Pacific View Charter School

A California Public School and Nonprofit 501 (c) (3) Corporation
3670 Ocean Ranch Blvd., Oceanside, California 92056
Phone # (760) 757-0161
AGENDA
Board of Trustees' Meeting – Tuesday, October 21, 2014
5:00pm

1.0   <u>**Call to Order/Roll Call**</u>

2.0   <u>**Approval of Agenda**</u>   **Action**

3.0   <u>**Pledge of Allegiance**</u>

4.0   <u>**Public Comment**</u>

5.0   <u>**Introductions**</u>

6.0   <u>**Executive Director's Report**</u>   **Information**

7.0   <u>**Treasurer's Report for Period Ending September 30, 2014**</u>
                                                             Information

8.0   <u>**Consent Calendar**</u>

These agenda items are considered routine and will be approved in one action without discussion. If a Board Trustee requests that an item be removed from the consent calendar or a citizen wishes to speak to an item, the item will be considered under Action Items.

      8.1   Minutes from Board Meeting of September 16, 2014   **Action**

9.0   <u>**Action/Discussion Items**</u>
      9.1   2014/2015 School Goals   **Action**

10.0   <u>**Personnel**</u>
      10.1   2015 Employer Contribution Increase Request   **Action**

11.0   <u>**Curriculum**</u>
      11.1   English 9A&B   **Action**
      11.2   Foundations English 9A&B   **Action**
      11.3   Peer Tutoring   **Action**
      11.4   FuelEd Physical Education 3&4   **Action**
      11.5   Renaming AGS Courses to Foundations reflecting differentiated
               program level.   **Action**

12.0   <u>**Board/Staff Discussion**</u>

13.0   <u>**Adjournment**</u>

7.0

PACIFIC VIEW CHARTER SCHOOL

BOARD OF TRUSTEES' MEETING
October 21, 2014

2014/15 TREASURER'S REPORT
FOR PERIOD ENDING September 30, 2014

PACIFIC VIEW CHARTER SCHOOL

Treasurer's Report

October 21, 2014 Board Meeting

2013/14 - Charter Schools Enterprise Fund 62-00 & Capital Outlay Fund 62-01
Statement of Activities for the Period Ending September 30, 2014

Revenues

Object	Resource	Description	2014/15 Adopted Budget	2014/15 Revised Budget	# Year-to-Date 7/1-7/31/14 Transactions	Remaining Budget	% Budget Remaining
8011	0000	Local Control Funding Formula	1,975,997	1,959,188	377,215	1,581,973	81%
8011	0000	Education Protection Act	482,500	591,069	147,767	443,302	75%
8096	0000	Transfer to Charter School Revenue Limit	965,565	844,424	176,012	668,412	79%
8550	0000	Mandated Cost Reimbursement	17,485	17,485	0	0	0%
8560	1100	Lottery	59,336	59,336	0	59,336	100%
8560	6300	Restricted Lottery	14,356	14,356	0	14,356	100%
8590	0000	Categorical Block Grant/Other State Funding	1,450	1,450	0	1,450	100%
8590	7405	Common Core Standards	0	0	0	0	0%
8660	0000	Interest	2,000	3,100	0	3,100	100%
8699	0000	All Other Local Revenue	8,000	24,047	66	23,981	100%
8919	0000	Other Authorized Interfund Transfers	0	0	0	0	0%
		Grand Total All Revenues:	**3,526,689**	**3,514,455**	**701,060**	**2,795,910**	**80%**

Expenditures

Object		Certificated Personnel Salaries					
1100		Teacher	1,252,865	1,263,644	318,988	944,656	75%
1300		Supervisors and Administrators	217,242	233,949	71,018	162,931	70%
1900		Other Certificated	0	0	0	0	0%
		Total Certificated Personnel Salaries:	**1,470,107**	**1,497,593**	**390,005**	**1,107,588**	**74%**

PACIFIC VIEW CHARTER SCHOOL

Treasurer's Report

October 21, 2014 Board Meeting

2013/14 - Charter Schools Enterprise Fund 62-00 & Capital Outlay Fund 62-01
Statement of Activities for the Period Ending September 30, 2014

Object	Description	2014/15 Adopted Budget	2014/15 Revised Budget	Year-to-Date 7/1-7/31/14 Transactions	Remaining Budget	% Budget Remaining
	Classified Personnel Salaries					
2100	Instructional Aides	28,515	29,656	8,269	21,387	72%
2300	Supervisors and Administrators	71,810	74,683	20,825	53,858	72%
2400	Clerical, Technical and Office	230,167	239,729	60,846	178,883	75%
2900	Other Classified Salaries	0	0	0	0	0%
	Total Classified Personnel Salaries:	**330,492**	**344,068**	**89,940**	**254,128**	**74%**
	Total Employee Benefits:	**494,976**	**502,182**	**100,751**	**401,431**	**80%**
	Books and Supplies					
4100	Textbooks	2,300	2,300	18	2,282	99%
4200	Books and Other Reference Materials	0	0	0	0	0%
4300	Materials and Supplies	113,828	140,164	25,836	114,328	82%
4400	Non Capitalized Equipment	0	0	0	0	0%
	Total Books and Supplies:	**116,128**	**142,464**	**25,854**	**116,610**	**82%**
	Services and Other Operating Expenditures					
5200	Travel and Conferences	49,583	64,583	5,884	58,699	91%
5300	Dues and Memberships	7,275	7,275	3,124	4,151	57%
5500	Operations and Housekeeping Services	30,000	30,000	9,817	20,183	67%
5600	Rentals, Leases, Repairs, and Non capitalized Improvements	0	0	0	0	0%
5800	**Professional Consulting Services & Operating Expenses**	968,562	994,384	284,905	709,479	71%

PACIFIC VIEW CHARTER SCHOOL

Treasurer's Report

October 21, 2014 Board Meeting

2013/14 - Charter Schools Enterprise Fund 62-00 & Capital Outlay Fund 62-01
Statement of Activities for the Period Ending September 30, 2014

Object		Description	2014/15 Adopted Budget	2014/15 Revised Budget	Year-to-Date 7/1-7/31/14 Transactions	Remaining Budget	% Budget Remaining
		Services & Other Operating Expenses (con't)					
5900		**Communications**	5,936	7,336	1,635	5,701	78%
		Total Services & Other Operating Expenses:	**1,061,356**	**1,103,578**	**305,365**	**798,213**	**72%**
6XXX		**Capital Outlay**	**0**	**0**	**0**	**0**	0%
7XXX		**Other Outgo and Transfers Out**					
		Grand Total All Expenditures:	**3,473,059**	**3,589,885**	**911,915**	**2,677,970**	**75%**
		Beginning Fund Balance	2,349,019	2,618,807			
		Increase/Decrease	53,630	-75,430			
		Ending Fund Balance	2,402,649	2,543,377			
9711	000	**Reserve for Revolving Cash**	200	200			
9770	000	**Designated for Economic Uncertainties**	104,192	107,697			
9780	009	**Deferred Maintenance Reserve**	50,000	50,000			
9780	008	**Erate/100 Laptops/Laptop Cart**	14,848	14,848			
9780	007	**Facilities Reserve**	150,000	150,000			
9780	000	**Land/Bldg/Deprec/Comp Absence/Growth**	1,861,697	1,998,920			
9780	012	**Long Term Debt Reserve (Building)**	217,571	217,571			
9780	013	**Long Term Debt Reserve (Automobile)**	4,141	4,141			

8.1

Pacific View Charter School

A California Public School and Nonprofit 501 (c) (3) Corporation
3670 Ocean Ranch Blvd., Oceanside, California 92056
Phone # (760) 757-0161
Board of Trustees' Meeting – Tuesday, September 16, 2014
Board Minutes

1.0 **Call to Order/Roll Call**
President Walters called the meeting to order at 5:00pm. All present.

