings

54953.6 Broadcasting of proceedings

54957.2 Closed sessions; clerk; minute book

54960 Violations and remedies

PENAL CODE

632 Unlawful to intentionally record a confidential communication without consent

CODE OF REGULATIONS, TITLE 5

16020-16027 Classification and retention of records

Management Resources:

CSBA PUBLICATIONS

Call to Order: A Blueprint for Great Board Meetings, 2015

The Brown Act: School Boards and Open Meeting Laws, rev. 2014

WEBSITES

California School Boards Association, Agenda Online: www.agendaonline.com

Chino Valley Unified School District

Bylaw adopted: March 6, 1997

Revised: May 19, 2005

Revised: April 6, 2006

Revised: February 16, 2012

Revised: June 26, 2014

REVISED:

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

Student Achievement • Safe Schools • Positive School Climate
Humility • Civility • Service

DATE: January 17, 2019
TO: Members, Board of Education
FROM: Norm Enfield, Ed.D., Superintendent
PREPARED BY: Sandra H. Chen, Associate Superintendent, Business Services
Liz Pensick, Director, Fiscal Services
SUBJECT: 2017/2018 INDEPENDENT AUDITOR’S ANNUAL FINANCIAL AUDIT REPORT

=====

BACKGROUND

Education Code 41020 states the Governing Board of each school district must provide an annual audit of all funds under the jurisdiction and control of the District.

Education Code 41020 further requires that not later than December 15 of each year, a copy of the annual audit report for the prior year be filed with the County Superintendent of Schools, the State Department of Education, and the State Controller’s Office.

By January 31 of each year, the Board of Education must review the annual audit for the prior year at a public meeting. The Annual Audit Report has been provided under separate cover.

Consideration of this item supports the goals identified within the District’s Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education receive for information the 2017/2018 Independent Auditor’s Annual Financial Audit Report.

FISCAL IMPACT

None.

NE:SHC:LP:wc

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

Student Achievement • Safe Schools • Positive School Climate
Humility • Civility • Service

DATE: January 17, 2019

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

PREPARED BY: Lea Fellows, Assistant Superintendent, Curriculum, Instruction, Innovation, and Support
Yvette Farley, Director, Access and Equity

SUBJECT: LOW-PERFORMING STUDENT BLOCK GRANT

=====

BACKGROUND

Governor Brown signed Assembly Bill 1808 into law on June 27, 2018, authorizing the allocation of \$300 million to the Low-Performing Student Block Grant during the 2018/2019 fiscal year. Grant funds provide additional supports to increase the academic achievement for California’s low-performing students that are not identified as part of the unduplicated student population in the Local Control and Accountability Plan (LCAP).

Chino Valley Unified School District’s estimated eligible amount is \$1.4 million and must be used during the next three fiscal years beginning in 2018/2019 and ending in 2020/2021. The grant requirements for spending funds are: present planned priorities for expenditures in a public meeting; report the adopted plan to use the funds by March 1, 2019; and report plan implementation, strategies used, and whether strategies increased academic performance of identified students by November 1, 2021.

The District’s planned priorities for expenditures will be in alignment with Goal 1 in the LCAP - All students are provided a high-quality teaching and learning environment. Planned priorities for expenditures will support: professional development and instructional materials for certificated staff; and instructional materials and additional supports for low-performing students to ensure that all underperforming students experience academic growth.

Consideration of this item supports the goals identified within the District’s Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education receive for information the Low-Performing Student Block Grant.

FISCAL IMPACT

An estimated \$1.4 million in one-time restricted funding for additional supports for low-performing students.

NE:LF:YF:dt

CHINO VALLEY UNIFIED SCHOOL DISTRICT

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DATE: January 17, 2019

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

PREPARED BY: Lea Fellows, Assistant Superintendent, Curriculum, Instruction, Innovation, and Support
Sherri Johnson, Psy.D., Director, Health Services/Child Development

**SUBJECT: REVISION OF BOARD POLICY 6142.1 INSTRUCTION
– FAMILY LIFE/SEX EDUCATION SEXUAL HEALTH AND
HIV/AIDS PREVENTION INSTRUCTION**

=====

BACKGROUND

Board policies, administrative regulations, and bylaws of the Board are routinely developed and revised as a result of changes in law, mandates, federal regulations, and current District practice. Board Policy 6142.1 Instruction – Family Life/Sex Education Sexual Health and HIV/AIDS Prevention Instruction is being revised to be in compliance with the California Healthy Youth Act.

