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, November 18, 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>**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.

       7.1   Minutes from Board Meeting of October 21, 2014   **Action**

8.0   <u>**Action/Discussion Items**</u>
       8.1   SDCOE Williams/Valenzuela Quarterly Report   **Action**
       8.2   2014/2015 First Interim Report   **Action**
       8.3   Digital Solutions Presentation   **Information**
       8.4   Facilities- Carpet/Tile Replacement Proposal   **Action**
       8.5   Board Trustee Resignation – Trustee Gleisberg   **Information**

9.0   <u>**Curriculum**</u>
       9.1   English 10 A&B Course Outlines   **Action**

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

11.0   <u>**Adjournment**</u>

7.1

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, October 21, 2014
Board Minutes

1. **Call to Order/Roll Call**
   President Walters called the meeting to order at 5:05pm. 1st Vice President Nancy Miller absent.

2. **Approval of Agenda**
   Moved by Trustee Gleisberg and seconded by President Walters to approve the agenda as presented.

   AYES: Gleisberg, Walters
   NOES: None
   ABSTAIN: None

3. **Pledge of Allegiance**
   The Pledge of Allegiance was led by President Walters

4. **Public Comment**
   No Public Comment

5. **Introductions**
   Erin Gorence, Director of Curriculum; Lori Bentley, Business Services; Kathi Cohen, Lead High School Teacher High School; Sandy Benson, Business Consultant, Gayl Johnson, Director of Student Services & Lorena Aguilar

6. **Executive Director's Report**
   - Some of our students participated in a San Diego Zoo event on October 17
   - We had four staff attend the STEM Conference in San Diego at the Convention Center. Information about different technology resources was brought back for teachers
   - Digital Solutions through the San Diego County Office of Education came and provided a follow up training for teachers on screen cast-o-matic.
   - MiraCosta College Ambassadors are returning this year. They will be coming on to the campus twice a month. They assist students with the registration process and field questions from students
   - We had our campus videoed and labeled for First Responders. This is a new program being offered to schools to assist law enforcement

+ Good Citizen Dog Training is in progress for employee dogs. The dogs will be tested after a 6 week class. The dogs will wear a Therapy Dog vest while on campus. This program has been very helpful with different student challenges
+ We participated in the Great California Shake Out on Thursday, October 16,2014 This is the third year that we have participated

7. 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 are net budget decrease due to Governor's revise, OUSD Property Tax adjustment, Curriculum, bonus calculations, LCAP adjustment

8. 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 September 16, 2014
Moved by President Walters and seconded by Trustee Gleisberg to approve the minutes as presented.

AYES: Gleisberg, Walters
NOES: None
ABSTAIN: None

9. Action/Discussion Items
9.1 2014/15 School Goals
Moved by Trustee Gleisberg and seconded by President Walters to approve the 2014/15 Goals as presented.

AYES: Gleisberg, Walters
NOES: None
ABSTAIN: None

10. Personnel
10.1 2015 Employer Contribution Increase Request
Moved by Trustee Gleisberg and seconded by President Walters to approve the 2015 Employer Contribution Increase Request as presented.

AYES: Gleisberg, Walters
NOES: None
ABSTAIN: None

11. **Curriculum**
    11.1 English 9 A&B
    Moved by Trustee Gleisberg and seconded by President Walters to approve the English 9 A&B Course Outlines as presented.

    AYES: Gleisberg, Walters
    NOES: None
    ABSTAIN: None

    11.2 Foundations English 9 A&B
    Moved by President Walters and seconded by Trustee Gleisberg to approve the Foundations English 9 A&B Course Outlines as presented.

    AYES: Gleisberg, Walters
    NOES: None
    ABSTAIN: None

    11.3 Peer Tutoring
    Moved by Trustee Gleisberg and seconded by President Walters to approve the Peer Tutoring Course Outline as presented.

    AYES: Gleisberg, Walters
    NOES: None
    ABSTAIN: None

    11.4 FuelEd Physical Education 3&4
    Moved by Trustee Gleisberg and seconded by President Walters to approve the FuelEd Physical Education 3&4 Course Outlines as presented.

    AYES: Gleisberg, Walters
    NOES: None
    ABSTAIN: None

    11.5 Renaming AGS Courses to Foundations reflecting differentiated program level
    Moved by Trustee Gleisberg and seconded by President Walters to approve the Renaming of AGS Courses to Foundations Courses as presented.

    AYES: Gleisberg, Walters
    NOES: None
    ABSTAIN: None

12. **Board/Staff Discussion**
    None

13. **Adjournment:** President Walters adjourned the meeting at 5:42pm

8.1

SDCOE Uniform Complaint Quarterly Reports Database

Williams and Valenzuela Settlements

Change a Quarter Record

Select Another Date   Back to Main Menu
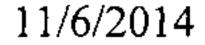
Record ID :   2041

District :   3731221

Quarter :   2014-15 1st Qtr Jul-Sep

Number of Complaints for Quarter			
	Received	Resolved	Unresolved
Valenzuela	0	0	0

Submitted By: Kira Fox

Title: Director of Central Office & Finance

Change Record

8.2

PACIFIC VIEW CHARTER SCHOOL

BOARD OF TRUSTEES' MEETING
November 18, 2014

2014.15 FIRST INTERIM REPORT

Pacific View Charter School
2014/15 First Interim Budget
Financial Summary – November 18, 2014

Legislation outlined in Education Code Section 47604.33 requires Charter Schools to report their financial statements four times a year to their Sponsoring District, County Office of Education, and the California Department of Education. The financial reporting includes Budget Adoption, First Interim, Second Interim and Unaudited Actuals. The enclosed financial reports provide an update and detail of the School's 2014/15 financial status, First Interim 2014/15 Budget and projections for two subsequent fiscal years. The 2014/15 First Interim Budget will require the Board's review and action.