2.0 **Approval of Agenda**
Moved by Trustee Gleisberg and seconded by Vice President Miller to approve the agenda as presented.

AYES: Gleisberg, Walters, Miller
NOES: None
ABSTAIN: None

3.0 **Pledge of Allegiance**
The Pledge of Allegiance was led by President Walters

4.0 **Public Comment**
No Public Comment

5.0 **Introductions**
James Rotherham, Erin Gorence, Director of Curriculum; Lori Bentley, Business Services; Kathi Cohen, Lead High School Teacher High School; Sandy Benson, Business Consultant, Kathy Meck, Lead K-8 Teacher

6.0 **Executive Director's Report**
- The request for an extension of our WASC Visit was approved. Our WASC Visit will take place in the Fall of 2015
- Students and parents have been very receptive to the counseling services that started this month. The counselor is here on Fridays from 9:00am to 2:00pm to meets with students
- There are four staff members attending the STEM Conference at the San Diego Convention Center
- We have sent applications to two perspective Board Members
- By re-evaluating our program offerings due to declining enrollment our survey data shows that students come to our program for flexibility. Teachers will monitor students assessments to help them in placing students into workshop classes

7.0 **Treasurer's Report For Period Ending August 31, 2014**
- First Interim Report will show changes in budget
- First Interim will be presented at the November Board Meeting

- Changes to this month's report show a net budget decrease due to Governor's revise, OUSD Property Tax adjustment, Curriculum , bonus calculations, LCAP adjustment

8.0   Consent Calendar

These agenda items are considered routine and will be approved in one action without discussion. If a Board Trustee requests that an item be removed from the consent calendar
or a citizen wishes to speak to an item, the item will be considered under Action Items.

8.1 Minutes from Board Meeting of June 17, 2014
Moved by Trustee Gleisberg and seconded by Vice President Miller to approve the minutes as presented.

AYES: Gleisberg, Walters, Miller
NOES: None
ABSTAIN: None

9.0   Action/Discussion Items

9.1 2013/14 Annual Audit Hosaka, Rotherham & Co.
Moved by Trustee Gleisberg and seconded by Vice President Miller to approve the 2013/14 Audit as presented by James Rotherham.

AYES: Gleisberg, Walters, Miller
NOES: None
ABSTAIN: None

9.2 Williams/Valenzuela 2013/14 4th Qtr Report
Moved by President Walters and seconded by Trustee Gleisberg to approve the Williams/Valenzuela 2013/14 4th Qtr Report as presented..

AYES: Gleisberg, Walters, Miller
NOES: None
ABSTAIN: None

9.3 2013/14 Unaudited Actuals
Moved by President Walters and seconded by Vice President Miller to approve the 2013/14 Unaudited Actuals as presented.

AYES: Gleisberg, Walters, Miller
NOES: None
ABSTAIN: None

9.4 2014/15 EPA Expenditure Report
Moved by Trustee Gleisberg and seconded by Vice President Miller to approve the 2014/15 EPA Expenditure Report as presented.

AYES: Gleisberg, Walters, Miller
NOES: None
- ABSTAIN: None

10.0 **<u>Curriculum</u>**
10.1-10.18 Course Outlines
Moved by Vice President Miller and seconded by Trustee Gleisberg to approve the Course Outlines as presented

AYES: Gleisberg, Walters, Miller
NOES: None
ABSTAIN: None

11.0 **<u>Board/Staff Discussion</u>**
Trustee Gleisberg shared information about the Richard Dreyfus Civics Initiative stating that the initiative speaks to the loss of American Values, Strength and Purpose

12.0 **<u>Adjournment</u>**
President Walters adjourned the meeting at 6:00pm

9.1

Pacific View Charter School
2014/2015 School Goals

Leadership:
Replicate PVCS's exceptional learning model to a second location outside of San Diego County

Prepare for WASC visit in Fall 2015
Investigate warehouse to classroom conversion construction project and e-occupancy reclassification of upper room in Suite 3664
Maintain sound fiscal policies and a balanced budget in alignment with Local Control Accountability
Plan annual goals, actions and services

Investigate availability and qualifications for state, local and community grants, entitlements and donations

Review and update Website and multiple Social Media marketing options, including but not limited to, Facebook, YouTube, Google+, Instagram, Twitter, and YELP to reach a larger population and increase parent/student participation.

Goal 1: Students have access to standards aligned instructional resources and materials needed for learning.
100% of students will have access to a fully certified, highly qualified teacher (HQT).

100% of students will have access to standards aligned curriculum & instructional materials.

All students will receive instruction in facilities that are safe, secure, clean and well maintained

Goal 2: Professional Development focused on Common Core State Standards ELA and ELD Standards.
Students will receive instructional access by teachers who are participating in CCSS ELA/ELD Framework training.

Provide additional academic intervention course and web based resources for EL students as needed

EL students will improve by one performance level annually as identified via CELDT
Continue to reclassify English Learners

Goal 3: All teachers will participate in Professional Development to enhance their instructional practice and focus on 21st century instruction and learning.
Students are instructed by teachers, who engage in a variety of Professional Development trainings to enhance 2st century instruction and core content.

Using RTI, identify low performing students for academic intervention. Provide every student with an individualized learning plan with growth targets and monitor for progress
.
Students with disabilities will meet annual IEP Goals

Goal 4: Students will meet or exceed expectations by the Common Core State Standards.
2014-15 CAASPP (ELA & Math) assessment results will serve to establish a baseline.
Implement Common Core Aligned benchmark assessments for all students in ELA & Math.