New language is provided in UPPER CASE while old language to be deleted is ~~lined through~~.

Consideration of this item supports the goals identified within the District’s Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education receive for information the revision of Board Policy 6142.1 Instruction – Family Life/Sex Education Sexual Health and HIV/AIDS Prevention Instruction.

FISCAL IMPACT

None.

NE:LF:SJ:rtr

FAMILY LIFE/SEX EDUCATION SEXUAL HEALTH AND HIV/AIDS PREVENTION INSTRUCTION

The Board of Education recognizes that the purpose of the District's sexual health and HIV/AIDS prevention is to provide students with the knowledge and skills necessary to protect them from unintended pregnancy and sexually transmitted diseases and to encourage students to develop healthy attitudes concerning adolescent growth and development, body image, dating, marriage, and family. ~~The Board therefore desires to provide instruction on sexual health and HIV/AIDS prevention.~~ (Education Code 51930)

(cf. 5030 - Student Wellness)
(cf. 6142.8 - Comprehensive Health Education)

COMPREHENSIVE SEXUAL HEALTH AND HIV PREVENTION EDUCATION SHALL BE OFFERED TO ALL STUDENTS IN GRADES 7-12, INCLUDING AT LEAST ONCE IN JUNIOR HIGH OR MIDDLE SCHOOL AND AT LEAST ONCE IN HIGH SCHOOL. (Education Code 51934)

Instruction and materials shall be provided to students with the development of refusal skills to assist them in overcoming peer pressure and using effective decision-making skills for making and implementing responsible decisions. (Education Code 51934)

~~The District's curriculum shall be aligned with the state's content standards, based on medically accurate and factual information and designed to teach~~ BE UNBIASED AND INCLUSIVE OF ALL students ~~to make healthy choices and reduce high-risk behaviors~~ IN THE CLASSROOM, AND BE ALIGNED WITH THE STATE'S CONTENT STANDARDS. The District's program shall ~~comply with the requirements of law, Board policy, and administrative regulation and shall~~ respect the rights of parents/guardians to supervise their children's education on these subjects and to impart values regarding human sexuality to their children.

(cf. 5141.22 - Infectious Diseases)
(cf. 5146 - Married/Pregnant/Parenting Students)
(cf. 6143 - Courses of Study)

The Board of Education recognizes that sexual health and HIV/AIDS prevention shall encourage students to be abstinent and to conceptualize sexual behavior in the ethical and moral context of marriage. The program shall be age-appropriate and shall address a full range of topics. The program shall emphasize that abstinence from sex is the only totally effective protection against unwanted pregnancy, sexually transmitted diseases and sexually transmitted AIDS.

FAMILY LIFE/SEX EDUCATION SEXUAL HEALTH AND HIV/AIDS PREVENTION INSTRUCTION (cont.)

The Board also believes that a wholesome, well-planned sequence of instruction about family life and human sexuality is essential to the general education of all students. Lack of information or pervasive misinformation can cause low self-esteem, increased risk for sexually transmitted disease, unintended pregnancy or sterility, and school dropout. The district curriculum shall help students understand the biological, psychological, social, moral and ethical aspects of human sexuality.

Professional Preparation for Instruction

Teachers who provide instruction in sexual health and HIV/AIDS prevention instruction shall have professional preparation, either preservice or inservice, in the subject area.

Advisory Committee

A sexual health and HIV/AIDS prevention instruction advisory committee representing a divergence of viewpoints AND may participate in planning, implementing and evaluating the district's sexual health and HIV/AIDS prevention instruction program under the direction of the Superintendent or designee.

(cf. 1220 - Citizen Advisory Committees)

All high school courses in the Chino Valley Unified School District, whether sexual health and HIV/AIDS prevention instruction courses or not (intra/inter agency agreements, collaboratives, partnerships, programs, and related contracts), where discussion or instruction takes place regarding human sexuality, shall follow the health course curriculum outcomes adopted by the Board of Education. At no time will the curriculum include demonstration of the use, procurement, or distribution of prophylactics to students.

Parent/Guardian Consent

Prior to providing instruction in COMPREHENSIVE sexual health or HIV/AIDS prevention, Education Code 51938 requires that parents/guardians be notified of the opportunity to request that their child not receive the instruction.