The First Interim 2014/15 Budget includes the following items:

- ✓ 2014/15 First Interim Multi-year Projection and Assumptions
- ✓ 2014/15 Local Control Funding Formula Summary
- ✓ 2014/15 First Interim Certification Form

During the Working Adopted Budget administration used the original LCFF calculator. The LCFF calculator was updated to reflect the Governor's May Revise.

The School has a Memorandum of Understanding with the Oceanside Unified School District (OUSD) to provide special education services to our students. OUSD receives all PVCS's NCCSE revenue in exchange for the programs and services provided to our students.

First Interim Budget Enrollment and Average Daily Attendance (A.D.A.)

	2013/14	2014/15	2015/16	2016/17
Enrollment	427	469	469	469
A.D.A.	408.60	448.58	448.58	448.58
A.D.A. Ratio	95.69%	95.65%	95.65%	95.65%

Pacific View Charter School
2014/15 First Interim Budget
Financial Summary – November 18, 2014

The Excel spreadsheet below reflects all changes that have taken place since the Working Adopted Budget was approved.

Revenue Budget Line Item	Description	Amount
62-00-0000-8011	LCFF Funding	-16,809
62-00-0000-8012	EPA State Aid	108,569
62-00-0000-8096	In Lieu of Property Tax	-121,141
62-00-0000-8550	Mandated Cost	0
62-00-1100-8560	Unrestricted Lottery	1,534
62-00-6300-8560	Restricted Lottery	1,740
62-00-0000-8590	13-14 Statewide Student Identifier Maintenance	99
62-00-0000-8660	Fund 62-01 Interest	1,100
62-00-9026-8699	Microsoft Voucher	16,047

Total Revenue Reduction — **-8,861**

Expenditure Budget Line Item	Description	Amount
62-00-0000/1400-1000	Certificated Salary Adj.	-15,681
62-00-0000-2000	Classified Salary Adj.	13,576
62-00-0000/1400-3999	Employee Benefits	-25,218
62-00-0000-4100	Textbooks	77
62-00-0000/9026-4300	Instructional Supplies	26,260
62-00-0000/9026-5200	Travel & Conference	15,000
62-00-0000-5300	Dues & Membership	0
62-00-0000/1400/9026-5800	Professional/Consultant Services	25,822
62-00-0000-000-5900	Communications	1,400

Total Expenditure Increase — **41,236**

October 31, 2014 Balance — **-50,097**

Original Budget July 1, 2014 — **53,631**

Increase/Decrease Fund Balance — **3,534**

PACIFIC VIEW CHARTER SCHOOL
MULTI-YEAR PROJECTION
2014-2017 Proposed/Adopted Budget

ENTERPRISE FUND		2014-15 Working/ Adopted Budget	2014-15 First Interim Budget	2015-16 Projected Budget	2016-17 Projected Budget
A. REVENUES					
1) Revenue Limit Sources	8010-8099	3,424,062	**3,394,681**	3,618,281	3,814,323
2) Other Federal Revenues	8100-8299	0	**0**	0	0
3) Other State Revenues	8300-8599	92,627	**96,000**	92,012	92,012
4) Other Local Revenues	8600-8799	10,000	**27,147**	11,464	11,853
5) TOTAL REVENUES		**3,526,689**	**3,517,828**	**3,721,757**	**3,918,188**
B. EXPENDITURES					
1) Certificated Salaries	1000-1999	1,470,107	**1,454,425**	1,512,602	1,573,106
2) Classified Salaries	2000-2999	330,492	**344,068**	357,831	372,144
3) Employee Fringes	3000-3999	494,976	**463,358**	493,384	538,733
4) Books, Supplies, Non-Capital Equip	4000-4999	116,127	**138,736**	142,898	147,185
5) Services, Other Operating Exp	5000-5999	1,061,356	**1,113,987**	1,147,407	1,181,829
7) Other Outgo	7100-7299	0	**0**	0	0
8) Direct Support/Indirect Costs	7300-7399	0	**0**	0	0
9) TOTAL EXPENDITURES		**3,473,058**	**3,514,574**	**3,654,122**	**3,812,997**
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES & USES		**53,631**	**3,254**	**67,635**	**105,192**
D. Other Financing Sources/Uses					
1) Interfund Transfers In - 8919					
2) Interfund Transfers Out - 7619		**0**			
E. Net Increase(Decrease) in Fund Balance		**53,631**	**3,254**	**67,635**	**105,192**
F. FUND BALANCE, RESERVES					
1) Fund 62/62-01 Beginning Balance/July 1		**2,349,019**	**2,618,807**	**2,622,061**	**2,689,696**
2) Ending Balance		**2,402,650**	**2,622,061**	**2,689,696**	**2,794,887**
Components of Fund Balance					
Restricted for Econ Uncert.		**104,192**	**105,437**	**109,624**	**114,390**
Restricted for Special Purposes		**2,298,458**	**2,516,623**	**2,580,072**	**2,680,497**
Undesignated		**0**	**0**	**0**	**0**
Total Components of Fund Balance		**2,402,650**	**2,622,061**	**2,689,696**	**2,794,887**
SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS		**387,088**	**387,088**	**388,088**	**389,088**

PACIFIC VIEW CHARTER SCHOOL
MULTI-YEAR PROJECTION
2014-2017 Proposed/Adopted Budget