Goal 5: Increase supplemental resources, and technology to support academic success.
Students will have increased access to supplemental materials such as non-fiction texts and computer-based instructional programs
Implement 1:1 laptops for Grades 6-8

Goal 6: Students will graduate on time and ready for College and Career.
75% of 10th grade students will pass CAHSEE ELA & Math.
Increase passing rate for credit deficient students by 5%

100% of 11th grade students will take the CAASPP ELA/Math for EAP

Host annual College Application & Financial Aid Workshop

Goal 7: Continue to implement the systematic operation tool to support data-driven decision making.
Collect, disaggregate, analyze and develop longitudinal student /data reports

Goal 8: Increase resources and services to students and parents to ensure student engagement, school connectedness and positive school culture.
Students will have access to an increased number of counselors & mental health providers who will support individualized student needs

Increase prevention programs to address behavioral concerns

Maintain ADA at 96%

Students & parents will provide feedback on school safety, connectedness and motivation

Goal 9: Increase parent involvement workshops, activities, and parent input in decision making.
Develop parent engagement opportunities through a variety of input opportunities

10.1

Pacific View Charter School Health Insurance Renewal Rates Effective January 1, 2015

- No Increase in Dental Rates
- No Increase in Vision Rates
- 3% increase on Plan 2 PPO rates
- 10% increase for Plan 3 PPO rates

Employee fiscal impact with no increase in employer contribution ($660 per month)

A fully insured employee (Health PPO Plan 2, Vision & Dental) will see an increase of 17.77% of employee contribution for a total contribution on behalf of the employee of $144.07; this is monthly increase of $21.74.

A fully insured employee (Health PPO Plan 3, Vision & Dental) will see an increase of 28.64 % of employee contribution for a total contribution on behalf of the employee of $415.66; this is a monthly increase of $92.56.

Administration is requesting that the 2015 Employee Benefits – Employer Contribution increase in the amount of $20.00 per month. Total 2014/15 budget impact is reflected in the chart below:

2014 Employer Contribution	$660.00
2015 Proposed Employer Contribution	$680.00
Annual Increase per Employee	$240.00
2014/15 Budget Impact	$2,380.00

Subject to Board approval of the 2015 Employee Benefits – Employer Contribution increase, the 2015/16 and 2016/17 fiscal impact will be reflected in the First Interim budget. The First Interim Budget shall be presented during the November Board meeting.

2015/16 Estimated Budget Impact	$5,236.00
2016/17 Estimated Budget Impact	$5,760.00

11.1

Pacific View Charter School
Course Outline

Course Title: English 9A   **Course #:** 1059
Department: English   **Credits:** 5

Course Description: English 9A is a one-semester course designed to give students the language skills that will prepare them for college and career readiness. In this course students refine the skills necessary for the development of academic literacy. These skills are developed through the active reading of literary and informational texts, academic language development of text-embedded vocabulary, oral language practice, and writing of informational, argumentative, synthetic, and narrative pieces. The focus is on reading a variety of literary and informational texts in order to construct coherent writing pieces. The course is required for graduation and is aligned with the Common Core Standards.

Student Outcome:
Students will demonstrate mastery of the Common Core Standards as delineated below.

Reading Literature
Key Ideas and Details:

CCSS.ELA-LITERACY.RL.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RL.9-10.2

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.

CCSS.ELA-LITERACY.RL.9-10.3

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.

Craft and Structure:

CCSS.ELA-LITERACY.RL.9-10.4

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).

CCSS.ELA-LITERACY.RL.9-10.5

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.

CCSS.ELA-LITERACY.RL.9-10.6

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.

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RL.9-10.7

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 "Musee des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).

CCSS.ELA-LITERACY.RL.9-10.8

(RL.9-10.8 not applicable to literature)

CCSS.ELA-LITERACY.RL.9-10.9

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).

Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.RL.9-10.10

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 Informative Text
Key Ideas and Details:

CCSS.ELA-LITERACY.RI.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.9-10.2

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.

CCSS.ELA-LITERACY.RI.9-10.3

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.

Craft and Structure:

[CCSS.ELA-LITERACY.RI.9-10.4](#)

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).

[CCSS.ELA-LITERACY.RI.9-10.5](#)

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).

[CCSS.ELA-LITERACY.RI.9-10.6](#)

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.

Integration of Knowledge and Ideas:

[CCSS.ELA-LITERACY.RI.9-10.7](#)

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.

[CCSS.ELA-LITERACY.RI.9-10.8](#)

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.

[CCSS.ELA-LITERACY.RI.9-10.9](#)

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.

Range of Reading and Level of Text Complexity:

[CCSS.ELA-LITERACY.RI.9-10.10](#)

By the end of grade 9, read and comprehend literacy nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing

Text Types and Purposes:

[CCSS.ELA-LITERACY.W.9-10.1](#)

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

[CCSS.ELA-LITERACY.W.9-10.1.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.

CCSS.ELA-LITERACY.W.9-10.1.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.

CCSS.ELA-LITERACY.W.9-10.1.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.

CCSS.ELA-LITERACY.W.9-10.1.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.

CCSS.ELA-LITERACY.W.9-10.1.E

Provide a concluding statement or section that follows from and supports the argument presented.

CCSS.ELA-LITERACY.W.9-10.2

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.

CCSS.ELA-LITERACY.W.9-10.2.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.

CCSS.ELA-LITERACY.W.9-10.2.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.

CCSS.ELA-LITERACY.W.9-10.2.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.

CCSS.ELA-LITERACY.W.9-10.2.D

Use precise language and domain-specific vocabulary to manage the complexity of the topic.

CCSS.ELA-LITERACY.W.9-10.2.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.

CCSS.ELA-LITERACY.W.9-10.2.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).

CCSS.ELA-LITERACY.W.9-10.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCSS.ELA-LITERACY.W.9-10.3.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.

CCSS.ELA-LITERACY.W.9-10.3.B

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

CCSS.ELA-LITERACY.W.9-10.3.C

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

CCSS.ELA-LITERACY.W.9-10.3.D

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

CCSS.ELA-LITERACY.W.9-10.3.E

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing:

CCSS.ELA-LITERACY.W.9-10.4

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.)

CCSS.ELA-LITERACY.W.9-10.5

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 9-10 here.)

CCSS.ELA-LITERACY.W.9-10.6

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.

Research to Build and Present Knowledge:

CCSS.ELA-LITERACY.W.9-10.7

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.

CCSS.ELA-LITERACY.W.9-10.8

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.

CCSS.ELA-LITERACY.W.9-10.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.W.9-10.9.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]").

CCSS.ELA-LITERACY.W.9-10.9.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").

Range of Writing:

CCSS.ELA-LITERACY.W.9-10.10

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 & Listening

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.9-10.1

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.

CCSS.ELA-LITERACY.SL.9-10.1.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.

CCSS.ELA-LITERACY.SL.9-10.1.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.

CCSS.ELA-LITERACY.SL.9-10.1.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.

<u>CCSS.ELA-LITERACY.SL.9-10.1.D</u>

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.