~~A parent/guardian must consent in writing that his/her child be allowed to participate in HIV/AIDS prevention or sexual health education. Students who are SO excused by their parents/guardians shall be given an alternative educational activity. (Education Code 51240, 51938, 51939) Parents/guardians may not opt out their child from the entire Health course.~~

(cf. 5022 - Student and Family Privacy Rights)

FAMILY LIFE/SEX EDUCATION SEXUAL HEALTH AND HIV/AIDS PREVENTION INSTRUCTION (cont.)

A student shall not be subject to disciplinary action, academic penalty, or other sanction if the student's parent/guardian declines to permit the student to receive the instruction. (Education Code 51939)

Evaluation

~~The Superintendent shall ensure that sexual health and HIV/AIDS prevention instruction materials and instruction are continuously evaluated in light of information received from students, parents/guardians, and teachers and are updated to ensure current, medically sound information is included.~~

~~All sexual health and HIV/AIDS prevention instruction courses shall follow the requirements on instruction as contained in the California State Education Code.~~

Legal Reference:

EDUCATION CODE

220 Prohibition of Discrimination

33544 Inclusion of sexual harassment and violence in health curriculum framework

48980 Notice at Beginning of Term

51202 Instruction in Personal and Public Health and Safety

51210.8 Health Education Curriculum

51225.35 Instruction in sexual harassment and violence; district that require health education for graduation

51240 Excuse from Instruction due to religious beliefs

51513 Materials Containing Questions about Beliefs or Practices

51930-51939 California Healthy Youth Act

67386 Student safety; affirmative consent standard

HEALTH AND SAFETY CODE

1255.7 Parents surrendering physical custody of a baby

PENAL CODE

243.4 Sexual battery

261.5 Unlawful sexual intercourse

271.5 Parents voluntarily surrendering custody of a baby

UNITED STATES CODE, TITLE 20

1232h Protection of Student Rights

7906 Sex Education

Management Resources:

CALIFORNIA SCHOOL BOARDS ASSOCIATION PUBLICATIONS

Promoting Healthy Relationships for Adolescents: Board Policy Considerations, Governance Brief, August 2014

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Health Education Content Standards for California Public Schools, Kindergarten through Grade 12, 2008

Health Framework for California Public Schools: Kindergarten through Grade 12, 2003

WEBSITES

California School Boards Association: www.csba.org

California Department of Education, Sex Education and HIV/STD Instruction: www.cde.ca.gov/ls/he/se

**FAMILY LIFE/SEX EDUCATION SEXUAL HEALTH AND HIV/AIDS PREVENTION
INSTRUCTION (cont.)**

California Department of Public Health: www.cdph.ca.gov
California Healthy Kids Resource Center: www.californiahealthykids.org
California Safe Schools Coalition: www.casafeschools.org
Centers for Disease Control and Prevention: www.cdc.gov
U.S. Food and Drug Administration: www.fda.gov

Chino Valley Unified School District

Policy adopted: August 21, 1997

Revised: August 6, 2009

REVISED:

Chino Valley Unified School District

Our Motto:

Student Achievement • Safe Schools • Positive School Climate
Humility • Civility • Service

DATE: January 17, 2019

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

PREPARED BY: Lea Fellows, Assistant Superintendent, Curriculum, Instruction, Innovation, and Support

SUBJECT: WILLIAMS SETTLEMENT LEGISLATION QUARTERLY UNIFORM COMPLAINT REPORT SUMMARY FOR OCTOBER THROUGH DECEMBER 2018

=====

BACKGROUND

In accordance with the Williams settlement legislation, Education Code 35186 states that the Superintendent or designee shall report summarized data on the nature and resolution of all Williams related complaints to the Board of Education and the San Bernardino County Superintendent of Schools on a quarterly basis. Williams related complaints are complaints specific to 1) insufficiency of instructional materials, 2) unsafe facilities, or 3) teacher vacancy or misassignment. The report shall include the number of complaints by general subject area with the number of resolved and unresolved complaints. These summaries shall be publicly reported on a quarterly basis at a regularly scheduled board meeting.

Consideration of this item supports the goals identified within the District's Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education receive for information the Williams Settlement Legislation Quarterly Uniform Complaint Report Summary for October through December 2018.

FISCAL IMPACT

None.

NE:LF:rttr

Williams Settlement Legislation
Quarterly Uniform Complaint Report Summary
For submission to school district governing board and county office of education

District Name: Chino Valley Unified School District

Quarter covered by this report: October 2018 – December 2018

Please fill in the following table. Enter 0 in any cell that does not apply.

	Number of complaints received in quarter	Number of complaints resolved	Number of complaints unresolved
Instructional Materials	0	0	0
Facilities	0	0	0
Teacher Vacancy and Misassignments	0	0	0
Totals	0	0	0

Submitted by: Lea Fellows

Title: Assistant Superintendent, Curriculum, Instruction, Innovation, and Support

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

Student Achievement • Safe Schools • Positive School Climate
Humility • Civility • Service

DATE: January 17, 2019
TO: Members, Board of Education
FROM: Norm Enfield, Ed.D., Superintendent
PREPARED BY: Gregory J. Stachura, Assistant Superintendent, Facilities, Planning, and Operations
SUBJECT: REVISION OF ADMINISTRATIVE REGULATION 3543 BUSINESS AND NONINSTRUCTIONAL OPERATIONS – TRANSPORTATION SAFETY AND EMERGENCIES

=====

BACKGROUND

Board policies, administrative regulations, and bylaws are routinely developed and revised as a result of changes in law, mandates, federal regulations, and current practice.

Revision of Administrative Regulation 3543 Business and Noninstructional Operations – Transportation Safety and Emergencies is updated to reflect new law (AB 1798) which requires that all school buses be equipped with passenger restraint systems by July 1, 2035. Regulation also reflects new law (AB 1840) which delays until March 1, 2019, the requirement that each school bus and student activity bus be equipped with a child safety alert system, and allows for a possible six-month extension for districts with an average daily attendance of 4,000 or less under specified conditions. Regulation adds the conditions under which a student activity bus is exempt from the requirement to install a child safety alert system.

New language is provided in UPPER CASE while old language to be deleted is ~~lined through~~.

Consideration of this item supports the goals identified within the District’s Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education receive for information the revision of Administrative Regulation 3543 Business and Noninstructional Operations – Transportation Safety and Emergencies.

FISCAL IMPACT

None.

NE:GJS:pw

TRANSPORTATION SAFETY AND EMERGENCIES

Each day, prior to driving a school bus, each school bus driver shall inspect the bus to ensure that it is in safe operating condition and equipped as required by law and that all equipment is in good working order. At the completion of each day's work, the driver shall prepare and sign a written report of the condition of the equipment specified in 13 CCR 1215. The report shall indicate any defect or deficiency discovered by or reported to the driver which would affect safe operation or result in mechanical breakdown of the bus. If no defect or deficiency was discovered or reported, THE DRIVER shall so indicate. Any defect or deficiency that would affect safe operation shall be repaired prior to operating the bus. (13 CCR 1215)

(cf. 3540 - Transportation)

(cf. 3541.1 - Transportation for School-Related Trips)

(cf. 3542 - School Bus Drivers)

Passenger Restraint Systems

The Superintendent or designee shall ensure that any school bus or student activity bus which is purchased or leased by the District is equipped with a combination pelvic and upper torso passenger restraint system at all designated seating positions if that bus: (Vehicle Code 27316, 27316.5; 13 CCR 1201)

1. Is a Type 1 school bus ~~manufactured on or after July 1, 2005, which is designed for carrying more than 16 passengers and the driver, AND WAS MANUFACTURED ON OR AFTER JULY 1, 2005~~
2. Is a Type 2 school bus or student activity bus DESIGNED FOR CARRYING 16 OR FEWER PASSENGERS AND THE DRIVER, OR FOR CARRYING 20 OR FEWER PASSENGERS AND THE DRIVER IF THE BUS HAS A MANUFACTURER'S VEHICLE WEIGHT RATING OF 10,000 POUNDS OR LESS, AND WAS manufactured on or after July 1, 2004
 - a. ~~Is designed for carrying 16 or fewer passengers and the driver~~
 - b. ~~Has a manufacturer's vehicle weight rating of 10,000 pounds or less and is designed for carrying not more than 20 passengers and the driver~~

The Superintendent or designee shall prioritize the allocation of school buses purchased, leased, or contracted to ensure that elementary students receive first priority for new school buses equipped with passenger restraint systems whenever feasible.

When a school bus or student activity bus is equipped with a passenger restraint system, all passengers shall use the passenger restraint system. (5 CCR 14105)

TRANSPORTATION SAFETY AND EMERGENCIES (cont.)

Bus drivers shall be instructed regarding procedures to enforce the proper use of the passenger restraint system. Students who fail to follow instructions of the bus driver may be subject to discipline, including suspension of riding privileges, in accordance with Board policy and administrative regulations.

(cf. 5131.1 - Bus Conduct)
(cf. 5144 - Discipline)

Fire Extinguishers

Each school bus shall be equipped with at least one fire extinguisher located in the driver's compartment which meets the standards specified in law. In addition, a wheelchair school bus shall have another fire extinguisher placed at the wheelchair loading door or emergency exit. All fire extinguishers shall be regularly inspected and serviced in accordance with regulations adopted by the State Fire Marshal. (Education Code 39838; 13 CCR 1242; 19 CCR 574-575.3)

CHILD SAFETY ALERT SYSTEM

IN ACCORDANCE WITH VEHICLE CODE 28160, EACH SCHOOL BUS OR STUDENT ACTIVITY BUS SHALL BE EQUIPPED WITH AN OPERATIONAL CHILD SAFETY ALERT SYSTEM AT THE INTERIOR REAR OF THE BUS THAT REQUIRES THE DRIVER TO EITHER MANUALLY CONTACT OR SCAN THE DEVICE, THEREBY PROMPTING THE DRIVER TO INSPECT THE ENTIRETY OF THE INTERIOR OF THE VEHICLE BEFORE EXITING.

A STUDENT ACTIVITY BUS THAT DOES NOT HAVE A CHILD SAFETY ALERT SYSTEM MAY BE USED ONLY IF ALL OF THE FOLLWING APPLY: (Vehicle Code 28160)

1. THE STUDENT ACTIVITY BUS IS NOT USED EXCLUSIVELY TO TRANSPORT STUDENTS
2. WHEN THE STUDENT ACTIVITY BUS IS USED TO TRANSPORT STUDENTS, THE STUDENTS ARE ACCOMPANIED BY AT LEAST ONE ADULT CHAPERONE SELECTED BY A SCHOOL OFFICIAL. IF AN ADULT CHAPERONE IS NOT A SCHOOL EMPLOYEE, THE CHAPERONE SHALL MEET THE REQUIREMENTS FOR A SCHOOL VOLUNTEER

(cf. 1240 - Volunteer Assistance)

3. ONE ADULT CHAPERONE HAS A LIST OF EVERY STUDENT AND ADULT CHAPERONE, INCLUDING A SCHOOL EMPLOYEE, WHO IS ON THE STUDENT ACTIVITY BUS AT THE TIME OF DEPARTURE

TRANSPORTATION SAFETY AND EMERGENCIES (cont.)

4. THE DRIVER HAS REVIEWED ALL SAFETY AND EMERGENCY PROCEDURES BEFORE THE INITIAL DEPARTURE, AND THE DRIVER AND ADULT CHAPERONE HAVE SIGNED A FORM, WITH THE TIME AND DATE, ACKNOWLEDGING THAT THE SAFETY PLAN AND PROCEDURES WERE REVIEWED
5. IMMEDIATELY BEFORE DEPARTURE FROM ANY LOCATION, THE ADULT CHAPERONE SHALL ACCOUNT FOR EACH STUDENT ON THE LIST OF STUDENTS, VERIFY THE NUMBER OF STUDENTS TO THE DRIVER, AND SIGN A FORM INDICATING THAT ALL STUDENTS ARE PRESENT OR ACCOUNTED FOR
6. AFTER STUDENTS HAVE EXITED A STUDENT ACTIVITY BUS, AND BEFORE DRIVING AWAY, THE DRIVER SHALL CHECK ALL AREAS OF THE BUS, INCLUDING, BUT NOT LIMITED TO, OVERHEAD COMPARTMENTS AND BATHROOMS, TO ENSURE THAT THE BUS IS VACANT
7. THE DRIVER SHALL SIGN A FORM WITH THE TIME AND DATE VERIFYING THAT ALL REQUIRED PROCEDURES HAVE BEEN FOLLOWED
8. THE INFORMATION REQUIRED TO BE RECORDED PURSUANT TO ITEMS #4, 5, AND 7 MAY BE RECORDED ON A SINGLE FORM AND SHALL BE RETAINED BY THE DISTRICT FOR A MINIMUM OF TWO YEARS

Electronic Communications Devices

A bus driver is prohibited from driving a school bus or student activity bus while using a wireless telephone or other electronic wireless communications device except for work-related or emergency purposes, including, but not limited to, contacting a law enforcement agency, health care provider, fire department, or other emergency service agency or entity. In any such permitted situation, the driver shall only use a wireless telephone or device that is specifically designed and configured to allow voice-operated and hands-free operation or a function that requires only a single swipe or tap of the driver's finger provided the device is mounted on the windshield, dashboard, or center console of the bus. (Vehicle Code 23123.5, 23125)

Safe Bus Operations

School buses and student activity buses shall not be operated whenever the number of passengers exceeds bus seating capacity, except when necessary in emergency situations which require that individuals be transported immediately to ensure their safety. (Education Code 39834)

TRANSPORTATION SAFETY AND EMERGENCIES (cont.)

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

School bus operations shall be limited when atmospheric conditions reduce visibility on the roadway to 200 feet or less during regular home-to-school transportation service. Bus drivers for school activity trips may discontinue bus operation whenever they determine that it is unsafe to continue operation because of reduced visibility. (Vehicle Code 34501.6)

Unauthorized Entry

The Superintendent or designee may place a notice at bus entrances that warns against unauthorized entry. The driver or another school official may order any person to disembark if that person enters a bus without prior authorization. (Education Code 39842; 13 CCR 1256.5)

(cf. 3515.2 - Disruptions)

Transportation Safety Plan for Boarding and Exiting Buses

The Superintendent or designee shall develop a transportation safety plan containing procedures for school personnel to follow to ensure the safe transport of students. The plan shall address all of the following: (Education Code 39831.3)

1. ~~Determining~~ ~~ATION~~ ~~if~~ ~~OF~~ ~~WHETHER~~ students in grades prekindergarten through 8 require an escort to cross a private road or highway at a bus stop pursuant to Vehicle Code 22112
2. Procedures for all students in grades prekindergarten through 8 to follow as they Board and exit the bus at their bus stops
3. Boarding and exiting a school bus at a school or other trip destination
4. Procedures to ensure that a student is not left unattended on a school bus, student activity bus, or, IF APPLICABLE, youth bus

~~Such procedures shall include, on or before the beginning of the 2018-19 school year, the installation of a child safety alert system at the interior rear of each bus that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting. A student activity bus may be exempt from this requirement under the conditions specified in Vehicle Code 28160.~~

5. Procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus

TRANSPORTATION SAFETY AND EMERGENCIES (cont.)

A copy of the plan shall be kept at each school site and made available upon request to the California Highway Patrol (CHP). (Education Code 39831.3)

Parental Notifications

The Superintendent or designee shall provide written safety information to the parents/guardians of all students in grades prekindergarten through 6 who have not previously been transported in a district school bus or student activity bus. This information shall be provided upon registration and shall contain: (Education Code 39831.5)

1. A list of school bus stops near each student's home
2. General rules of conduct at school bus loading zones
3. Red light crossing instructions
4. A description of the school bus danger zone
5. Instructions for Safely walking to and from school bus stops

(cf. 5145.6 - Parental Notifications)

Student Instruction

Students who are transported in a school bus or ~~school~~ student activity bus shall receive instruction in school bus emergency procedures and passenger safety as follows: (Education Code 39831.5; 5 CCR 14102)

1. Each year, all students who receive home-to-school transportation in a school bus shall be provided appropriate instruction in safe riding practices and emergency evacuation drills.
2. At least once each school year, all students in grades prekindergarten through 8 who receive home-to-school transportation shall receive safety instruction which includes, but is not limited to:
 - a. Proper loading and unloading procedures, including escorting by the driver
 - b. How to safely cross the street, highway, or private road
 - c. In school buses with passenger restraint systems, instruction in the use of such systems as specified in 5 CCR 14105, including, but not limited to, the

TRANSPORTATION SAFETY AND EMERGENCIES (cont.)

proper fastening and release of the passenger restraint system, acceptable placement of passenger restraint systems on students, times at which the passenger restraint systems should be fastened and released, and acceptable placement of the passenger restraint systems when not in use

- d. Proper passenger conduct
- e. Bus evacuation procedures
- f. Location of emergency equipment

As part of this instruction, students shall evacuate the school bus through emergency exit doors. Instruction also may include responsibilities of passengers seated next to an emergency exit.

Each time the above instruction is given, the following information shall be documented:

- a. District name
- b. School name and location
- c. Date of instruction
- d. Names of supervising adults
- e. Number of students participating
- f. Grade levels of students
- g. Subjects covered in instruction
- h. Amount of time taken for instruction
- i. Bus driver's name
- j. Bus number
- k. Additional remarks

This documentation shall be kept on file at the District office or the school for one year and shall be available for inspection by the CHP.

(cf. 3580 - District Records)

TRANSPORTATION SAFETY AND EMERGENCIES (cont.)

3. Before departing on a school activity trip, all students riding on a school bus or student activity bus shall receive safety instruction which includes, but is not limited to, the location of emergency exits and the location and use of emergency equipment. This instruction also may include responsibilities of passengers seated next to an emergency exit.

Bus Accidents

In the event of a school bus accident, the driver shall immediately notify the CHP and the Superintendent or designee. The driver shall not leave the immediate vicinity of the bus to seek aid unless necessary. (13 CCR 1219)

The Superintendent or designee shall maintain a report of each accident that occurred on public or private property involving a school bus with students aboard. The report shall contain pertinent details of the accident and shall be retained for 12 months from the date of the accident. If the accident was not investigated by the CHP, the Superintendent or designee shall forward a copy of the report to the local CHP within five work days of the date of the accident. (13 CCR 1234)

The Superintendent or designee shall review all investigations of bus incidents and accidents to develop preventative measures.

(cf. 4112.42/4212.42/4312.42 - Drug and Alcohol Testing for School Bus Drivers)

Legal Reference:EDUCATION CODE

39830-398412 Transportation, school buses

39860 Contract for transportation; requirement that student not be left unattended

51202 Instruction in personal and public health and safety

PENAL CODE

241.3 Assault against school bus driver

243.3 Battery against school bus driver

VEHICLE CODE

415 Definition of motor vehicle

545-546 Definition of school bus and student activity bus

22112 Loading and Unloading Passengers

23123.5 Use of wireless telephone or communications device while driving; exceptions

23125 Use of wireless telephone prohibited while driving school bus

27316-27316.5 Passenger restraint systems

28160 Child safety alert system

34500 California Highway Patrol responsibility to regulate safe operation of school buses

34501.5 California Highway Patrol responsibility to adopt rules re: safe operation of school buses

34501.6 School buses; reduced visibility

34508 California Highway Patrol responsibility to adopt rules re: equipment and bus operations

CODE OF REGULATIONS, TITLE 5

14100-14105 School buses and student activity buses

TRANSPORTATION SAFETY AND EMERGENCIES (cont.)

CODE OF REGULATIONS, TITLE 13

1200-1294 Motor carrier safety

2480 Airborne toxic control measure; limitation on bus idling

CODE OF REGULATIONS, TITLE 19

574-575.3 Inspection and maintenance of fire extinguishers

CODE OF FEDERAL REGULATIONS, TITLE 49

571.1-571.500 Motor vehicle standards, including school buses

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Passenger Restraints Frequently Asked Questions

WEBSITES

American School Bus Council: www.americanschoolbuscouncil.org

California Association of School Business Officials: www.casbo.org

California Association of School Transportation Officials: www.castoways.org

California Department of Education, Office of School Transportation: www.cde.ca.gov

California Highway Patrol: www.chp.ca.gov

National Transportation Safety Board: www.nts.gov

U.S. Department of Transportation, National Highway Traffic Safety Administration: www.nhtsa.dot.gov

Chino Valley Unified School District

Regulation approved: November 16, 1995

Revised: August 21, 200

Revised: March 5, 2009

Revised: April 6, 2017

REVISED:

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

Student Achievement • Safe Schools • Positive School Climate
Humility • Civility • Service

DATE: January 17, 2019

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

PREPARED BY: Gregory J. Stachura, Assistant Superintendent, Facilities, Planning, and Operations

SUBJECT: MEASURE G FINANCIAL/PERFORMANCE AUDIT REPORT

=====

BACKGROUND

On November 7, 2000, California voters approved Proposition 39, the Smaller Classes, Safer Schools and Financial Accountability Act. Proposition 39 amended portions of the California Constitution to provide for the issuance of general obligation bonds by school districts, community college districts, or county offices of education, "for the construction, reconstruction, rehabilitation, or replacement of school facilities, including the furnishing and equipping of school facilities, or the acquisition or lease of rental property for school facilities", upon approval by 55 percent of the electorate. In addition to reducing the approval threshold from two-thirds to 55 percent, Proposition 39 and the enacting legislation (AB 1908 and AB 2659) requires the following accountability measures as codified in Education Code sections 15278-15282:

1. Requires that the proceeds from the sale of the bonds be used only for the purposes specified in Article XIII A, Section 1(b)(3)(C) of the California Constitution, and not for any other purpose, including teacher and administrator salaries and other school operating expenses.
2. The school district must list the specific school facilities projects to be funded in the ballot measure, and must certify that the governing board has evaluated safety, class size reduction and information technology needs in developing the project list.
3. Requires the school district to appoint a Citizens' Oversight Committee.
4. Requires the school district to conduct an annual independent financial audit and performance audit in accordance with the Government Auditing Standards issued by the comptroller general of the United States of the bond proceeds until all of the proceeds have been expended.

5. Requires the school district to conduct an annual independent performance audit to ensure that the funds have been expended only on the specific projects listed.

The objectives of the financial/performance audit are twofold:

1. Determine whether expenditures charged to the building fund have been made in accordance with the bond project list approved by the voters through the approval of Measure G.
2. Determine whether salary transactions charged to the building fund were in support of Measure G and not for District general administration or operations.

The Board of Education must review the annual audit for the prior year at a public meeting. The Annual Audit Report has been provided under separate cover.

Consideration of this item supports the goals identified within the District's Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education receive for information the Measure G Financial/Performance Audit Report.

FISCAL IMPACT

None.

NE:GJS:pw

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

Student Achievement • Safe Schools • Positive School Climate
Humility • Civility • Service

DATE: January 17, 2019

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

SUBJECT: BOARD MEMBER IRENE HERNANDEZ-BLAIR'S REQUEST TO RESCIND THE BOARD ACTION TAKEN ON SEPTEMBER 4, 2008, ADOPTING RESOLUTION 2008/2009-06, IN SUPPORT OF PROPOSITION 8

=====

BACKGROUND

At its December 13, 2018 organizational meeting, Board member Irene Hernandez-Blair requested that the Board rescind a resolution adopted on September 4, 2008, regarding Proposition 8.

Proposition 8 was a California ballot initiative intended to amend the state's constitution to define marriage as between a man and a woman.

Resolution 2008/2009-06 In Support of Proposition 8 was passed by a vote of 4-0, with former Board members Michael Calta, Bobby Grizzle, Fred Youngblood Jr., and Sylvia Orozco voting yes; and William Klein absent.

RECOMMENDATION

It is recommended the Board of Education discuss Board member Irene Hernandez-Blair's request to rescind the Board action taken on September 4, 2008, adopting Resolution 2008/2009-06, In Support of Proposition 8.

FISCAL IMPACT

None.

NE:pk

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

Student Achievement • Safe Schools • Positive School Climate
Humility • Civility • Service

DATE: January 17, 2019

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

SUBJECT: BOARD MEMBER IRENE HERNANDEZ-BLAIR'S REQUEST TO RESCIND THE BOARD ACTION TAKEN ON OCTOBER 17, 2013, ADOPTING RESOLUTION 2013/2014-10, OPPOSING ASSEMBLY BILL 1266

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BACKGROUND

At the December 13, 2018 organizational meeting, Board member Irene Hernandez-Blair requested that the Board rescind a resolution adopted on October 17, 2013, regarding opposing Assembly Bill 1266.

Assembly Bill 1266 added subsection (f) to Education Code section 221.5, which reads:

“(f) A pupil shall be permitted to participate in sex-segregated school programs and activities, including athletic teams and competitions, and use facilities consistent with his or her gender identity, irrespective of the gender listed on the pupil’s records.”

Resolution 2013/2014-10, Opposing Assembly Bill 1266 passed by a vote of 4-1, with current Board members James Na and Andrew Cruz voting yes; former Board members Charles Dickie and Sylvia Orozco voting yes; and Irene Hernandez-Blair voting no.

RECOMMENDATION

It is recommended the Board of Education discuss Board member Irene Hernandez-Blair’s request to rescind the Board action taken on October 17, 2013, adopting Resolution 2013/2014-10, Opposing Assembly Bill 1266.

FISCAL IMPACT

None.

NE:pk