		2014-15 Working/ Adopted	2014-15 First Interim	2015-16 Projected Budget	2016-17 Projected Budget
Designated for Economic Uncertainty	9770-000	104,192	105,437	109,624	114,390
TOTAL		**104,192**	**105,437**	**109,624**	**114,390**
Revolving Cash Reserve	9711-000	200	200	200	200
Deferred Maintenance Reserve	9780-009	50,000	50,000	50,000	50,000
Erate/100 Laptops/Laptop Cart	9780-008	14,848	14,848	15,293	15,752
Payroll/Facilities Reserve	9780-007	150,000	150,000	150,000	150,000
Land/Bldg/Deprec/Comp Absence/Growth	9780-000	1,861,698	2,079,863	2,133,207	2,223,409
Long Term Debt Reserve (Building)	9780-012	217,571	217,571	217,571	217,571
Long Term Debt Reserve (Automobile)	9780-013	4,141	4,141	4,141	4,141
TOTAL		**2,298,458**	**2,516,623**	**2,570,412**	**2,661,073**
Undesignated	9790-000	0	0	9,660	19,424
TOTAL		**0**	**0**	**9,660**	**19,424**
TOTAL RESERVES		**2,402,650**	**2,622,060**	**2,680,036**	**2,775,463**

PACIFIC VIEW CHARTER SCHOOL
MULTI-YEAR PROJECTION
2014-2017 Proposed/Adopted Budget

	2014-15 PROJECTED	2015-16 PROJECTED	2016-17 PROJECTED
REVENUE			
1. COLA	0.850%	2.10%	2.30%
2. LOTTERY	$156.00	$156.00	$156.00
3. ENROLLMENT ESTIMATES			
Totals	469	469	469
4. ENROLLMENT INCREASE(DECREASE)	0	0	0
Percentage Change	0.00%	0.00%	0.00%
5. REVENUE LIMIT ADA	448.58	448.58	448.58
EXPENDITURES			
1. FRINGE BENEFIT RATES			
STRS State Teachers Retirement System	8.88%	8.88%	8.88%
PERS Public Employee Retirement System	11.77%	11.77%	11.77%
Social Security	6.20%	6.20%	6.20%
Medicare	1.45%	1.45%	1.45%
SUI State Unemployment Insurance/ 09/10 .30%	1.10%	1.10%	1.10%
Workers Compensation/09/10 1.80%	1.89%	1.89%	1.89%
Health Insurance cost per year	$ 163,238	$ 184,798	$ 218,277
Books and Supplies/Other Operating Services	3%	3%	3%

PACIFIC VIEW CHARTER SCHOOL
MULTI-YEAR PROJECTION
2014-2017 Proposed/Adopted Budget

REVENUES	2014-15	2015-16	2016-17
Total Student Enrollment	*469*	*469*	*469*
Total Student ADA	*448.58*	*448.58*	*448.58*
Student ADA at 95.69% - MS - Grade K-3	*28.60*	*28.60*	*28.60*
Student ADA at 95.69% - MS - Grade 4-6	*23.27*	*23.27*	*23.27*
Student ADA at 95.69% - MS - Grade 7-8	*33.89*	*33.89*	*33.89*
Student ADA at 95.69% - HS - Grade 9-12	*362.82*	*362.82*	*362.82*
Revenue Limit Sources			
0000-000 8011 LCFF Base Funding	1,726,054	1,895,437	2,054,101
0000-000-8011-001 LCFF Base Funding Prior Year	0	0	0
0000-500-8011 Supplemental & Concentration Grants	233,134	221,041	238,929
0000-500-8011-001 Supplemental & Concentratio Grants PY	0	0	0
1400-000-8012 Education Protection Account	591,069	591,069	591,069
1400-000-8012-001 Education Protection Account Prior Year	0	0	0
0000-000-8096 In lieu of Property Taxes-Included in Prin Appor	891,216	910,734	930,224
0000-000-8096-001 In lieu of Property Tax Prior Year	-46,792	0	0
TOTALS	3,394,681	3,618,281	3,814,323
Other State Revenues			
0000-000-8550 Mandated Costs	17,485	17,485	17,485
1100-000-8560 State Lottery - CY Unrestricted	59,336	59,336	59,336
1100-000-8560-001 State Lottery - Prior Year Unrestricted	1,534	0	0
6300-000-8560 State Lottery - CY Restricted	14,356	14,356	14,356
6300-000-8560-001 State Lottery Restricted Adjustment	1,740	0	0
Various-8590 Star/CAHSEE Testing Revenue	835	835	835
Various-8590-001 Star/CAHSEE Testing Revenue	714	0	0
TOTALS	96,000	92,012	92,012
Other Local Revenues			
0000-000-8660 Interest	3,100	3,224	3,366
0000-000-8699 All other local revenue	8,000	8,240	8,487
0000-000-8699 Microsoft Voucher Funds	16,047	0	0
TOTALS	27,147	11,464	11,853
TOTAL REVENUE	$3,517,828	$3,721,757	$3,918,188

PACIFIC VIEW CHARTER SCHOOL
MULTI-YEAR PROJECTION
2014-2017 Proposed/Adopted Budget