<u>CCSS.ELA-LITERACY.SL.9-10.2</u>

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

<u>CCSS.ELA-LITERACY.SL.9-10.3</u>

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Presentation of Knowledge and Ideas:

<u>CCSS.ELA-LITERACY.SL.9-10.4</u>

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

<u>CCSS.ELA-LITERACY.SL.9-10.5</u>

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.

<u>CCSS.ELA-LITERACY.SL.9-10.6</u>

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language

Conventions of Standard English:

<u>CCSS.ELA-LITERACY.L.9-10.1</u>

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

<u>CCSS.ELA-LITERACY.L.9-10.1.A</u>

Use parallel structure.*

<u>CCSS.ELA-LITERACY.L.9-10.1.B</u>

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.

<u>CCSS.ELA-LITERACY.L.9-10.2</u>

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.9-10.2.A

Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

CCSS.ELA-LITERACY.L.9-10.2.B

Use a colon to introduce a list or quotation.

CCSS.ELA-LITERACY.L.9-10.2.C

Spell correctly.

Knowledge of Language:

CCSS.ELA-LITERACY.L.9-10.3

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.

CCSS.ELA-LITERACY.L.9-10.3.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.

Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.L.9-10.4

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.

CCSS.ELA-LITERACY.L.9-10.4.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.

CCSS.ELA-LITERACY.L.9-10.4.B

Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).

CCSS.ELA-LITERACY.L.9-10.4.C

Consult general and specialized reference materials (e.g., 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.

CCSS.ELA-LITERACY.L.9-10.4.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).

CCSS.ELA-LITERACY.L.9-10.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-LITERACY.L.9-10.5.A

Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

Analyze nuances in the meaning of words with similar denotations.

Assessment: Assessment of student outcomes will be based on formative written assignments, reading comprehension activities, participation and completion of the Writing Workshop and summative writing pieces and projects.

Instructional Materials:
Literature & Language Arts- Holt, 2003- Third Course
Literature & Language Arts Handbook- Holt- 2003- Third Course

Core Work:
The House on Mango Street, Sandra Cisneros

Writing Lab: English 9A may offer a supplemental Writing Workshop. See Supervisory Teacher for details.

Board Approval Date: 3/18/08   Amended:

English 9A Standards

	Assignment #1	Assignment #2	Assignment #3	Assignment #4	Assignment #5	Assignment #6	Assignment #7
Reading: Literature							
RL 9-10.1	X	X	X	X	X	X	X
RL 9-10.2	X	X	X	X	X	X	X
RL 9-10.3	X	X	X	X	X	X	X
RL 9-10.4	X	X	X	X	X	X	X
RL 9-10.5	X	X	X	X	X	X	X
RL 9-10.6				X		X	X
RL 9-10.7		X	X				
RL 9-10.8	Not applicable to literature						
RL 9-10.9							
RL 9-10.10	X	X	X	X	X	X	X
Reading: Informative Text							
RI 9-10.1			X	X	X	X	X
RI 9-10.2			X	X	X	X	X
RI 9-10.3		X			X	X	X
RI 9-10.4			X	X	X	X	X
RI 9-10.5			X	X	X	X	X
RI 9-10.6		X	X	X	X	X	X
RI 9-10.7		X	X	X	X	X	X
RI 9-10.8			X	X	X	X	X
RI 9-10.9							
RI 9-10.10	X	X	X	X	X	X	X
Writing							
W 9-10.1	X	X	X	X	X	X	X
W 9-10.2	X	X	X	X	X	X	X
W 9-10.3	X	X	X	X	X	X	X
W 9-10.4	X	X	X	X	X	X	X
W 9-10.5	X	X	X	X	X	X	X
W 9-10.6	X	X	X	X	X	X	X
W 9-10.7				X	X	X	X
W 9-10.8				X	X	X	X
W 9-10.9	X	X	X	X	X	X	X
W 9-10.10	X	X	X	X	X	X	X
Speaking & Listening							
SL 9-10.1	X	X	X	X	X	X	X
SL 9-10.2		X	X	X	X	X	X
SL 9-10.3				X	X	X	X
SL 9-10.4	X		X	X	X	X	X
SL 9-10.5	X	X	X	X	X	X	X
SL 9-10.6	X	X	X	X	X	X	X
Language							
L 9-10.1	X	X	X	X	X	X	X
L 9-10.2	X	X	X	X	X	X	X
L 9-10.3	X	X	X	X	X	X	X
L 9-10.4	X	X	X	X	X	X	X
L 9-10.5	X	X	X	X	X	X	X
L 9-10.6	X	X	X	X	X	X	X

Pacific View Charter School
Course Outline

Course Title: English 9B   **Course #:** 1060
Department: English   **Credits:** 5
Prerequisite: None

Course Description: English 9B is a one-semester course designed to continue and extend the language skills that will prepare them for college and career readiness learned in English 9A. In this course students refine the skills necessary for the development of academic literacy. These skills are developed through the active reading of literary and informational texts, academic language development of text-embedded vocabulary, oral language practice, and writing of informational, argumentative, synthetic, and narrative pieces. The focus is on reading a variety of literary and informational texts in order to construct coherent writing pieces. The course is required for graduation and is aligned with the Common Core Standards.

Student Outcome:
Students will demonstrate mastery of the Common Core Standards as delineated below.

Reading Literature
Key Ideas and Details:

CCSS.ELA-LITERACY.RL.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RL.9-10.2

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.

CCSS.ELA-LITERACY.RL.9-10.3

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.

Craft and Structure:

CCSS.ELA-LITERACY.RL.9-10.4

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).

CCSS.ELA-LITERACY.RL.9-10.5

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.

CCSS.ELA-LITERACY.RL.9-10.6

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.

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RL.9-10.7

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 "Musee des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).

CCSS.ELA-LITERACY.RL.9-10.8

(RL.9-10.8 not applicable to literature)

CCSS.ELA-LITERACY.RL.9-10.9

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).

Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.RL.9-10.10

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 Informative Text
Key Ideas and Details:

CCSS.ELA-LITERACY.RI.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.9-10.2

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.

CCSS.ELA-LITERACY.RI.9-10.3

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.

Craft and Structure:

CCSS.ELA-LITERACY.RI.9-10.4

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).

CCSS.ELA-LITERACY.RI.9-10.5

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).

CCSS.ELA-LITERACY.RI.9-10.6

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.

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RI.9-10.7

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.

CCSS.ELA-LITERACY.RI.9-10.8

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.

CCSS.ELA-LITERACY.RI.9-10.9

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.

Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.RI.9-10.10

By the end of grade 9, read and comprehend literacy nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing

Text Types and Purposes:

CCSS.ELA-LITERACY.W.9-10.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-LITERACY.W.9-10.1.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.

CCSS.ELA-LITERACY.W.9-10.1.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.

CCSS.ELA-LITERACY.W.9-10.1.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.

CCSS.ELA-LITERACY.W.9-10.1.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.

CCSS.ELA-LITERACY.W.9-10.1.E

Provide a concluding statement or section that follows from and supports the argument presented.

CCSS.ELA-LITERACY.W.9-10.2

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.

CCSS.ELA-LITERACY.W.9-10.2.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.

CCSS.ELA-LITERACY.W.9-10.2.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.

CCSS.ELA-LITERACY.W.9-10.2.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.

CCSS.ELA-LITERACY.W.9-10.2.D

Use precise language and domain-specific vocabulary to manage the complexity of the topic.

CCSS.ELA-LITERACY.W.9-10.2.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.

CCSS.ELA-LITERACY.W.9-10.2.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).

CCSS.ELA-LITERACY.W.9-10.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCSS.ELA-LITERACY.W.9-10.3.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.

CCSS.ELA-LITERACY.W.9-10.3.B

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

CCSS.ELA-LITERACY.W.9-10.3.C

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

CCSS.ELA-LITERACY.W.9-10.3.D

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

CCSS.ELA-LITERACY.W.9-10.3.E

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing:

CCSS.ELA-LITERACY.W.9-10.4

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.)

CCSS.ELA-LITERACY.W.9-10.5

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 9-10 here.)

CCSS.ELA-LITERACY.W.9-10.6

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.

Research to Build and Present Knowledge:

CCSS.ELA-LITERACY.W.9-10.7

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.

CCSS.ELA-LITERACY.W.9-10.8

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.

CCSS.ELA-LITERACY.W.9-10.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.W.9-10.9.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]").

CCSS.ELA-LITERACY.W.9-10.9.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").

Range of Writing:

CCSS.ELA-LITERACY.W.9-10.10

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 & Listening

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.9-10.1

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.

CCSS.ELA-LITERACY.SL.9-10.1.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.

CCSS.ELA-LITERACY.SL.9-10.1.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.

CCSS.ELA-LITERACY.SL.9-10.1.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.

CCSS.ELA-LITERACY.SL.9-10.1.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.

[CCSS.ELA-LITERACY.SL.9-10.2](#)

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

[CCSS.ELA-LITERACY.SL.9-10.3](#)

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Presentation of Knowledge and Ideas:

[CCSS.ELA-LITERACY.SL.9-10.4](#)

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

[CCSS.ELA-LITERACY.SL.9-10.5](#)

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.

[CCSS.ELA-LITERACY.SL.9-10.6](#)

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language

Conventions of Standard English:

[CCSS.ELA-LITERACY.L.9-10.1](#)

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

[CCSS.ELA-LITERACY.L.9-10.1.A](#)

Use parallel structure.*

[CCSS.ELA-LITERACY.L.9-10.1.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.

[CCSS.ELA-LITERACY.L.9-10.2](#)

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

[CCSS.ELA-LITERACY.L.9-10.2.A](#)

Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

CCSS.ELA-LITERACY.L.9-10.2.B

Use a colon to introduce a list or quotation.

CCSS.ELA-LITERACY.L.9-10.2.C

Spell correctly.

Knowledge of Language:

CCSS.ELA-LITERACY.L.9-10.3

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.

CCSS.ELA-LITERACY.L.9-10.3.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.

Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.L.9-10.4

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.

CCSS.ELA-LITERACY.L.9-10.4.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.

CCSS.ELA-LITERACY.L.9-10.4.B

Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).

CCSS.ELA-LITERACY.L.9-10.4.C

Consult general and specialized reference materials (e.g., 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.

CCSS.ELA-LITERACY.L.9-10.4.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).

CCSS.ELA-LITERACY.L.9-10.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-LITERACY.L.9-10.5.A

Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

CCSS.ELA-LITERACY.L.9-10.5.B

Analyze nuances in the meaning of words with similar denotations.

Assessment: Assessment of student outcomes will be based on formative written assignments, reading comprehension activities, participation and completion of the Writing Workshop and summative writing pieces and projects.

Instructional Materials:
Literature & Language Arts- Holt, 2003- Third Course
Literature & Language Arts Handbook- Holt- 2003- Third Course

Core Work:
Fahrenheit 451- Ray Bradbury

Writing Lab: English 9B may offer a supplementary Writing Workshop. See Supervisory Teacher for details.

Board Approval Date: 3/18/08   Amended:

English 9B Standards

	Assignment #1	Assignment #2	Assignment #3	Assignment #4	Assignment #5	Assignment #6	Assignment #7
Reading: Literature							
RL 9-10.1	X	X	X	X	X	X	X
RL 9-10.2	X	X	X	X	X	X	X
RL 9-10.3	X	X	X	X	X	X	X
RL 9-10.4	X	X	X	X	X	X	X
RL 9-10.5	X	X	X	X	X	X	X
RL 9-10.6				X		X	X
RL 9-10.7		X	X				
RL 9-10.8	Not applicable to literature						
RL 9-10.9							
RL 9-10.10	X	X	X	X	X	X	X
Reading: Informative Text							
RI 9-10.1			X	X	X	X	X
RI 9-10.2			X	X	X	X	X
RI 9-10.3		X			X	X	X
RI 9-10.4			X	X	X	X	X
RI 9-10.5			X	X	X	X	X
RI 9-10.6		X	X	X	X	X	X
RI 9-10.7		X	X	X	X	X	X
RI 9-10.8			X	X	X	X	X
RI 9-10.9							
RI 9-10.10	X	X	X	X	X	X	X
Writing							
W 9-10.1	X	X	X	X	X	X	X
W 9-10.2	X	X	X	X	X	X	X
W 9-10.3	X	X	X	X	X	X	X
W 9-10.4	X	X	X	X	X	X	X
W 9-10.5	X	X	X	X	X	X	X
W 9-10.6	X	X	X	X	X	X	X
W 9-10.7				X	X	X	X
W 9-10.8				X	X	X	X
W 9-10.9	X	X	X	X	X	X	X
W 9-10.10	X	X	X	X	X	X	X
Speaking & Listening							
SL 9-10.1	X	X	X	X	X	X	X
SL 9-10.2		X	X	X	X	X	X
SL 9-10.3				X	X	X	X
SL 9-10.4	X		X	X	X	X	X
SL 9-10.5	X	X	X	X	X	X	X
SL 9-10.6	X	X	X	X	X	X	X
Language							
L 9-10.1	X	X	X	X	X	X	X
L 9-10.2	X	X	X	X	X	X	X
L 9-10.3	X	X	X	X	X	X	X
L 9-10.4	X	X	X	X	X	X	X
L 9-10.5	X	X	X	X	X	X	X
L 9-10.6	X	X	X	X	X	X	X

11.2

Pacific View Charter School
Course Outline

Course Title: Foundations English 9A   **Course #:** 1142

Department: English   **Credits:** 5

Course Description: English 9A is a one-semester course designed to give students the language skills that will prepare them for college and career readiness. In this course students refine the skills necessary for the development of academic literacy. These skills are developed through the active reading of literary and informational texts, academic language development of text-embedded vocabulary, oral language practice, and writing of informational, argumentative, synthetic, and narrative pieces. The focus is on reading a variety of literary and informational texts in order to construct coherent writing pieces. The course is required for graduation and is aligned with the Common Core Standards.