EXPENDITURES		2014-15	2015-16	2016-17
		18.5	**18.5**	**18.5**
Certificated Salaries				
1000-1999		**1,454,425**	**1,512,602**	**1,573,106**
Teacher salaries based on 15.5 FTE				
Admin Salaries 3.0 FTE				
Classified Salaries				
2000-2999		**344,068**	**357,831**	**372,144**
Support staff & office salaries 5.0 FTE				
Admin Salaries 1.0 FTE				
Employee Fringes				
3111/3211 STRS		124,081	134,319	139,692
3212 PERS		40,312	42,117	43,801
3311/3312 Social Security		24,642	22,186	23,073
3321/3322 Medicare		28,365	27,121	28,206
3401/3402 Health & Welfare Benefits		163,238	184,798	218,277
3501/3502 Unemployment Insurance		47,494	47,493	48,918
3601/3602 Workman's Compensation Ins.		35,226	35,351	36,765
TOTALS		**463,358**	**493,384**	**538,733**
Books and Supplies				
4000-4999		**138,736**	**142,898**	**147,185**
Services, Other Operating Expense				
5000-5999		**1,113,987**	**1,147,407**	**1,181,829**
conferences, mileage, dues & memberships, insurance, gas & electricity, irrigation, trash, pest control, contracted				
cleaning services, leases, maintenance agreements, grounds & repairs, equipment leases, bank expenses,				
contracted services, bottled water, employment services, security services, charter buses, software licensing,				
print shop services, SDCOE systems, oversight fee, payroll services, legal expenses, advertising, telephones &				
cell phones, postage, internet costs				
Other Outgo		**0**	**0**	**0**
Direct Support/Indirect Costs		**0**	**0**	**0**
TOTAL EXPENDITURES		**$3,514,574**	**$3,654,122**	**$3,812,997**

Summary of Funding

		2013-14		2014-15		2015-16		2016-17
Target	$	4,168,772	$	4,204,117	$	4,296,441	$	4,387,677
Floor		2,978,589		3,121,431		3,441,473		3,618,280
CY Gap Funding		142,842		320,042		176,807		196,042
ERT		-		-		-		-
Minimum State Aid		-		-		-		-
Total Phase-In Entitlement	$	**3,121,431**	$	**3,441,473**	$	**3,618,281**	$	**3,814,323**

Components of LCFF By Object Code

		2012-13		2013-14		2014-15		2015-16		2016-17
8011 - State Aid	$	1,312,328	$	1,615,840	$	1,959,188	$	2,116,478	$	2,293,030
8011 - Fair Share		-		-		-		-		-
8311 & 8590 - Categoricals		305,189		-		-		-		-
8012 - EPA		614,053		566,029		591,069		591,069		591,069
Local Revenue Sources:										
8021 to 8048 - Property Taxes				-		-		-		-
8096 - In-Lieu of Property Taxes		944,502		939,562		891,216		910,734		930,224
Property Taxes net of in-lieu		-		-		-		-		-
TOTAL FUNDING	$	**3,176,072**	$	**3,121,431**	$	**3,441,473**	$	**3,618,281**	$	**3,814,323**
Excess Taxes	$	-	$	-	$	-	$	-	$	-
EPA in excess to LCFF Funding	$	-	$	-	$	-	$	-	$	-

Minimum Proportionality Percentage (MPP):
Summary Supplemental & Concentration Grant

		2013-14		2014-15		2015-16		2016-17
Current year estimated supplemental and concentration grant funding in the LCAP year	$			236,802	$	221,041	$	238,929
Current year Minimum Proportionality Percentage (MPP)				7.39%		6.51%		6.68%

Summary of Student Population

	2013-14	2014-15	2015-16	2016-17
Unduplicated Pupil Population				
Count	229.50	229.50	229.50	229.50
Rolling %, Supplemental Grant	53.75%	53.75%	53.75%	53.75%
Rolling %, Concentration Grant	53.75%	53.75%	53.75%	53.75%
Total Actual ADA	**448.58**	**448.58**	**448.58**	**448.58**
Grades TK-3	28.60	28.60	28.60	28.60
Grades 4-6	23.27	23.27	23.27	23.27
Grades 7-8	33.89	33.89	33.89	33.89
Grades 9-12	362.82	362.82	362.82	362.82
Ungraded	-	-	-	-
Total Adjusted Base Funded ADA	**448.58**	**448.58**	**448.58**	**448.58**
Grades TK-3	28.60	28.60	28.60	28.60
Grades 4-6	23.27	23.27	23.27	23.27
Grades 7-8	33.89	33.89	33.89	33.89
Grades 9-12	362.82	362.82	362.82	362.82
Necessary Small Schools	-	-	-	-

8.4

PACIFIC VIEW CHARTER SCHOOL

A California Public School

Established 1999

2014-15

Phase 1 – Carpet Replacement

We are beginning the process of systemically replacing the flooring in our 12 suite campus. This project will be completed in a 3 or 4 phase process over a 3 to 4 year period, contingent on annual available funding. We will be installing a carpet tile product which will provide for easy removal/replacement in the event of any future damage. Additionally, we will be installing a hard surface transition area at each office entry and the high traffic area of the main office.

The 1st phase includes:

- Front Office and 2nd Floor Business Office (3670)
- Study Hall and 2nd Floor Classroom (3662)
- Computer Lab (3660)
- Classroom (3672)

We invited four (4) established flooring vendors to provide bids for the project.

- A & S Flooring
- Howard's Rug Company
- Tri-City Carpets
- Abbey Carpet

Each vendor was given a complete set of building plans and a guided walk-through of the facility. Abbey Carpets failed to provide a written bid. Below is an analysis of the three competitive bids that were received.

Proposal Details	A&S Flooring	Howard's Rug	Tri-City Carpet
Bid Total	$29,149.00	$26,048.35	$26,363.00
Consideration – Vapor Testing to confirm viability of Carpet Tile Installation	Vapor Testing included in installation cost	Additional fee of $816.00 would not warrant installation without test	No testing required – Vendor Recommendation
Consideration – Product Market	Commercial Carpet Specialist. Extensive School installation experience.	Commercial Carpet Specialist. Private Sector, Commercial/Corporate office space	Predominantly residential.
Consideration – Customer Responsiveness	Prompt	Delayed	Prompt

STAFF RECOMMENDATION: Staff would recommend awarding contract to A&S Flooring

Vendor /Reference	A&S VUSD Leo Abaya Facilities Coordinator	A&S Cajon Valley James Beard – Facilities Director	A&S La Mesa-Spring Valley Chris Banker Dir. M&O	Howard **No contact Information Provided**	Tri-City Rod Engle Stein Education Center (left message)	Tri-City Carlos LaGrange St. Mary's School Escondido	Tri-City Lee Ann VanLangen Herrick Development (left message)
# of Jobs/Size	5-6 8 classes ¾ of elementary	2 or 3 with A&S followed- Steve Harmon from previous vendor Complete elementary schools	10 jobs Typically 1 classroom (900 sq. ft)	Provided detailed list of completed jobs Ranging from 90K to in excess of $1million	75 jobs 25 years Major portion of Mesa Vista Hospital Carpet Vinyl installation No carpet tile	Admin office / 1 classroom Vinyl Tile Installation	Inns of America - Carlsbad
Most recent	Summer, 2014 Alta Vista High Monte Vista	Summer, 2014 Greenfield Middle School	3 classroom		August, 2014 Classroom Admin Office		
On-Time	YES	YES	YES		YES	yes	
Issues	None	None	None		None	No	
Reuse	Yes	Absolutely	Yes		Yes	Yes	

BID CONFIRMATION

Our firm wishes to bid on the project below. We propose to furnish and install for the following project in accordance with the following specifications and prices. Water and power to be supplied by others. This proposal does not include grinding, sanding, nailing, or straightening of sub-floors unless noted.

PROJECT:	Pacific View Charter School	DATE:	10 Nov, 14	PG 1 OF 1
ATTN:	Lori Bentley	BY:	Steve Harmon	

SECTION(S)		AMOUNT
	ACKNOWLEDGE ADDENDA: NA	
carpet	Carpet tile, Mohawk Bending Earth, 1st floor admin and classrooms Broadloom carpet, Mohawk In the Loop, 2nd floor admin, study hall and stairs	
resilient	Vinyl plank, Patcraft Click Refresh, admin entry and walk ways, exterior entries.	
resilient base	4" resilient base to be determined.	
	BASE BID:	$ 24,678.00
	Carpet installation on 2nd floor and stairs to be broadloom carpet over pad. Carpet installation on 1st floor to carpet tile. Demo / disposal of existing carpet is included with removal and replacement of furniture, excluding cimputers and other electronic equipment. All work to be scheduled with facility personnel for normal working hours.	

THE FOLLOWING ITEMS ARE EXCLUDED / APPLY UNLESS OTHERWISE NOTED:

» Excludes work outside of normal working hours, cleaning, waxing and protection of new or existing floors or providing materials for others to accomplish cleaning, waxing or protection of new or existing floors.
» Excludes removal, cleaning or scraping of gypsum patch, paint, plaster, drywall mud, etc.
» Excludes filling or leveling of floors that do not meet (as a minimum) ASTM F 710 specified tolerances.
» Excludes permits, independent testing/laboratory services, bonds (Bond rate is 1.3%) and inspection fees.
» Excludes Builders risk & pollution insurance, dumpsters, removal or furniture, appliances or fixtures.
» Excludes demo of existing, major preparation, floor underlayment's, vapor barriers (Koester System etc), bead blasting, concrete staining - sealing, laboratory testing or Hazardous Material Abatement.
» Excludes the responsibility for problems caused by slab moisture, water intrusion and or vapor emissions.
» Excludes conditioning of job site. To warrant installations the job site must be stabilized at an ambient temperature of 72 degrees for 72 hours before and after the installation.
» Excludes conditioning of job site IAW ASTM F 1869 or ASTM F 2170 for MVER and RH testing.
» No pricing consideration is included for customer provided insurance programs or payment mgmt. systems (Textura etc.). If implemented by General Contractor/Customer surcharges may apply.
» All MVER, RH & PH tests are the responsibility of the owner/general contractor unless otherwise noted. MVER, RH & PH levels must be tested in order to warrant installation against moisture related failures.
» Floor must be free of moisture, oil grease and other contaminants which may affect adhesive bond.
» Pricing includes only minor floor preparations, (example 1 hour per 1000 square feet).
» Includes insurance w/limits as follows: Commer. Gen. Lia. 1 million Occur., 2 million Gen. Agg., 2 million products Agg., 4 million Excess umbrella Lia. Auto 1 million BIPD. Work Comp. Ca. Statutory.
» Floor must be free of moisture, oil grease and other solvents which may affect adhesive bond.
» This pricing is valid for sixty days

CONTRACTS THAT FAIL TO ADDRESS NOTED EXCLUSIONS WILL NOT BE ACCEPTED.

If either party brings any legal action, or seeks arbitration regarding and provision on this agreement, the prevailing party in the litigation or arbitration shall be entitled to recover reasonable attorney's fees from the other party in addition to any other relief that may be granted

Contractors are required by law to be licensed and regulated by the Contractor's State License Board. Any questions concerning a Contractor may be referred to the Registrar of the Board whose address is: Contractor's State License Board, 1020 North Street, Sacramento, CA 96814.

Takeoff

11/10/2014

Attn:	**LORI BENTLEY**
From:	HARRY KORRISON
Estimator:	BEN KORRISON
Admin:	CHRISTINE KLONOW
Revision #	

Proposal

Date:	10/29/2014
Plan Date:	
Bid Due Date	9/15/2014
Addendum :	

To

PACIFIC VIEW CHARTER SCHOOL
3670 OCEAN RANCH BLVD
OCEANSIDE, CA 92056

Phone: (760) 757-0161-
Fax: (760) 435-2666-

Project

PACIFIC VIEW CHARTER SCHOOL
BLDG 6 & 7
3670 OCEAN RANCH BLVD
OCEANSIDE, CA 92056

BLDG 6 - PHASE I

			Quantity		Unit Price	Line Total
1	**C-1 CARPET TILE - INSTALLED DIRECT GLUE -**					
	BIGELOW ® COMMERCIAL	TBD	232.00	SY	26.440	6,134.00
	DATUM MODULAR					
2	**ADHESIVE MATERIALS SUPPLIED ONLY -**					
	BIGELOW ® COMMERCIAL	4 GALLON PAIL	2.00	EA	102.500	205.00
	ADHESIVE - ENPRESS RELEASEABLE CARPET TILE					
	ADHESIVE					
3	**C-1 CARPET - INSTALLED DIRECT GLUE AT STAIRS - AND EXISTING STUDY HALL OR PLAYLIST BQ373**					
	BIGELOW ® COMMERCIAL	TBD	97.00	SY	15.155	1,470.00
	RADIO					
4	**LVT-1 LUXURY VINYL TILE - AT ENTRIES**					
	PATCRAFT COMMERCIAL CARPETS	TBD	38.54	SF	6.253	241.00
	LVT - CLICK REFRESH 7"x48" PLANK	TBD				
5	**STAIR LABOR -**					
	HOWARD'S RUG CO.	AS DESCRIBED	19.00	EA	18.947	360.00
	STAIR LABOR - STANDARD BOX STAIR					
6	**STAIR LABOR -**					
	HOWARD'S RUG CO.	AS DESCRIBED	3.00	EA	25.333	76.00
	STAIR LABOR - VI STAIR					
7	**B-1 BASE SUPPLIED AND INSTALLED -**					
	JOHNSONITE®	TBD	420.00	LF	1.098	461.00
	WALL BASE RUBBER-COVE-4"x1/8"	TBD				
8	**DEMO CARPET -**					
	HOWARD'S RUG CO.	AS DESCRIBED	331.00	SY	1.263	418.00
	DEMO CARPET	ABOVE				
9	**DEMO BASE -**					
	HOWARD'S RUG CO.	AS DESCRIBED	420.00	LF	0.190	80.00
	DEMO BASE					
10	**REDUCERS - GLUE DOWN -**					
	HOWARD'S RUG CO.	AS DESCRIBED	24.00	LF	1.417	34.00
	REDUCERS					

11	FLOOR PREP -						
	HOWARD'S RUG CO. FLOOR PREP	ALLOWANCE	6.00	HR	60.000	360.00
12	**FURNITURE MOVING STANDARD - BLDG 6 CLASSROOMS - 1 PHASE**						
	BOYER MOVING AND STORAGE REMOVE/REPLACE FURNITURE	AS DESCRIBED	1.00	EA	1,869.000	1,869.00

CA Crpt Stewardship Assessment **$16.45**

TOTAL (APPLICABLE TAX INCLUDED) **$11,724.45**

					Quantity	Unit Price	Line Total
1	**C-1 CARPET TILE - INSTALLED DIRECT GLUE -**						
	BIGELOW ® COMMERCIAL DATUM MODULAR	TBD			48.00 SY	26.458	1,270.00
2	**ADHESIVE MATERIALS SUPPLIED ONLY -**						
	BIGELOW ® COMMERCIAL ADHESIVE - ENPRESS RELEASEABLE CARPET TILE ADHESIVE	4 GALLON PAIL			1.00 EA	103.000	103.00
3	**C-1 CARPET - INSTALLED DIRECT GLUE AT STAIRS - AND ADMIN OFFICE OR PLAYLIST - BQ373**						
	BIGELOW ® COMMERCIAL RADIO	TBD			102.00 SY	15.147	1,545.00
4	**LVT-1 LUXURY VINYL TILE SUPPLIED AND INSTALLED -**						
	PATCRAFT COMMERCIAL CARPETS LVT - CLICK REFRESH 7"x48" PLANK	TBD TBD			366.13 SF	6.255	2,290.00
5	**STAIR LABOR -**						
	HOWARD'S RUG CO. STAIR LABOR - STANDARD BOX STAIR	AS DESCRIBED			19.00 EA	18.947	360.00
6	**STAIR LABOR -**						
	HOWARD'S RUG CO. STAIR LABOR - VI STAIR	AS DESCRIBED			3.00 EA	25.333	76.00
7	**B-1 BASE SUPPLIED AND INSTALLED -**						
	JOHNSONITE® WALL BASE RUBBER-COVE-4"x1/8"	TBD TBD			372.00 LF	1.097	408.00
8	**DEMO CARPET -**						
	HOWARD'S RUG CO. DEMO CARPET	AS DESCRIBED ABOVE			128.00 SY	1.266	162.00
9	**DEMO BASE -**						
	HOWARD'S RUG CO. DEMO BASE	AS DESCRIBED			420.00 LF	0.190	80.00
10	**FLOOR PREP -**						
	HOWARD'S RUG CO. FLOOR PREP	ALLOWANCE			4.00 HR	60.000	240.00
11	**FURNITURE MOVING STANDARD - BLDG 6 ADMIN - 3 VISITS**						
	BOYER MOVING AND STORAGE REMOVE/REPLACE FURNITURE	AS DESCRIBED			1.00 EA	2,361.000	2,361.00