Student Outcome:
Students will demonstrate mastery of the Common Core Standards as delineated below.

Reading Literature
Key Ideas and Details:

CCSS.ELA-LITERACY.RL.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RL.9-10.2

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.

CCSS.ELA-LITERACY.RL.9-10.3

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.

Craft and Structure:

CCSS.ELA-LITERACY.RL.9-10.4

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).

CCSS.ELA-LITERACY.RL.9-10.5

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.

CCSS.ELA-LITERACY.RL.9-10.6

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.

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RL.9-10.7

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 "Musee des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).

CCSS.ELA-LITERACY.RL.9-10.8

(RL.9-10.8 not applicable to literature)

CCSS.ELA-LITERACY.RL.9-10.9

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).

Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.RL.9-10.10

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 Informative Text
Key Ideas and Details:

CCSS.ELA-LITERACY.RI.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.9-10.2

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.

CCSS.ELA-LITERACY.RI.9-10.3

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.

Craft and Structure:

CCSS.ELA-LITERACY.RI.9-10.4

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).

CCSS.ELA-LITERACY.RI.9-10.5

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).

CCSS.ELA-LITERACY.RI.9-10.6

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.

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RI.9-10.7

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.

CCSS.ELA-LITERACY.RI.9-10.8

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.

CCSS.ELA-LITERACY.RI.9-10.9

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.

Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.RI.9-10.10

By the end of grade 9, read and comprehend literacy nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing

Text Types and Purposes:

CCSS.ELA-LITERACY.W.9-10.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-LITERACY.W.9-10.1.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.

CCSS.ELA-LITERACY.W.9-10.1.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.

CCSS.ELA-LITERACY.W.9-10.1.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.

CCSS.ELA-LITERACY.W.9-10.1.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.

CCSS.ELA-LITERACY.W.9-10.1.E

Provide a concluding statement or section that follows from and supports the argument presented.

CCSS.ELA-LITERACY.W.9-10.2

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.

CCSS.ELA-LITERACY.W.9-10.2.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.

CCSS.ELA-LITERACY.W.9-10.2.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.

CCSS.ELA-LITERACY.W.9-10.2.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.

CCSS.ELA-LITERACY.W.9-10.2.D

Use precise language and domain-specific vocabulary to manage the complexity of the topic.

CCSS.ELA-LITERACY.W.9-10.2.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.

CCSS.ELA-LITERACY.W.9-10.2.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).

CCSS.ELA-LITERACY.W.9-10.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCSS.ELA-LITERACY.W.9-10.3.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.

CCSS.ELA-LITERACY.W.9-10.3.B

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

CCSS.ELA-LITERACY.W.9-10.3.C

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

CCSS.ELA-LITERACY.W.9-10.3.D

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

CCSS.ELA-LITERACY.W.9-10.3.E

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing:

CCSS.ELA-LITERACY.W.9-10.4

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.)

CCSS.ELA-LITERACY.W.9-10.5

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 9-10 here.)

CCSS.ELA-LITERACY.W.9-10.6

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.

Research to Build and Present Knowledge:

CCSS.ELA-LITERACY.W.9-10.7

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.

CCSS.ELA-LITERACY.W.9-10.8

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.

CCSS.ELA-LITERACY.W.9-10.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.W.9-10.9.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]").

CCSS.ELA-LITERACY.W.9-10.9.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").

Range of Writing:

CCSS.ELA-LITERACY.W.9-10.10

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 & Listening

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.9-10.1

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.

CCSS.ELA-LITERACY.SL.9-10.1.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.

CCSS.ELA-LITERACY.SL.9-10.1.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.

CCSS.ELA-LITERACY.SL.9-10.1.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.

CCSS.ELA-LITERACY.SL.9-10.1.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.

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

CCSS.ELA-LITERACY.SL.9-10.3

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.SL.9-10.4

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

CCSS.ELA-LITERACY.SL.9-10.5

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.

CCSS.ELA-LITERACY.SL.9-10.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language

Conventions of Standard English:

CCSS.ELA-LITERACY.L.9-10.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.9-10.1.A

Use parallel structure.*

CCSS.ELA-LITERACY.L.9-10.1.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.

CCSS.ELA-LITERACY.L.9-10.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.9-10.2.A

Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

CCSS.ELA-LITERACY.L.9-10.2.B

Use a colon to introduce a list or quotation.

CCSS.ELA-LITERACY.L.9-10.2.C

Spell correctly.

Knowledge of Language:

CCSS.ELA-LITERACY.L.9-10.3

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.

CCSS.ELA-LITERACY.L.9-10.3.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.

Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.L.9-10.4

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.

CCSS.ELA-LITERACY.L.9-10.4.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.

CCSS.ELA-LITERACY.L.9-10.4.B

Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).

CCSS.ELA-LITERACY.L.9-10.4.C

Consult general and specialized reference materials (e.g., 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.

CCSS.ELA-LITERACY.L.9-10.4.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).

CCSS.ELA-LITERACY.L.9-10.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-LITERACY.L.9-10.5.A

Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

CCSS.ELA-LITERACY.L.9-10.5.B

Analyze nuances in the meaning of words with similar denotations.

Assessment: Assessment of student outcomes will be based on formative written assignments, reading comprehension activities, participation and completion of the Writing Workshop and summative writing pieces and projects.

Instructional Materials:

Instructional Materials: Basic English Composition- Revised by AGS, 2003

A Survey of Fiction by AGS, 2003 (Workbook)

Core Work:

The House on Mango Street, Sandra Cisneros

Writing Lab: English 9A may offer a supplementary Writing Workshop. See Supervisory Teacher for details.