CA Crpt Stewardship Assessment	**$7.50**
TOTAL (APPLICABLE TAX INCLUDED)	**$8,902.50**

					Unit Price	Line Total
			Quantity			
1	**C-1 CARPET TILE - INSTALLED DIRECT GLUE -**					
	BIGELOW ® COMMERCIAL DATUM MODULAR	TBD	128.00	SY	26.445	3,385.00
2	**LVT-1 LUXURY VINYL TILE SUPPLIED AND INSTALLED - AT ENTRY**					
	PATCRAFT COMMERCIAL CARPETS LVT - CLICK REFRESH 7"x48" PLANK	TBD TBD	19.27	SF	6.279	121.00
3	**B-1 BASE SUPPLIED AND INSTALLED -**					
	JOHNSONITE® WALL BASE RUBBER-COVE-4"x1/8"	TBD TBD	144.00	LF	1.097	158.00
4	**DEMO CARPET -**					
	HOWARD'S RUG CO. DEMO CARPET	AS DESCRIBED ABOVE	128.00	SY	1.266	162.00
5	**DEMO BASE -**					
	HOWARD'S RUG CO. DEMO BASE	AS DESCRIBED	144.00	LF	0.194	28.00
6	**REDUCERS - GLUE DOWN -**					
	HOWARD'S RUG CO. REDUCERS	AS DESCRIBED	12.00	LF	1.417	17.00
7	**FLOOR PREP -**					
	HOWARD'S RUG CO. FLOOR PREP	ALLOWANCE	3.00	HR	60.000	180.00
8	**FURNITURE MOVING STANDARD - BLDG 7 CLASSROOM - 1 PHASE**					
	BOYER MOVING AND STORAGE REMOVE/REPLACE FURNITURE	AS DESCRIBED	1.00	EA	1,364.000	1,364.00

CA Crpt Stewardship Assessment	**$6.40**
TOTAL (APPLICABLE TAX INCLUDED)	**$5,421.40**

CA Crpt Stewardship Assessment	**$30.35**
PROPOSAL TOTAL	**$26,048.35**

EXCLUDES:

- **AFTER HOURS / WEEKEND LABOR**
- **MAJOR FLOOR PREP**
- **FURNITURE REMOVAL AND REPLACEMENT**
- **REMOVAL OR ENCAPSULATION OF OLD ADHESIVE IF REQUIRED**
- **VAPOR EMISSION CONTROL SYSTEM**

50% DEPOSIT REQUIRED BEFORE ORDERING MATERIALS

Howard's Rug Company will furnish, deliver, and install the above material in accordance with all transmitted plans, specifications and general conditions for the listed price. The price includes all applicable freight and taxes, unless otherwise noted. Unless specifically included in this proposal: excludes all demolition, repair or take-up of existing flooring; excludes vacuuming, damp mopping, buffing, waxing or floor protection; excludes floor floating, leveling or repair; excludes sealing of floor, cleaning or removal of oil, grease, solvents, paints, plaster or other foreign substances; excludes asbestos control/abatement; includes no attic stock of material beyond installation coverage; includes work only during regular hours and for a single phase job; excludes any furniture movement; excludes any addenda beyond the base bid; Per CRI-104-96, 6.3 site conditions: The owner or general contractor must submit to the flooring contractor a written report on moisture and surface alkalinity of the slab to determine its suitability as a substrate for the material to be installed. Floor preparation will be billed on a time and material basis at $75.00 per man-hour plus the cost of the materials. Client is subject to payment for stored materials. Howard's Rug Company will not accept charge backs of damage or cleaning without the option to inspect claim(s) to repair or without the option to make arrangements for acceptable repairs at their expense. Howard's Rug Company is not responsible for any claims that might result from product delivery date changes beyond their control. If a manufacturer requires a deposit to manufacture/ship certain items, client will pay that amount. This proposal is valid for twenty (20) days. Full payment is due ten (10) days from receipt of invoice unless otherwise specified.

Howard's does not warrant double stick installation due to the uncertainty of existing conditions at the time of installation.

WARRANTY DOES NOT INCLUDE ANY MOISTURE OR VAPOR EMISSION RELATED FLOOR OR SUBFLOOR FAILURES

Howard's Rug Company   **PACIFIC VIEW CHARTER SCHOOL**

Signed: _____   *Signed:* _____
        HARRY   KORRISON

Proposal Total: $ 26,048.35   *Proposed Installation Start Date:* _____

Tri City Carpet #1 Inc.
1455 West Vista Way
Vista, Ca. 92083
760-724-5595

October 9, 2014

Pacific View Charter School
3670 Ocean Ranch Blvd.
Oceanside, Ca. 92056
Attention: Lori Bentley

Re: Flooring Estimate

Please find below the estimate to furnish and install commercial carpet, commercial carpet tiles, and commercial lvt.

Area 1 – **#3670 (Existing administrative office downstairs)**
      Designated areas as per Lori Bentley

366 sq. ft.	**Patcraft Commercial Flooring**
	Style – Click-Refresh
	Installation
32 sq. yds.	**Mohawk Carpet Tile**
	Bending Earth Collection
	Style – Datum
	All necessary transition moldings
	Installation
94 lin. ft.	**4" rubber cove base installed**

        #3670 – Complete Estimate   **$ 4,853.00**

Area 2 – (Existing administrative office upstairs)

91 yds.	Commercial carpet (to be determined)
	Based on a quality nylon product
	Installed direct glue down
	Pull up of existing material
	Disposal of existing material
23	Stairs installed over pad with safety stripes

Complete Estimate   **$ 3,086.00**

Area 3 - #3660 (Existing computer Lab)

112 yds.	Mohawk Carpet Tiles
	Installation
96 lin. ft.	4" rubber cove base - installed
	Removal and disposal of existing materials

#3660 - Complete Estimate   **$ 4,950.00**

Area 4 - #3662 (Existing study hall downstairs)

107 yds.	Mohawk Carpet Tiles
	Installation
120 lin. ft.	4" rubber cove base - installed
	Removal and disposal of existing materials

#3662 – Complete Estimate   **$ 4,787.00**

Area 5 – (Existing study hall upstairs)

112 yds.	Commercial Carpet (to be determined)
	Based on a quality nylon product
	Installed direct glue down
	Removal and disposal of existing materials
23	Stairs installed over pad with safety stripes
132 lin. ft.	4" rubber cove base - installed

                                         Complete Estimate $ 3,713.00

Area 6 – (Building 7 – Existing computer lab)

112 yds.	Mohawk Carpet Tile
	Installation
100 lin. ft.	4" rubber cove base – installed
	Removal and disposal of existing materials

                                         Complete Estimate $ 4,974.00

All prices include removing and replacing furniture. Customer is responsible to remove everything except the furniture.

General production time for carpet tiles is 5-7 weeks from the date of order.

Thank you
Gary Walker
Tri City Carpet #1 Inc.
760-724-5595

9.1

Pacific View Charter School
Course Outline

Course Title: English 10A   **Course #:** 1049
Department: English   **Credits:** 5

Course Description:
English 10A is a one-semester course designed to continue and extend the language skills that will prepare students 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 State Standards.

Student Outcome:
Students will demonstrate mastery of the California Common Core State 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:

<u>CCSS.ELA-LITERACY.W.9-10.7</u>

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.

<u>CCSS.ELA-LITERACY.W.9-10.8</u>

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.

<u>CCSS.ELA-LITERACY.W.9-10.9</u>

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

<u>CCSS.ELA-LITERACY.W.9-10.9.A</u>

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]").

<u>CCSS.ELA-LITERACY.W.9-10.9.B</u>

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:

<u>CCSS.ELA-LITERACY.W.9-10.10</u>

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, 4th Course
Literature & Language Arts: Handbook – Holt, 2003, 4th Course
Catcher in the Rye – J. D. Salinger

Writing Lab: English 10A may offer a supplemental Writing Workshop. See Supervisory Teacher for details.

Board Approved: 03/18/08   **Amended:**

English 10A 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	
RL 9-10.2	X			X		X	
RL 9-10.3	X		X	X	X	X	
RL 9-10.4	X	X	X	X	X	X	
RL 9-10.5	X			X	X	X	
RL 9-10.6		X					
RL 9-10.7	X						
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		
RI 9-10.2					X		
RI 9-10.3					X		
RI 9-10.4		X			X		
RI 9-10.5					X		
RI 9-10.6					X		
RI 9-10.7	X	X					
RI 9-10.8	X						
RI 9-10.9	X						
RI 9-10.10	X	X	X	X	X	X	X
Writing							
W 9-10.1							
W 9-10.2	X	X			X	X	X
W 9-10.3	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
W 9-10.6				X	X	X	X
W 9-10.7		X					
W 9-10.8		X					
W 9-10.9	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		
SL 9-10.3				X			
SL 9-10.4	X	X		X	X	X	
SL 9-10.5	X	X		X	X	X	
SL 9-10.6				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	
L 9-10.5		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 10B   **Course #:** 4580/1049

Department: English   **Credits:** 5

Course Description: English 10A is a one-semester course designed to continue and extend the language skills that will prepare students for college and career. 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 State Standards.

Student Outcome:
Students will demonstrate mastery of the Common Core State 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.

CCSS. ELA-LITERACY.L.9-10.6

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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, 4th Course
Literature & Language Arts: Handbook – Holt, 2003, 4th Course
To Kill A Mockingbird – Harper Lee

Writing Lab: English 10B may require that students participate in a Writing Workshop. See Supervisory Teacher for details.

Board Approved: 03/18/08   **Amended:**

English 10B Standards

	Assignment #1	Assignment #2	Assignment #3	Assignment #4	Assignment #5	Assignment #6	Assignment #7
Reading: Literature							
RL 9-10.1		X			X		
RL 9-10.2							
RL 9-10.3	X	X		X	X		
RL 9-10.4	X	X	X	X	X		
RL 9-10.5					X		
RL 9-10.6							
RL 9-10.7				X			
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		
RI 9-10.2	X				X		
RI 9-10.3		X	X	X			
RI 9-10.4					X		
RI 9-10.5	X			X	X		
RI 9-10.6	X				X		
RI 9-10.7	X				X		
RI 9-10.8		X	X				
RI 9-10.9	X			X			
RI 9-10.10	X						
Writing							
W 9-10.1		X		X	X		
W 9-10.2	X		X				
W 9-10.3	X					X	
W 9-10.4	X	X	X	X	X	X	X
W 9-10.5		X	X	X	X	X	
W 9-10.6	X	X	X	X	X	X	
W 9-10.7	X						
W 9-10.8	X		X	X	X		
W 9-10.9	X						
W 9-10.10	X	X	X	X	X	X	
Speaking & Listening							
SL 9-10.1	X	X	X	X	X	X	
SL 9-10.2	X						
SL 9-10.3	X						
SL 9-10.4	X	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		
L 9-10.5					X		
L 9-10.6	X	X	X	X	X	X	X