Board Approval Date: 3/18/08   Amended:

AGS English 9A Standards

	Assignment #1	Assignment #2	Assignment #3	Assignment #4	Assignment #5	Assignment #6	Assignment #7
Reading: Literature							
RL 9-10.1	X	X	X	X	X	X	X
RL 9-10.2							
RL 9-10.3	X	X	X	X	X	X	
RL 9-10.4	X	X	X	X	X	X	X
RL 9-10.5						X	
RL 9-10.6		X			X		
RL 9-10.7			X				
RL 9-10.8	Not applicable to literature						
RL 9-10.9							
RL 9-10.10	X	X	X	X	X	X	X
Reading: Informative Text							
RI 9-10.1			X		X	X	
RI 9-10.2							
RI 9-10.3					X		
RI 9-10.4			X		X	X	
RI 9-10.5							
RI 9-10.6		X	X		X	X	
RI 9-10.7							
RI 9-10.8				X	X	X	X
RI 9-10.9							
RI 9-10.10	X	X	X	X	X	X	
Writing							
W 9-10.1				X	X	X	X
W 9-10.2							
W 9-10.3	X	X	X				
W 9-10.4	X	X	X	X	X	X	X
W 9-10.5		X	X	X	X	X	X
W 9-10.6				X	X	X	X
W 9-10.7				X	X	X	X
W 9-10.8				X	X	X	X
W 9-10.9				X	X	X	X
W 9-10.10	X	X	X	X	X	X	X
Speaking & Listening							
SL 9-10.1	X	X	X	X	X	X	X
SL 9-10.2				X	X	X	X
SL 9-10.3				X	X	X	X
SL 9-10.4				X	X	X	X
SL 9-10.5	X	X	X	X	X	X	X
SL 9-10.6	X	X	X	X	X	X	X
Language							
L 9-10.1	X	X	X	X	X	X	X
L 9-10.2	X	X	X	X	X	X	X
L 9-10.3	X	X	X	X	X	X	X
L 9-10.4	X	X	X	X	X	X	X
L 9-10.5	X	X	X	X	X	X	
L 9-10.6	X	X	X	X	X	X	X

Pacific View Charter School
Course Outline

Course Title: Foundations English 9B   **Course #:** 1143
Department: English   **Credits:** 5

Course Description: Foundations English 9B is a one-semester course designed to give students the language skills that will prepare them for college and career readiness. In this course students refine the skills necessary for the development of academic literacy. These skills are developed through the active reading of literary and informational texts, academic language development of text-embedded vocabulary, oral language practice, and writing of informational, argumentative, synthetic, and narrative pieces. The focus is on reading a variety of literary and informational texts in order to construct coherent writing pieces. The course is required for graduation and is aligned with the Common Core Standards.

Student Outcomes:
Students will demonstrate mastery of the Common Core Standards as delineated below.

Reading Literature
Key Ideas and Details:

CCSS.ELA-LITERACY.RL.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RL.9-10.2

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.

CCSS.ELA-LITERACY.RL.9-10.3

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.

Craft and Structure:

CCSS.ELA-LITERACY.RL.9-10.4

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).

CCSS.ELA-LITERACY.RL.9-10.5

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.

CCSS.ELA-LITERACY.RL.9-10.6

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.

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RL.9-10.7

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 "Musee des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).

CCSS.ELA-LITERACY.RL.9-10.8

(RL.9-10.8 not applicable to literature)

CCSS.ELA-LITERACY.RL.9-10.9

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).

Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.RL.9-10.10

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 Informative Text
Key Ideas and Details:

CCSS.ELA-LITERACY.RI.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.9-10.2

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.

CCSS.ELA-LITERACY.RI.9-10.3

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.

Craft and Structure:

CCSS.ELA-LITERACY.RI.9-10.4

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).

CCSS.ELA-LITERACY.RI.9-10.5

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).

CCSS.ELA-LITERACY.RI.9-10.6

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.

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RI.9-10.7

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.

CCSS.ELA-LITERACY.RI.9-10.8

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.

CCSS.ELA-LITERACY.RI.9-10.9

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.

Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.RI.9-10.10

By the end of grade 9, read and comprehend literacy nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing

Text Types and Purposes:

CCSS.ELA-LITERACY.W.9-10.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-LITERACY.W.9-10.1.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.

CCSS.ELA-LITERACY.W.9-10.1.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.

CCSS.ELA-LITERACY.W.9-10.1.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.

CCSS.ELA-LITERACY.W.9-10.1.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.

CCSS.ELA-LITERACY.W.9-10.1.E

Provide a concluding statement or section that follows from and supports the argument presented.

CCSS.ELA-LITERACY.W.9-10.2

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.

CCSS.ELA-LITERACY.W.9-10.2.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.

CCSS.ELA-LITERACY.W.9-10.2.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.

CCSS.ELA-LITERACY.W.9-10.2.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.

CCSS.ELA-LITERACY.W.9-10.2.D

Use precise language and domain-specific vocabulary to manage the complexity of the topic.

CCSS.ELA-LITERACY.W.9-10.2.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.

CCSS.ELA-LITERACY.W.9-10.2.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).

CCSS.ELA-LITERACY.W.9-10.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCSS.ELA-LITERACY.W.9-10.3.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.

CCSS.ELA-LITERACY.W.9-10.3.B

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

CCSS.ELA-LITERACY.W.9-10.3.C

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

CCSS.ELA-LITERACY.W.9-10.3.D

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

CCSS.ELA-LITERACY.W.9-10.3.E

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing:

CCSS.ELA-LITERACY.W.9-10.4

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.)

CCSS.ELA-LITERACY.W.9-10.5

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 9-10 here.)

CCSS.ELA-LITERACY.W.9-10.6

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.

Research to Build and Present Knowledge:

CCSS.ELA-LITERACY.W.9-10.7

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.

CCSS.ELA-LITERACY.W.9-10.8

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.

CCSS.ELA-LITERACY.W.9-10.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.W.9-10.9.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]").

CCSS.ELA-LITERACY.W.9-10.9.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").

Range of Writing:

CCSS.ELA-LITERACY.W.9-10.10

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 & Listening

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.9-10.1

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.

CCSS.ELA-LITERACY.SL.9-10.1.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.

CCSS.ELA-LITERACY.SL.9-10.1.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.

CCSS.ELA-LITERACY.SL.9-10.1.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.

CCSS.ELA-LITERACY.SL.9-10.1.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.

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

CCSS.ELA-LITERACY.SL.9-10.3

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.SL.9-10.4

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

CCSS.ELA-LITERACY.SL.9-10.5

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.

CCSS.ELA-LITERACY.SL.9-10.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language

Conventions of Standard English:

CCSS.ELA-LITERACY.L.9-10.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.9-10.1.A

Use parallel structure.*

CCSS.ELA-LITERACY.L.9-10.1.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.

CCSS.ELA-LITERACY.L.9-10.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.9-10.2.A

Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

CCSS.ELA-LITERACY.L.9-10.2.B

Use a colon to introduce a list or quotation.

CCSS.ELA-LITERACY.L.9-10.2.C

Spell correctly.

Knowledge of Language:

CCSS.ELA-LITERACY.L.9-10.3

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.

CCSS.ELA-LITERACY.L.9-10.3.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.

Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.L.9-10.4

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.

CCSS.ELA-LITERACY.L.9-10.4.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.

CCSS.ELA-LITERACY.L.9-10.4.B

Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).

CCSS.ELA-LITERACY.L.9-10.4.C

Consult general and specialized reference materials (e.g., 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.

CCSS.ELA-LITERACY.L.9-10.4.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).

CCSS.ELA-LITERACY.L.9-10.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-LITERACY.L.9-10.5.A

Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

CCSS.ELA-LITERACY.L.9-10.5.B

Analyze nuances in the meaning of words with similar denotations.

Assessment: Assessment of student outcomes will be based on formative written assignments, reading comprehension activities, participation and completion of the Writing Workshop and summative writing pieces and projects.

Instructional Materials:

Instructional Materials: Basic English Composition- Revised by AGS, 2003

A Survey of Fiction by AGS, 2003 (Workbook)

Core Work: *Fahrenheit 451*, Ray Bradbury

Writing Lab: English 9B may offer a supplementary Writing Workshop. See Supervisory Teacher for details.

Board Approval Date: 3/18/08   **Amended:**

Foundations English 9B Standards

	Assignment #1	Assignment #2	Assignment #3	Assignment #4	Assignment #5	Assignment #6	Assignment #7
Reading: Literature							
RL 9-10.1	X	X	X	X	X	X	X
RL 9-10.2						X	
RL 9-10.3		X			X		
RL 9-10.4	X	X	X	X	X	X	
RL 9-10.5							
RL 9-10.6		X			X		
RL 9-10.7							
RL 9-10.8			Not applicable to literature				
RL 9-10.9				X			
RL 9-10.10	X	X	X	X	X	X	X
Reading: Informative Text							
RI 9-10.1	X	X	X	X	X	X	
RI 9-10.2					X		
RI 9-10.3	X						
RI 9-10.4	X	X			X		
RI 9-10.5							
RI 9-10.6					X		
RI 9-10.7							
RI 9-10.8							
RI 9-10.9							
RI 9-10.10	X	X	X	X	X	X	
Writing							
W 9-10.1				X	X	X	X
W 9-10.2				X			
W 9-10.3	X	X	X				
W 9-10.4	X	X	X	X	X	X	X
W 9-10.5		X	X	X	X	X	X
W 9-10.6				X	X	X	X
W 9-10.7							
W 9-10.8				X	X	X	X
W 9-10.9				X	X	X	X
W 9-10.10	X	X	X	X	X	X	X
Speaking & Listening							
SL 9-10.1	X	X	X	X	X	X	X
SL 9-10.2				X	X	X	X
SL 9-10.3				X	X	X	
SL 9-10.4				X	X	X	X
SL 9-10.5	X	X	X	X	X	X	X
SL 9-10.6	X	X	X	X	X	X	X
Language							
L 9-10.1	X	X	X	X	X	X	X
L 9-10.2	X	X	X	X	X	X	X
L 9-10.3	X	X	X	X	X	X	X
L 9-10.4	X	X	X	X	X	X	X
L 9-10.5	X	X	X	X	X	X	
L 9-10.6	X	X	X	X	X	X	X

11.3

Pacific View Charter School Course Outline

Course Title: Peer Tutor   **Course #: 1137**
Department: Elective   **Credits: 2.5 (max 5 credits)**
Pre-requisite: None   **UC Approved: No**

Course Description:
Peer tutoring provides high school students with a structured experience to assist other students with their studies. Peer tutors assist students in academic achievement by meeting with them to clarify learning problems and study skills. Tutoring is a supplement to teaching. Tutors also receive hands-on career experience which will then assist the student in selecting and developing college and/or career options.

Student Outcomes:
Students will be able to:
1) Conduct effective tutoring sessions through the use of basic listening, questioning and feedback techniques.
2) Provide an alternate learning environment in which tutors can aid in building academic confidence through collaboration and encouragement.
3) Teach personal responsibility.
4) Aid and help tutees reach their personal goals.
5) Build and strengthen verbal and grammar skills.
5) Model respect, patience, and understanding for all students.

Assessment:
Assessment of student outcomes will be based on student completion of assigned tasks, meetings with supervising teacher, attitude towards task to be completed, and initiative.

Instructional Materials:
Peer Tutoring Training Manual, Direct instruction from Supervising Teacher.

Notes:
This course will be assigned a Pass/Fail grade by the supervising teacher.
Students must be recommended by their Supervisory Teacher and approved by the Director of Student Services to enroll.
Students must have GPA of 3.0 or higher, or receive recommendation from the Executive Director to become a Peer Tutor.
Students who have been suspended or expelled during the semester are not eligible during that semester.
Student work assignments must exclude access to confidential information.

Board Approval Date:

11.4

Pacific View Charter School
Course Outline

Course Title: FuelEd Physical Education 3   **Department**: Physical Education
Course #: 1140   **Credits**: 5

Course Description: This course is designed for students to participate in physical activity under the direction of an approved adult advisor. During the course, students will demonstrate an effort to enhance their skills, improve personal responsible behavior, and exhibit respect for others while participating in movement activities. Students will research areas of fitness, biochemical principles and particular team support activities in order to develop a basic awareness of overall health and total wellness. Students will plan how to maintain an enhancing level of physical fitness for their own future and explore the benefits of exercise.

Student Outcome:
The student will be able to:
1) Participate in physical activity with supervision.
2) Demonstrate an effort to enhance physical skills.
3) Improve personal responsible behavior.
4) Exhibit respect for others.
5) Research areas of fitness.
6) Develop a basic awareness of overall health and total wellness.
7) Students will understand how physical fitness goals and plans can improve overall mental, emotional and physical health.
8) Students will understand how physical fitness products and programs can improve overall mental, emotional, and physical health.
9) Students will be aware of all the available fitness resources within their community.
10) Students will know the rules, offensive and defensive strategies of various athletic sports.

Assessment:
Assessment of student outcomes will be based on student performance through physical activity progress reports, and online assignments.

Instructional Materials:
Fuel Education Physical Education Online Curriculum

Board Approval Date:

Pacific View Charter School
Course Outline

Course Title: FuelEd Physical Education 4   **Department**: Physical Education
Course #: 1141   **Credits**: 5

Course Description: This course is designed for students to participate in physical activity under the direction of an approved adult advisor. During the course, students will demonstrate an effort to enhance their skills, improve personal responsible behavior, and exhibit respect for others while participating in movement activities. Students will research areas of fitness, biochemical principles and particular team support activities in order to develop a basic awareness of overall health and total wellness. Students will plan how to maintain an enhancing level of physical fitness for their own future and explore the benefits of exercise.

Student Outcome:
The student will be able to:
1) Participate in physical activity with supervision.
2) Demonstrate an effort to enhance physical skills.
3) Improve personal responsible behavior.
4) Exhibit respect for others.
5) Research areas of fitness.
6) Develop a basic awareness of overall health and total wellness.
7) Students will understand how physical fitness goals and plans can improve overall mental, emotional and physical health.
8) Students will understand how physical fitness products and programs can improve overall mental, emotional, and physical health.
9) Students will be aware of all the available fitness resources within their community.
10) Students will know the rules, offensive and defensive strategies of various athletic sports.

Assessment:
Assessment of student outcomes will be based on student performance through physical activity progress reports, and online assignments.

Instructional Materials:
Fuel Education Physical Education Online Curriculum

Board Approval Date: