

Colton Joint Unified School District

Student Services Center, Board Room, 851 South Mt. Vernon Ave., Colton, CA 92324



Board of Education Regular Meeting and Public Hearing Agenda

Thursday, September 2, 2010
at 5:30 p.m.

Strategic Plan – Mission Statement

The Mission of the Colton Joint Unified School District, a team of caring employees dedicated to the education of children, is to ensure each student learns the academic knowledge and skills necessary to thrive in college or in the workforce and be responsible, productive citizens by providing engaging, challenging, and enriching opportunities and specialized programs in a safe environment in partnership with students, families and our diverse communities.

1.0 OPENING

1.1 Call to Order

- Mr. Mel Albiso, President
- Mr. Frank A. Ibarra, Vice President
- Mr. David R. Zamora, Clerk
- Mr. Robert D. Armenta Jr.
- Mrs. Patt Haro
- Mrs. Marge Mendoza-Ware
- Mr. Kent Taylor

- Mr. James A. Downs
- Mr. Jerry Almendarez
- Mr. Jaime R. Ayala
- Ms. Mollie Gainey-Stanley
- Mr. Mike Snellings
- Mrs. Bertha Arreguín
- Mr. Todd Beal
- Mr. Brian Butler
- Mrs. Jennifer Jaime
- Mrs. Ingrid Munsterman
- Ms. Helen Rodriguez
- Ms. Sosan Schaller
- Mr. Darryl Taylor
- Dr. Patrick Traynor
- Ms. Katie Orloff
- Ms. Jennifer Rodriguez

1.2 Renewal of the Pledge of Allegiance

An interpreter is available for Spanish-speaking persons wanting assistance.

2.0 SPECIAL PRESENTATIONS

2.1 Advanced Placement Teacher Recognition

- Francisco Villegas – BHS, Calculus
- Yolanda Ortiz – BHS, Spanish Language

3.0 SCHOOL SHOWCASE

3.1 Colton High School

4.0 ADMINISTRATIVE PRESENTATIONS *None*

5.0 PUBLIC HEARING

5.1 B-9 Adoption of the Revised 2010-11 Budget and Resolution No. 11-03 to Implement Ongoing Budget Reductions in 2011-12 and 2012-13

6.0 PUBLIC COMMENT

Announcement Regarding Public Comment for Items on the Agenda and Items Not on the Agenda (Gov. Code 54954.3[a])

The Board President clarifies the process regarding public comment and requests that the appropriate “Public Comment Card” be filled out. At the appropriate time during the Hearing Session, each speaker will be invited to the podium and should begin by stating his or her name and residing city. Board Bylaw 9323 states that *“Individual speakers shall be allowed three minutes to address the Board on each agenda or non-agenda item. The Board shall limit the total time for public input on each item to 15 minutes. With Board consent, the president may increase or decrease the time allowed for public presentation, depending on the topic and the number of persons wishing to be heard. The president may take a poll of speakers for or against a particular issue and may ask that additional persons speak only if they have something new to add.”*

Blue card—Specific Consent, Action, Study & Information or Closed Session Item: Please list the specific agenda item number and subject

White card—Items/Topics Not on the Agenda: Please list topic / subject

7.0 ACTION SESSION

A. Consent Items

The following Consent Items are expected to be routine and non-controversial. They will be acted upon by the Board of Education at one time unless a Board Member, a staff member, or a member of the public requests that an item be held for discussion or deferred for separate action.

On motion of Board Member _____ and _____, the Board approved Consent Items #A – 1 through #A – 16, as presented.

page 7 A-1 Approval of the August 19, 2010 Regular Meeting Minutes

page 19 A-2 Approval of Student Field Trips

page 21 A-3 Approval of Consultant for Assembly Presentation

page 23 A-4 Approval of Consultants for Staff Development

page 31 A-5 Approval for Colton and Slover Mountain High School Graduates to Attend “Grad Nite” at Disneyland in Anaheim, CA (June, 2011)

page 33 A-6 Approval of the Colton High School Junior/Senior Prom (May 14, 2011)

page 35 A-7 Approval of Agreement for Supplemental Educational Services Tutoring (2010-11)

page 43 A-8 Approval of Agreement with the University of California, Riverside Extension for Teaching the Gifted and Talented: Guidance and Goals of the Program (October/November 2010)

page 45 A-9 Approval for District Participation in the San Bernardino County Schools Honor Music Groups and Choral Clinics (2010-11)

page 47 A-10 Approval of Agreement (#10/11-0313) with the San Bernardino County Superintendent of Schools for the AB 212 Educational Stipend Program (2010-11)

page 53 A-11 Approval of Agreement with the San Bernardino County Superintendent of Schools Office to provide SB472 English Language Professional Development (ELPD) training for Elementary and Secondary Teachers (2010-11)

page 57 A-12 Approval of Agreement with the San Bernardino County Superintendent of Schools Office to Provide SB472 Mathematics Training for Elementary and Secondary Teachers (2010-11)

page 61 A-13 Approval of the Revised Course Descriptions for *English III, English IV: World Literature and English IV: British Literature*, Grades 11-12 (Beginning September 2010)

page 131 A-14 Acceptance of Gifts

page 133 A-15 Approval of Reimbursement for Damage to Employee Vehicle in Accordance with Board Policy 4156.3

page 141 A-16 Approval of Cherrydale Fundraiser at Bloomington, Colton, Ruth O. Harris and Terrace Hills Middle Schools (September through October 2010)

B. Action Items

- page 143 B-1 Approval of Personnel Employment
- page 145 B-2 Approval of Conference Attendance
- page 147 B-3 Approval to Assign Teacher Under CA Commission on Teacher Credentialing Variable Term Waiver (2010-11)
- page 149 B-4 Approval of Purchase Orders
- page 151 B-5 Approval of Disbursements
- page 153 B-6 Award of Bid 10-07: Colton High School New Math and Science Building: Increment One – Demolition Package and New Driveway Project
- page 155 B-7 Award of Bid 10-08: Colton High School Relocatable Classroom and Restroom Addition Project
- page 157 B-8 Approval of Recommendation and Authority to Enter Negotiations for Architectural and Engineering Services with NTD Stichler Architecture and The Steinberg Group Architects for the New Cafeteria/Multipurpose Buildings at Bloomington and Colton High Schools, Respectively
- page 159 B-9 Adoption of the Revised 2010-11 Budget and Resolution No. 11-03 to Implement Ongoing Budget Reductions in 2011-12 and 2012-13
- page 163 B-10 Approval to Release Payment to Wheeler Paving, Inc. for Work Completed on the Bloomington High School Relocatable Classroom and Restroom Addition Project
- page 165 B-11 Approval of Agreement with ClientFirst Technical Services to Provide Technical Support Services for the Installation and Configuration of Microsoft Office Communication Server (2010-11)
- page 183 B-12 Approval of Agreement with Lifesigns to Provide Sign Language Interpreter Services (2010-11)

C. Action Items – Board Policy – First Reading ~ None

Action Items – Board Policy – Second Reading

- page 189 C-1 Approval of Adoption of Board Policies and Administrative Regulations:
BP 5000 Series *Students*
- page 193 C-2 Approval of Proposed Amendment to Board Policy and Administrative Regulation:
BP 6146 *Graduation Requirements*

D. Action Items – Resolutions

- page 205 D-1 Adoption of Resolution No. 11-07, *National Hispanic Heritage Month*, September 15 – October 15, 2010
- page 207 D-2 Adoption of Resolution No. 11-08, *The Education Jobs and Medicaid Assistance Act*

E. Action Items – Naming of Facilities

- page 209 E-1 Selection of Name for the New Math and Science Buildings at Bloomington High School

8.0 ADMINISTRATIVE REPORTS

- page 211 AR-8.1 Resignations
- AR-8.2 Budget Update – Jaime R. Ayala

- AR-8.3 Facilities Update – Jaime R. Ayala
- AR-8.4 Budget Subcommittee Update
- AR-8.5 Curriculum Subcommittee Update
- AR-8.6 Facilities Subcommittee Update
- AR-8.7 ACE Representative
- AR-8.8 CSEA Representative
- AR-8.9 MAC Representative
- AR-8.10 ROP Update

9.0 SUPERINTENDENT’S COMMUNIQUE

10.0 BOARD MEMBER COMMENTS

11.0 CLOSED SESSION

Following action items: Board Room, Student Services Center, 851 So. Mt. Vernon Ave., Colton, California
(Government Code 54950 et seq.)

11.1 Student Discipline, Revocation, and Re-entry

11.2 Personnel

- ◆ Public Employee: Discipline/Dismissal/Employment/Release/Reassignment (Gov. Code 54957)

11.3 Conference with Legal Counsel—Anticipated Litigation

Significant exposure to litigation pursuant to Government Code Section 54956.9(b)
Potential Case: *None*

11.4 Conference with Labor Negotiator

Agency:

Jerry Almendarez Assistant Superintendent, Human Resources Division
Ingrid Munsterman, Director, Human Resources Division

Employee Organizations:

Association of Colton Educators (ACE)
California School Employees’ Assoc. (CSEA)
Management Association of Colton (MAC)

11.5 Conference with Real Property Negotiator (Gov. Code 54956.8)

Property: *~None~*

District Negotiators: James A. Downs, Jaime R. Ayala, Darryl Taylor,
Counsel, Best, Best & Krieger

12.0 PUBLIC SESSION – ACTION REPORTED FROM CLOSED SESSION

13.0 ADJOURNMENT

BOARD AGENDA

**REGULAR MEETING
September 2, 2010**

CONSENT ITEM

TO: **Board of Education**

PRESENTED BY: James A. Downs, Superintendent

SUBJECT: **Approval of August 19, 2010 Meeting Minutes**

GOAL: Student Performance, Personnel Development, Facilities/Support Services, Budget Planning, School Safety & Attendance, Community Relations, & Parent Involvement

STRATEGIC PLAN: Strategy #1 – Communication Strategy #4 – Facilities
Strategy #2 – Curriculum Strategy #5 – College Career
Strategy #3 – Decision Making Strategy #6 – Character

RECOMMENDATION: That the board approve the August 19, 2010 meeting minutes.

Colton Joint Unified School District

Student Services Center, Board Room, 851 South Mt. Vernon Ave., Colton, CA 92324



Minutes August 19, 2010

The Board of Education of the Colton Joint Unified School District met for a Regular Meeting and Public Hearing on Thursday, August 19, 2010 at 5:30 p.m. in the Board Room at the CJUSD Student Services Center, 851 So. Mt. Vernon Avenue, Colton, California.

Trustees Present

Mr. Mel Albiso	President
Mr. Frank A. Ibarra	Vice President
Mr. David R. Zamora	Clerk
Mr. Robert D. Armenta Jr.	
Mrs. Patt Haro	
Mrs. Marge Mendoza-Ware	(absent, unexcused)
Mr. Kent Taylor	

Staff Members Present (*excused)

Mr. James A. Downs	Mrs. Jennifer Jaime
Mr. Jerry Almendarez *	Mrs. Ingrid Munsterman
Mr. Jaime R. Ayala	Mrs. Helen Rodriguez
Ms. Mollie Gainey-Stanley	Ms. Sosan Schaller *
Mr. Mike Snellings	Mr. Darryl Taylor
Mrs. Bertha Arreguín	Dr. Patrick Traynor
Mr. Todd Beal *	Ms. Katie Orloff
Mr. Brian Butler	Ms. Jennifer Rodriguez

Strategic Plan -- Mission Statement

The Mission of the Colton Joint Unified School District, a team of caring employees dedicated to the education of children, is to ensure each student learns the academic knowledge and skills necessary to thrive in college or in the workforce and be responsible, productive citizens by providing engaging, challenging, and enriching opportunities and specialized programs in a safe environment in partnership with students, families and our diverse communities

1.0 OPENING Call to Order/Renewal of the Pledge of Allegiance

Board President Albiso called the meeting to order at 5:32 p.m. Board Member Haro led in the renewal of the pledge of allegiance to the flag of the United States of America.

2.0 SPECIAL PRESENTATIONS ~None~

3.0 SCHOOL SHOWCASE

3.1 Bloomington High School

Bloomington High School students, Carissa Hart and Jorge Rivera, reported on the fall activities planned by ASB. On September 10th they will host a Rock n' Roll Time Warp-themed homecoming dance. They are preparing for upcoming pep rallies and encouraging school spirit among students. Fall sports are scheduled to begin after the Labor Day weekend and students and staff look forward to a successful fall season.

On the academic front, they highlighted the steady growth of BHS's Academic Performance Index, CAHSEE, and AP Exams results. The students proudly reported that AP Calculus and Spanish Literature students continue to excel at AP exams.

Other news around campus: 525 graduates made up the 2009-10 graduating class, this number includes 14-5th year seniors and 16 summer graduates. Francisco Villegas and Rosa Quiroz-Rodriguez (teachers) will be recognized by Assembly Member Carter at the 4th Annual 30 Under 30 Latino/Native American Recognition Award Breakfast. The groundbreaking ceremony for the BHS Math and Science Building is scheduled for September 18th at 10:00 a.m. Open House will take place on September 1st followed by Club Day on the 3rd. Auditions for the fall variety show have begun; dates and times for the show will be announced soon.

4.0 ADMINISTRATIVE PRESENTATIONS ~None~

5.0 PUBLIC HEARING

Board President Albiso opened the public hearing at 5:40 p.m. No one spoke to the item and the public hearing was closed at 5:41 p.m.

- 5.1 B-3 *Adoption of Resolution, Certification of Compliance Regarding Sufficiency of Instructional Materials for 2010-11 (Williams Settlement)*

6.0 PUBLIC COMMENT

6.1 Blue card—Specific Consent, Action, Study & Information or Closed Session Item ~No Comments~

6.2 White card—Items/Topics Not on the Agenda:

- *Stephen Wall*, representative from Congressman Baca's office, announced that HR 1586, commonly known as the Jobs Bill, was passed and signed by President Obama. California is scheduled to receive approximately \$1.2 billion which would impact roughly 16,000 teaching positions. The Colton Joint Unified School District expects to receive \$3.5 million.
- *Gary Grossich*, community member, invited the board to Colton Youth Soccer Organization's opening ceremonies on Saturday at Colton Middle School. He commented that city-owned electric companies generally charge less than private companies, however a recent audit shows that the city of Colton charges 25% more than Southern California Edison. Mr. Grossich suggested that the district meet with city officials to discuss this matter.

7.0 ACTION SESSION

A. Consent Items

#259 On motion of Board Member Zamora and Board Member Taylor and carried on a 6-0-1 (Mendoza-Ware absent) vote, the Board approved Consent Items A-1 through A-10 as presented.

- #259.1 A-1 Approved the August 5, 2010 Regular and August 10, 2010 Special Meeting Minutes
- #259.2 A-2 Approved Membership Renewal with the California Association of School Business Officials (CASBO, 2010-11)
- #259.3 A-3 Approved Contract with enVision Consulting Group, Inc. for K-12 Preparation of the 2009-10 School Accountability Report Cards (SARCs)
- #259.4 A-4 Approved Student Field Trips (**EXHIBIT A**)
- #259.5 A-5 Approved Consultants for Assembly Presentation (**EXHIBIT B**)
- #259.6 A-6 Approved the Revised Course Descriptions for English I and English II, Grades 9-10 (Beginning August 2010)
- #259.7 A-7 Approved Adult Education Courses (2010-11)
- #259.8 A-8 Approved Memorandum of Understanding between Colton Joint Unified School District and the American Red Cross for the Use of Facilities During a Disaster
- #259.9 A-9 Approved Amended Agreement (04-888 A-6) with the San Bernardino County Sheriff's Department for a Deputy Sheriff to serve as a School Resource Officer at Bloomington High School for the 2010-11 School Year
- #259.10 A-10 Accepted Gifts (**EXHIBIT C**)

B. Action Items

#260 On motion of Board Member Taylor and Board Member Zamora and carried on a 6-0-1 (Mendoza-Ware absent) vote, the Board approved Action Items B-1 through B-11, as presented.

- #260.1 B-1 Approval of Personnel Employment (**EXHIBIT D**)

- #260.2 B-2 Approval of Conference Attendance (**EXHIBIT E**)
- #260.3 B-3 Adoption of Resolution No. 11-02, Certification of Compliance Regarding Sufficiency of Instructional Materials for 2010-11 (Williams Settlement)
- #260.4 B-4 Approval of Purchase Orders
- #260.5 B-5 Approval of Disbursements
- #260.6 B-6 Approval of Capacity Increase and Web Conversion for the Current Account-Ability Software with Colbi Technologies, Inc. to Support the Measure G Bond Program
- #260.7 B-7 Adoption of Resolution No. 11-01 of the Colton Joint Unified School District (San Bernardino and Riverside Counties, California) Election of 2008 General Obligation Bonds, Series B
- #260.8 B-8 Ratification of Contract with TBWB Strategies to Conduct the Parcel Tax Measure Feasibility Study
- #260.9 B-9 Approval of Contract with Star Therapy Services, Inc., for Speech and Language Pathologist Services (2010-11)
- #260.10 B-10 Approval of Contract with Alpha Vista Services, Inc., for Speech and Language Pathologist Services (2010-11)
- #260.11 B-11 Approval of Contract with EBS-Educational Based Services, for Speech and Language Pathologist Services (2010-11)

C. Action Items – Board Policy

#261

On motion of Board Member Taylor and Board Member Armenta and carried on a 6-0-1 (Mendoza-Ware absent) vote, the Board approved Action Item C–1, *Board Policy*, as presented. This item will be presented as a Second Reading at the next board meeting.

- #261.1 C-1 Approval of Adoption of Board Policies and Administrative Regulations: *First Reading*
BP 5000 Series *Students*

#262

On motion of Board Member Ibarra and Board Member Haro and carried on a 6-0-1 (Mendoza-Ware absent) vote, the Board approved Action Item C–2, *Board Policy*, as presented.

- #262.1 C-2 Approval of Proposed Amendment of Administrative Regulation: *Second Reading*
AR 5132 *Dress Code*

D. Action Items – Resolution ~None~

8.0 ADMINISTRATIVE REPORTS

- AR-8.1** Resignations
- AR-8.2** Approved Change Order for the Construction of Pico Street Off-Site Improvements Per Board Resolution 10-20
- AR-8.3 Naming of Facility: *Middle School No. 5***
Director Ingrid Munsterman, Human Resources, requested direction from the board regarding the Naming of Facility Committee for Middle School No. 5. By consensus, the board requested that Board Members Albiso, Haro and Taylor service on the committee. The board further requested that the top three nominees be presented at the September 16th board meeting for board approval.

AR-8.4 Budget Update

Assistant Superintendent Ayala announced that the district’s revised budget must be board approved and submitted to the county by September 8th. At this time, the district is preparing to present it to the board at the September 2nd meeting, however, there is a possibility of a special board meeting if a revised budget is not prepared in time.

Mr. Ayala commented on a recent letter from the county regarding the district's conditionally approved budget. The county has assigned an advisor, a retired chief business officer, to assist the district with the budget reduction plan. Mr. Ayala plans to begin working with the advisor as early as next week.

The district is preparing to sell the Election of 2008 General Obligation Bonds, Series B. In preparation for the sale, the district obtained bond ratings from both Moody's Investor Service and Standard and Poor's. The latest rating was a slight downgrade from the previous rating, however it is still considered a favorable rating.

Lastly, Mr. Ayala reported on the district's Budget Reduction Plan Committee. The reduction committee has been working diligently, researching the most effective ways to implement district-wide budget reductions. They will submit their recommendations to the district in early November which will be reviewed by executive cabinet before submitting to the board in January 2011. The board will then review the budget reduction plan and advise the district on how to proceed prior to March 15, 2011.

AR-8.5 Facilities Update

Darryl Taylor presented an update on several facilities projects throughout the district (**EXHIBIT F**).

Following the presentation, the board thanked Mr. Taylor and commented on the wonderful work he has done in the short time he has been with the district.

AR-8.6 Budget Subcommittee Update ~No Report~

AR-8.7 Curriculum Subcommittee Update

The Curriculum Subcommittee confirmed that the proposed amendment to Board Policy (AR) 6146 *Graduation Requirements* will be presented at the September 2nd board meeting.

AR-8.8 Facilities Subcommittee Update

The Facilities Subcommittee announced that they will interview architectural firms for the Bloomington and Colton High School cafeteria/multipurpose room design projects.

AR-8.9 ACE Representative

ACE President Karent Houck commented on the favorable reports from Back to School Night events throughout the district. Mrs. Houck asked the board (district) to protect *all* employees with fairness and consistency.

AR-8.10 CSEA Representative

CSEA representatives Joe Olivarez and Amelia Villalpando reported that CSEA is sponsoring a Thanksgiving Food Drive. They will be collecting food items until the first week of November and will distribute food baskets to needy families during the Thanksgiving holiday.

CSEA expressed appreciation for their working relationship with PPS Director Helen Rodriguez. They shared their support for CA Advocates United to Save Education (CAUSE). In closing, CSEA asked that the district pay more attention to their ideas related to budget reductions.

AR-8.11 MAC Representative

MAC President Katie Orloff congratulated the entire district on the successful beginning of the 2010-11 school year. She also congratulated new principals Jeremy Mortensen, Smith Elementary School and Ernesto Calles, Wilson Elementary School.

AR-8.12 ROP Update

Board Member Ibarra commented on yesterday's ROP meeting where Superintendent Stephanie Houston shared her plans to continue holding superintendent meetings throughout the school year. Mr. Ibarra spoke on the possibility of a State of the ROP Address in February 2011. He concluded the update, reporting that interest in the areas of American Sign Language, Microsoft and childcare classes continue to increase. To keep up with this demand, ROP plans to continue hiring employees to meet needs and interest of the districts they serve.

9.0 SUPERINTENDENT'S COMMUNICATION

Superintendent Downs announced his upcoming meeting with ROP Superintendent Stephanie Houston to discuss curriculum at Bloomington, Colton and Grand Terrace High Schools. Mr. Downs informed the board of the upcoming back to school, movie night, and open house events scheduled throughout the district. He also announced that seven district employees will be recognized at Assembly Member Carter's 30 under 30 Latino/Native American Recognition breakfast. The following employees were selected from more than 100 applicants: Jessica Gomez, principal (Lincoln), Daniel Lopez, head custodian (McKinley), Rena Pereyra, office assistant II (CHS), Rosa Quiroz-Rodriguez, teacher (BHS), Andrez Rodriguez, custodian (Grand Terrace), Jennifer Saldana, teacher (Rogers) and Francisco Villegas, teacher (BHS). Mr. Downs congratulated

Slover Mountain High School for hosting a successful blood drive in conjunction with LifeStream and collecting 60 pints of blood, plus 4 pints of plasma. LifeStream also awarded a \$2,000 scholarship to a Slover Mountain High School graduate. Mr. Downs attended Open House at D'Arcy elementary along with Board Member Haro and presented a shadow box in honor of the schools namesake, Michael D'Arcy. He also reminded everyone that August is National Immunization Awareness Month. In closing, Mr. Downs introduced Ernesto Calles, who thanked the board for appointing him as the new principal of Wilson Elementary School.

10.0 BOARD MEMBER COMMENTS

Board Member Zamora ~ No comment~

Board Member Ibarra spoke in support of CA Advocates United to Save Education (CAUSE) and their focus to fix California's school funding process; expand the middle class to restore funding for education and return California from the bottom 5 to the top 10 in education funding. He also requested information on the budget saving ideas submitted by CSEA. Mr. Ibarra congratulated Mr. Calles on his new position and thanked Mrs. Dischinger for her work supporting adult education.

Board Member Haro commented on the Back to School Night and Open House events she has attended. She has attended events at more than ten school sites and although there have been several changes, she praised the team work among all levels of employees. Mrs. Haro wished Mr. Calles the best in his new position.

Board Member Taylor congratulated Mr. Calles and expressed his confidence in Mr. Calles' leadership qualities.

Board Member Armenta thanked the district for supporting Assembly Member Carter's 4th Annual 30 Under 30 Latino/Native American Recognition Breakfast. He announced that Speaker of the Assembly, John A. Perez, will be guest speaker at the recognition breakfast. Lastly, he congratulated Mr. Calles, newly appointed principal at Wilson Elementary School.

Board Member Albiso commented on the successful Kinder Boot Camp event he attended at Sycamore Hills Elementary School.

11.0 CLOSED SESSION

Following action items: Board Room, Student Services Center, 851 So. Mt. Vernon Ave., Colton, CA (Government Code 54950 et seq.)

At 6:38 p.m., Board President Albiso announced that the board would recess to closed session to discuss the following items on the closed session agenda:

- 11.1 • Student Discipline, Revocation and Re-entry
- 11.2 • Personnel
- 11.3 • Conference with Legal Counsel—Anticipated Litigation
- 11.4 • Conference with Labor Negotiator

12.0 PUBLIC SESSION – ACTION REPORTED FROM CLOSED SESSION

The Board meeting reconvened at 7:32 p.m. Board President Albiso reported on action taken in closed session.

#263 12.1 Student Discipline, Revocation, and Re-entry

#263.1 On motion of Board Member Zamora and Board Member Haro and carried on a 6-0-1 (Mendoza-Ware absent) vote, the board approved staff's recommendation for student discipline #79079 as presented.

12.2 Personnel ~No Report~

♦ Public Employee: Discipline/Dismissal/Employment/Release/Reassignment (Gov. Code 54957)

12.3 Conference with Legal Counsel—Anticipated Litigation ~No Report~

Significant exposure to litigation pursuant to Government Code Section 54956.9(b)
Potential Case: ~One~

12.4 Conference with Labor Negotiator ~No Report~

Agency:

Jerry Almendarez Assistant Superintendent, Human Resources Division
Ingrid Munsterman, Director, Human Resources Division

Employee Organizations:

Association of Colton Educators (ACE)
California School Employees' Assoc. (CSEA)
Management Association of Colton (MAC)

13.0 ADJOURNMENT

At 8:33 p.m., the meeting was adjourned until the next Regular Board of Education Meeting on Thursday, September 2, 2010, at the Colton JUSD Student Services Center, 851 South Mt. Vernon Avenue, Colton, California.

EXHIBIT A, FIELD TRIPS:

<u>Site</u>	<u>Date</u>	<u>Depart</u>	<u>Return</u>	<u>Destination</u>	<u>Activity/Background</u>	<u>Grade</u>	<u>Teacher</u>	<u>Cost</u>	<u>Funding</u>	<u>Strategic Plan*</u>
Zimmerman	12/6/10/ to 12/10/10 (M/T/W/ Th/F) overnight	9 am	11 am	Cedar Crest Running Springs, CA (District transportation)	<i>Outdoor Science Camp</i> 6 th grade students will participate in a hands-on life science education in the natural environment.	6 th	Lucy Lane/ Amber Johnson/ Jeremy Wallace/ Michelle Scribner (110)	\$960	Tier III/SLI	Strategy #1

EXHIBIT B, CONSULTANTS FOR ASSEMBLY PRESENTATION

<u>Site</u>	<u>Date(s)</u>	<u>Time</u>	<u>Program/Purpose</u>	<u>Location</u>	<u>Consultant(s)</u>	<u>Cost</u>	<u>Funds</u>	<u>Strategic Plan*</u>
BMS	09/1/10	8:00 a.m. & 1:30 p.m.	<i>Scientific Observation with Magic</i> Advanced students in grade 7 will observe a variety of interactive science demonstrations and be provided an opportunity to speculate how the interaction was completed based upon observations.	7 th Grade Classroom #23	Natte Sopa Magic Castle Magician Upland, CA	No cost	Gratis by Mr. Sopa	Strategy #1
BMS	09/02/10	8:00 a.m. & 10:15 a.m.	<i>The Inventive Benjamin Franklin</i> Advanced students in grade 8 will view a one hour presentation with a Benjamin Franklin impersonator to ignite students with the wonders of science and inventions. Students will also view a static electrical generator, originally used to create a battery demonstration.	Library and Courtyard	Phil Soinkski International Printing Museum Carson, CA	No Cost	Private Donations	Strategy #1
BMS	9/10/10	8:00 a.m. & 9:00 a.m.	<i>Density/Balloon Lab Activity</i> Advanced students will provide a classroom demonstration on the scientific principles of density differentials with a tethered demonstration balloon.	BMS Athletic Field	Gary Eaton and Staff Team "Anasazi" through the Wathen Foundation Rancho Cucamonga, CA	No Cost	Private Donations	Strategy #1

EXHIBIT C, GIFTS:			
<u>Site</u>	<u>Donor</u>	<u>Donation/Purpose</u>	<u>Amount</u>
Alice Birney Elementary School	TerraCycle, Brigade 121 New York Ave. Trenton, JN 08638-5201	Check #26799 For incentives & fieldtrips, etc.	\$51.20
Grant Elementary School	James Marshall 865 Edge Dr. Colton, CA 92324	Check #316 Gate Program	\$500.00
CJUSD District Office	James A. Downs 1212 Valencia Dr. Colton, CA 92324	Check # 104	\$144.73

EXHIBIT D, PERSONNEL:			
I-A Certified – Regular Staff			
	<u>Subject</u>	<u>Site</u>	
1.	Borquez, Ma. Teresa	Special Ed. Resource Specialist	Lincoln
2.	Hackworth, Chad	SDC/LH Teacher	CHS
3.	Herlihy, Chad	SDC/LH Teacher	Grand Terrace
4.	Johnson, Matthew	Math Teacher	CHS
5.	LaPine, Katelyn	Eng/Lang Arts Teacher (temp)	CMS
6.	Mendez, Briana	SDC/SH Teacher	ROHMS
7.	Moreno, Reina	Special Ed. Resource Specialist	Jurupa Vista
8.	Ogea, Walter	Science Teacher	CHS
9.	Pedroza, Diana	SDC/SH Teacher	CMS
10.	Raymondo, Tiffany	SDC/LH Teacher	Jurupa Vista
11.	Romero, David	SDC/SH Teacher	BHS
12.	Salazar, Georgina	Special Ed. Resource Specialist	McKinley
13.	Sanchez, Elena	Head Start Teacher	BMS
14.	Sivertsen, Francesca	Opportunity Teacher	Washington
15.	Tate, Maria	Special Ed. Resource Specialist	Zimmerman
16.	Workman, Celine	Elementary Teacher (temp)	Birney
I-B Certificated – Activity/Coaching Assignments			
	<u>Position</u>	<u>Site</u>	
1.	None		
I-C Certificated – Hourly			
	<u>Position</u>	<u>Site</u>	
1.	None		
I-D Certificated – Substitute Teacher			
1.	Espino, Rosemary		
II-A Classified – Regular Staff			
	<u>Position</u>	<u>Site</u>	
1.	Cornejo, Cydney	Special Ed. Inst. Asst.	CHS
2.	Felix, Kelly	Nutrition Svcs. Wrkr. I	THMS
3.	Garcia, Laura	Nutrition Svcs. Wrkr. I	BMS
II-B Classified – Activity/Coaching Assignments			
	<u>Position</u>	<u>Site</u>	
1.	Bray, Bryan	Football-HD JV (walk-on)	CHS
2.	Ma'ilo, Chris	Football – Varsity Asst.	CHS
3.	Pacheco, Arturo	Band Assistant	BHS
II-C Classified – Classified Hourly			
	<u>Position</u>	<u>Site</u>	
1.	Fisher, Matthew	AVID Tutor	CHS
2.	Gonzalez, Monica	Noon Aide	Smith
3.	Ortiz, Krystal	AVID Tutor	BHS
4.	Salazar, Joanne	AVID Tutor	BHS
5.	Valdez, Rosie	Noon Aide	Smith
II-D Classified Substitute			
	<u>Position</u>		
1.	Bustillos, Mia	Sub Noon Aide	
2.	Cruz, Shavonda	Sub Bus Driver	
3.	Jones, Demetrius	Sub Bus Driver	
4.	Navarro, Tanya	Sub Noon Aide-Smith	
5.	Nunez, Courtney	Sub Child Development Inst. Asst.	

EXHIBIT E, CONFERENCES:					
<u>Employee</u>	<u>Title</u>	<u>Site</u>	<u>Conference</u>	<u>Date/Location</u>	<u>Funds</u>
Celia Gonzales	Coordinator	DO/Staff Develop	Strategies to Exit Program	September 22-23, 2010	Title I Fund:
Bertha Arreguin	Director	SSC/LAC	Improvement	Fairfield, CA	\$3,375.29
Jennifer Jaime	Director	DO/ESD (K-6)			

DRAFT



FACILITIES update

Aug 2010



CONSTRUCTION

www.bondprojects.cjUSD.net



GRAND TERRACE HIGH SCHOOL

- Concrete block walls are going up for Multipurpose Room, Classrooms and Administration Offices (Buildings A, D, E, F, G)
- Setting foundation rebar and concrete forms for Gymnasium (Building B) and locker rooms
- Structural steel fabricated for all 3 Classroom Buildings D, E, F



BLOOMINGTON HS MATH & SCIENCE

- Interim Housing substantially complete; punchlist items remain
- Lease Leaseback contractor started construction, excavation for concrete footings to be poured month-end
- County improvements to street and sidewalk on Adler and Santa Ana include curb, gutter and parking starts early 2011



NEW MIDDLE SCHOOL #5

- Covered perimeter chain link fence in place; excavating for block wall footings almost complete
- LLB contractor proposals under review, Board approval scheduled September 16
- New school construction starts September 2010



COLTON HS MATH & SCIENCE

- RFP for construction services issued Aug 3, due Aug 31
- Interim Housing construction starts September 2010
- Construction of new math and science classroom building starts January 2011



FIRE ALARM & COMMUNICATIONS UPGRADES

- Electrical panels and communication systems are being installed at four schools: Jurupa Vista, Wilson, Reche Canyon Elementaries and Bloomington Middle School

PLANNING AND DESIGN

Architect and Engineering Services for BHS and CHS multipurpose rooms and cafeterias

Proposals were received July 7, 2010 for BHS and CHS cafeteria and multipurpose buildings. Six firms interviewed on July 26 and 30, 2010. Ranking and recommendations were presented to the CJUSD Board of Education Sub-Committee for Facilities for their review in early August. Subsequent Board approval and award is planned for September 2010.

Districtwide Master Plan

Site evaluations are complete and school community committees continue to meet for elementary, middle and high school input. Data and feedback has been collected from sites and meetings, and will be tabulated and reported in the master plan study to be completed by year-end 2010.

PROCUREMENTS

Lease-Leaseback Construction Services—New Middle School #5

Board Approval & Award: September 16, 2010 Director of Construction: Vince Quinones

Lease-Leaseback Construction Services—Colton High School Math and Science Buildings

Proposals Due: August 31, 2010 Director of Construction: Vince Quinones

FUNDING

Measure G—Series B

The District's bond consultant is preparing for issuance of the second bond series in September 2010.

Local Parcel Assessment

Given the continued slow economy, Board members voted unanimously to not place a temporary 3-year parcel assessment initiative on the November 2010 ballot.

COMMUNITY OUTREACH

SAVE THE DATE postcards were sent to district and community in early August for the Groundbreaking Ceremony to kickoff the start of construction of the Bloomington High School Math and Science Buildings. BHS AP Math and Science students will be recognized, and BHS Band will be performing at this community event!



SAVE THE DATE!

Saturday - September 18 - 10 am

CALENDAR OF EVENTS

AUGUST 2010

Aug 3 Lease Leaseback RFP Issued for CHS Math & Science Buildings Project

Aug 16 Districtwide master planning meeting—administration committee at District offices 6 p.m.

Aug 24 Demolition and Relocatable Classroom Bids #10-07 and #10-08 due

Aug 31 LLB Proposals Due for Colton High School Math and Science Buildings

SEPTEMBER 2010

Sep 8 Demolition starts for interim housing—CHS Math and Science Building

Sep 18 Groundbreaking Ceremony at 10 a.m.—BHS Math & Science Building

Sep 27 Construction starts—New Middle School #5

OCTOBER 2010

Oct 2 Rededication Ceremony at 10 a.m.—New GTHS

Oct 23 Groundbreaking Ceremony at 10 a.m.—New Middle School #5



AUGUST 2010

CAPITAL IMPROVEMENT PROGRAM

FACILITIES UPDATE



Date Approved: September 2, 2010

David R. Zamora, Clerk

James A. Downs, Superintendent

DRAFT

BOARD AGENDA

**REGULAR MEETING
September 2, 2010**

CONSENT ITEM

TO: **Board of Education**

PRESENTED BY: Mollie Gainey-Stanley, Assistant Superintendent
Educational Services Division

SUBJECT: **Approval of Student Field Trip**

GOAL: Improved Student Performance

STRATEGIC PLAN: Strategy #1 – Communication

BACKGROUND: See attached grid.

**BUDGET
IMPLICATIONS:** General Fund Expenditure: \$1,600

RECOMMENDATION: That the Board approve the student field trip as listed and expend the appropriate funds.

FIELD TRIPS: Regular Meeting September 2, 2010

<u>Site</u>	<u>Date</u>	<u>Depart</u>	<u>Return</u>	<u>Destination</u>	<u>Activity/Background</u>	<u>Grade</u>	<u>Teacher</u>	<u>Cost</u>	<u>Funding</u>	<u>Strategic Plan*</u>
Lincoln	9/27/10 to 9/30/10 (M/T/W/Th) overnight	9:30 a.m.	12:00 noon	Creekside Camp Forest Falls, CA (District Transportation)	<i>Outdoors Science School</i> Students will participate in a hands-on life science education in the natural environment.	4	Anthony Ponce Sarah Guillen Kathy Caso Nicole Hartz (85)	\$1,600	Tier III/SLI	Strategy #1

*Strategy #1: We will establish an effective internal and external communications system to keep all partners informed about our mission, objectives, strategies, policies, successes, and strengths.

BOARD AGENDA

**REGULAR MEETING
September 2, 2010**

CONSENT ITEM

TO: **Board of Education**

PRESENTED BY: Mollie Gainey-Stanley, Assistant Superintendent
Educational Services Division

SUBJECT: **Approval of Consultant for Assembly Presentation**

GOAL: Improved Student Performance

STRATEGIC PLAN: Strategy #1 – Communication

BACKGROUND: See attached grid.

**BUDGET
IMPLICATIONS:** General Fund Expenditure: \$550

RECOMMENDATION: That the Board approve the consultant for assembly presentations as listed and expend the appropriate funds.

ASSEMBLIES/PROGRAMS: Regular Meeting September 2, 2010

Site	Date	Time	Program/Purpose	Location	Consultant(s)	Cost	Funds	Strategic Plan*
Terrace View	10/19/10	9 a.m. 10 a.m.	<i>Anti-Drug Assembly</i> Two 45-minute performances for K-6 students to support Red Ribbon Week activities and to provide drug, alcohol, and tobacco prevention education.	Terrace View	Raven Vent Productions Joe Gandelman & Friends San Diego, CA	\$550	Donations	Strategy #1

*Strategy #1: We will establish an effective internal and external communications system to keep all partners informed about our mission, objectives, strategies, policies, successes, and strengths.

BOARD AGENDA

**REGULAR MEETING
September 2, 2010**

CONSENT ITEM

TO: **Board of Education**

PRESENTED BY: Mollie Gainey-Stanley, Assistant Superintendent
Educational Services Division

SUBJECT: **Approval of Consultants for Staff Development**

GOAL: Improved Student Performance

STRATEGIC PLAN: Strategy #1 – Communication

BACKGROUND: See attached grid.

**BUDGET
IMPLICATIONS:** General Fund Expenditure: \$29,300

RECOMMENDATION: That the Board approve the consultants for staff development as listed and expend the appropriate funds.

CONSULTANTS: Regular Meeting September 2, 2010

Site	Date(s)	Time	Program/Purpose	Location	Consultant(s)	Cost	Funds	Strategic Plan*
Rogers	9/8/10 9/16/10 9/30/10 10/5/10 10/19/10 11/2/10	8:30 a.m. to 3:00 p.m.	<i>Collaborative Teams: Building Capacity/Assessment Use</i> Teambuilding workshops for the purpose of developing common formative assessments for grades K-6.	Rogers	San Bernardino County Superintendent of Schools San Bernardino, CA	\$4,500	Title I	Strategy #2 #5
CMS	9/30/10 to 12/9/10	8:30 a.m. to 10:00 a.m. 6:30 p.m. to 8:00 p.m.	<i>Parent Institute</i> Parent training that will enable parents to address the educational needs of their children.	CMS	Parent Institute for Quality Education El Monte, CA	\$4,800	ELL	Strategy #2 #5
Language Support Services	TBD 2010-11 (11 days)	TBD	<i>Support for Long Term High School English Learners</i> To work with administration to improve the academic achievement of long term English learner students at Colton High School.	CHS	STEP Associates, Inc. Lisa Urrea Yucaipa, CA	\$10,000	Title III	Strategy #2 #5
Language Support Services	TBD 2010-11 (11 days)	TBD	<i>Support for Long Term High School English Learners</i> To work with administration to improve the academic achievement of long term English learner students at Bloomington High School.	BHS	Get Ahead Writing Christina Supe Fullerton, CA	\$10,000	Title III	Strategy #2 #5

*Strategy #1: Communication Strategy #2: Curriculum Strategy #5: College, Career

Colton Joint Unified School District



Consultant Request Proposal

School: Paul J. Rogers
Approval Date: September 2, 2010
Name of Consultant: San Bernardino County Superintendent of Schools
Billing Address: 601 North E. Street, San Bernardino, CA 92415
Contact Number: 909-386-2996
Email address: kimberlee_bailey@sbcss.K12.ca.us

Consultant Qualifications and Background: San Bernardino County Superintendent of Schools office provides support to schools and Districts.

List Districts serviced and accompanying API Scores for 3 years:

	<u>2006-07:</u>	<u>2007-08:</u>	<u>2008-09</u>
1. Colton Joint Unified:	656	673	701
2. Redlands	774	782	791
3. Moreno Valley	669	687	706

Purpose:

Teachers and administrators will be trained on how to work as a collaborative team as they develop standards based grade level assessment for the purpose of informing instruction. The training directly supports the implementation of our Program Improvement Restructuring Plan.

Needs:

Grade levels are in need of common benchmark testing resources that will be used to meet individual and group instructional needs.

Strategies:

District Accountability Support Department (DASD) will provide collaborative team building workshops during a one-day training about state assessments and goals. This day will be followed by ½ day sessions on common assessments and formative assessments. A follow-up training/coaching session will be scheduled once the assessment is given.

The trainers will use the following strategies; collaborative inquiry, data analysis for instructional change, effective communication, and building your site's student monitoring capacity. As well as, Continuous Improvement Cycle, Data-Driven Decision-Making, Data Dialogue strategies, Data Teams/PLC protocols, Marzano Effective Instructional strategies, Blooms Level of cognition, Checking for Understand/Formative Assessment to guide instruction and monitor student progress, RtI2 - Response to Instruction and Intervention for targeted assistance, Differentiated Instructional Strategies, and The Effective Schools Process to increase student achievement performance will be utilized.

Evaluation and Monitoring:

The teachers will learn ways to collaboratively evaluate existing programs and instructional methods and make modifications when needed to implement new strategies to insure learning.

Budget: \$4,500 – To be paid from Title 1 funds.

Colton Joint Unified School District



Consultant Request Proposal

School: Colton Middle School
Approval Date: September 2, 2010
Name of Consultant: Parent Institute for Quality Education (PIQE)
Billing Address: 957 N. Grand Ave. Covina CA 91724
Contact Number: 626-455-0126
Email address: jdominguez@piqe.org

Consultant Qualifications and Background: The Parent Institute for Quality Education (PIQE) has been serving schools and parents since 1987. Since that time more than 475,000 parents have graduated from PIQE's programs. Parents learn about how they can support their children throughout their academic career. The classes offered help create a bridge between home and school and what to do to help prepare their students for college. The classes are offered in 16 different languages by professional PIQE facilitators. The class series culminates in a group meeting with the school principal, followed by the PIQE graduation ceremony. PIQE has partnered with the Cal State system to offer each graduating parent a certificate of college entrance for each of their children. www.piqe.org for more information

List Districts serviced and accompanying API Scores for 3 years:

	<u>2006-07:</u>	<u>2007-08:</u>	<u>2008-09</u>
1. Colton Joint Unified	656	673	701
2. San Bernardino City Unified	643	659	678
3. Victor Valley Union HS District	669	667	681
4. Rancho Cucamonga Unified	697	691	720

Purpose: To conduct a nine-week program for parents of CMS School students. PIQE's mission is to connect families, schools and community as partners to advance the education of every child through parent engagement.

Needs: Our annual EL Needs Assessment revealed a need for the following as identified by parent surveys:

- Importance of School/Education
- How to Get into College
- How to help my child with reading, writing, motivation and homework
- Parenting classes

The PIQE classes will address all of these parent concerns

Strategies: Parent and Family Involvement Activities

Evaluation and Monitoring: The goal is to have a minimum of 60 parents graduate from the nine week program. Parents need to attend at least 4 sessions to receive a participation certificate.

Budget: \$4,800 – To be paid from ELL funds.

Colton Joint Unified School District



Consultant Request Proposal

School: Language Support Services
Approval Date: September 2, 2010
Name of Consultant: STEP Associates, Inc.
Billing Address: 10154 Fremont Street, Yucaipa, CA 92399
Contact Number: (909)838-8017
Email address: stu1lis@aol.com

Consultant Qualifications and Background: STEP Associates, Inc CEO is Lisa Urrea, Ed.D. Dr. Urrea has been a consultant in our District serving several of our schools for six years. Her area of research is around self-efficacy (belief in oneself) toward success in life. She is also a reading specialist. She has worked with PI Schools in Palm Springs Unified School District and Coachella School district. STEP Associates Inc. conducted high school student workshops at two comprehensive high schools in the desert. Data indicates great gains were made in improving attendance, discipline and grades. These workshops focused on student responsibility and goals in life. Fran Ochoa-Smith is a retired counselor from Colton Joint Unified School District. She is very knowledgeable in secondary procedures and systems. She was a counselor at CHS for 13 years. She was also a counselor in Riverside USD for one year and an ROP counselor in Yucaipa School District for 22 years.

List Districts serviced and accompanying API Scores for 3 years:

	<u>2006-07:</u>	<u>2007-08:</u>	<u>2008-09</u>
Colton Joint Unified:	656	673	701
<u>1.</u> Grant Elementary	698	702	725
<u>2.</u> Birney Elementary	613	618	648
3. Coachella High School	564	582	629

Purpose: To assist Long Term English Learners toward becoming self advocates and self regulated learners. The focus must shift to an internal locus of control or understanding personal responsibility and the true potential within.

Needs: A report released by Californians Together in May 2010 titled Reparable Harm: Fulfilling the Unkept Promise of Educational Opportunity for California's Long Term English Learners indicates there is a large number of English Learners amassing in California secondary schools who despite many years in our schools and despite being close to the age in which they should be able to graduate, are still not English proficient and have indeed incurred major academic deficits. The question becomes, what will make the difference? Research shows that Long Term English Learners have distinct needs that have to be addressed. They need invitation, support and insistence that they become active participants in their own education. Many students that drop out of school have an external locus of control which means they do not believe or understand that they have responsibility or control over their lives. This cannot be taken lightly and the conversations must start today.

Strategies:

- Assist administration in targeting students based on needs
- Focused meetings with lead team members to discuss each individual student and the needs of at risk" students.
- English Language Learners monitoring and analyzing progress of intervention implemented.
- CAHSEE support
- Train success Coaches (mentors – Role models) to support STEP in assisting students

- Monitor Success Coaches
- Facilitate, support and/or train Coaches in the following areas:
 - CAHSEE Support – reading, writing, & test taking strategies
 - AB 540
 - Personal Goal Setting
 - Revisit surveys and update
 - Looking at the whole child
 - Responsibility

Cost

11 days of service - \$10,000.00

Days to be determined in coordination with district administration

Services will not impact the instructional day

Evaluation and Monitoring:

- Student Progress Reports
- CAHSEE

TOTAL: \$10,000 to be paid from Title III funds.

Colton Joint Unified School District



Consultant Request Proposal

School: Language Support Services

Board Approval Date: September 2, 2010

Name of Consultant: Get Ahead Writing Executive Director-Christina Supe

Billing Address: 601 E. Chapman Avenue, Fullerton, CA 92831

Contact Number: 1-714-478-2038

E-mail address: youcangetahead@aol.com

Consultant Qualifications and Background:

Since 1996 Christina Supe, Executive Director of *Get Ahead Writing, LLC*, has worked with more than 100 underperforming schools in seven California counties as an educational consultant and independent contractor of academic program improvement solutions, curriculum design, and professional development services. She serves as the President of Program Improvement and Professional Learning for *School Improvement Solutions* - which provides consulting and school managing services to the Texas Education Agency and the North Dakota Office of Public Instruction. She is the Executive Director of *Get Ahead Writing, LLC* and *Integrated Learning Connections*- educational companies she founded and operates.

From 1999-2004, Ms. Supe worked for the Orange County Department of Education in California as a lead trainer in the Cross-cultural, Language, and Academic Development Certificate (CLAD) testing program. She was responsible for training K-12 teachers and administrators in theory, research, and strategies for teaching English language learners. Additionally, she was selected to train other trainers to work with teachers throughout the county. Ms. Supe has a Bilingual (Spanish) BCLAD Certificate.

Ms. Supe's expertise in the area of English language learners has extended into the writing of curriculum and professional development programs for teachers and administrators. She's the creator of the patent-pending and research-based method of direct writing instruction and professional development curriculum called *Get Ahead Writing*. She also created *Language Counts!*- a language support program for mathematics content instruction which explicitly teaches the vocabulary of math and integrates grade level writing standards.

Ms. Supe is the creator of the program **Long Term Excellence**- a tool for identifying, analyzing, and creating academic acceleration plans for Long Term English Learners. **Long Term Excellence** evaluates LTELs using ten identified characteristics and their coordinating criteria. Students are then ranked by characteristic- such as most struggling academically or most unengaged- and finally are ranked overall. This allows schools and districts to target their interventions by characteristic, number of students, etc. Using the information gathered in the evaluation process (data, interview, and classroom observations), **Long Term Excellence** provides a format for educators to create individual Acceleration to Excellence plans for each participating student. Ms. Supe provides additional support in implementation, professional development, interventions, monitoring, as needed by the school or district.

Ms. Supe has worked with administrators and teachers on improving literacy instruction in the following districts: Anaheim City School District, Magnolia School District, San Bernardino City Unified School District, Colton Joint Unified School District, Kings Canyon Unified School District, Los Angeles Unified School District, Fullerton Joint Unified High School District, San Diego County Office of Education, Orange County Department of Education, San Francisco Unified School District, Desert Sands Unified School District, Newport-Mesa Unified School District, Bonsall Union School District, and Lennox School District. Her clients outperform other schools in their districts in terms of growth in their API and proficiency in addition to performing top in their respective counties.

Ms. Supe has designed and delivered Training of Trainer programs for schools across the state of California. Schools that have worked with her show extraordinary results with their English Learners. 68% of the time our clients' EL students outperform their peers in the district in terms of percentage proficient or advanced. 36% of the time, they outperform their peers in their county. In addition to professional development, Ms. Supe provides direct instructional services in specialty areas such as CAHSEE ELA Boot Camp, Writing Boot Camp for 4th Graders, and Summer Writing Camp for Kids.

Ms. Supe has presented to thousands of educators at conferences such as CABE, NABE, NTA, CUE, San Diego County Office of Education workshops, and summer professional development seminars.

List Districts Serviced and Accompanying API Scores for 3 years:

Get Ahead Writing's Impact on API Scores

Purpose:

Get Ahead Writing will work in collaboration with Bertha Arreguin and the Bloomington High School administration to

	Schools did <u>not</u> work with <i>Get Ahead Writing</i>	First year schools worked with <i>Get Ahead Writing</i>	After two years of working with <i>Get Ahead Writing</i>
Felton Elementary Lennox School District	2006-2007 667	2007-2008 717	2008-2009 771
Ramona Alessandro San Bernardino City Unified	2006-2007 650	2007-2008 722	2008-2009 733
McKinley Elementary Colton Joint Unified School District	2007-2008 732	2008-2009 772	2009-2010 Not released yet
Indio High School Desert Sands Unified School District	2008-2009 644	2009-2010 (projected) 706	2010-2011 TBD

dramatically improve the achievement of Long Term English Learners at the school.

Needs:

Bloomington High School has approximately 375 English Learners in 9th, 10th, and 11th grades. The CDE's release of the Spring 2010 test scores shows that Bloomington's English Learners are struggling with proficiency and need urgent action in order to be successful.

Strategies:

Get Ahead Writing, LLC will:

- identify a target group of Long Term English Learners (60 students will be served)
- conduct data analysis
- conduct student interviews
- observe students in class
- calculate student performance for each characteristic
- develop an Acceleration to Excellence plan for each participating student
- assign Acceleration Advisors- mentors- to students, as necessary
- provide 6 hours of literacy support for students with an emphasis in vocabulary and written expression
- monitor progress of LTELs and adjusts plans, as necessary
- train CAHSEE Boot Camp teachers to implement a 6-week ELA prep course

Evaluation and Monitoring:

The students' learning experience will be assessed through data and observation approximately three months after initial implementation. Additionally, the school's CAHSEE passing and proficiency rates and the ELA percentages will be analyzed to ensure that the method is indeed delivering the intended results.

Budget: \$10,000 to be paid from Title III funds.

BOARD AGENDA

**REGULAR MEETING
September 2, 2010**

CONSENT ITEM

- TO:** **Board of Education**
- PRESENTED BY:** Mollie Gainey-Stanley, Assistant Superintendent
Educational Services Division
- SUBJECT:** **Approval for Colton and Slover Mountain High School Graduates to Attend “Grad Nite” at Disneyland in Anaheim, CA (June, 2011)**
- GOAL:** Improved Student Performance
- STRATEGIC PLAN:** Strategy #6 – Character
- BACKGROUND:** Colton High School - Wednesday, June 8, 2011. Students and chaperones will board the buses at approximately 9:00 p.m. on Wednesday June 8, 2011 and will return at 7:00 a.m. on Thursday, June 9, 2011. There will be 20-30 chaperones from the CHS staff attending and Disneyland security will also be provided.
- Slover Mountain High School - Thursday, June 2, 2011. Students and chaperones will board the buses at approximately 8:30 p.m. on Thursday, June 2, 2011 and will return at 8:30 a.m. on Friday, June 3, 2011. There will be 4 chaperones from the Slover Mountain High School staff attending and Disneyland security will also be provided.
- Transportation arrangements will be made by the District transportation department.
- BUDGET IMPLICATIONS:** No cost to the District.
- RECOMMENDATION:** That the Board approve for Colton and Slover Mountain High School graduates to attend “Grad Nite” at Disneyland (June, 2011).

BOARD AGENDA

**REGULAR MEETING
September 2, 2010**

CONSENT ITEM

- TO:** **Board of Education**
- PRESENTED BY:** Mollie Gainey-Stanley, Assistant Superintendent
Educational Services Division
- SUBJECT:** **Approval of the Colton High School Junior/Senior Prom (May 14, 2011)**
- GOAL:** Improved Student Performance
- STRATEGIC PLAN:** Strategy #6 – Character
- BACKGROUND:** The student committee in charge of making arrangements for this year’s Junior/Senior Prom has selected the Pomona Fox Entertainment Center in Pomona, CA. The date selected is Saturday, May 14, 2011 from 8:00 p.m. to 12:00 midnight. The cost per student ticket will range from \$90 to \$95 based on time of ticket purchase. The estimated attendance is 500 students. All students attending must have a 2.0 GPA from the previous grading period. There will be 10-15 chaperones from the CHS staff and security from the event coordinating company.
- BUDGET IMPLICATIONS:** No cost to the District.
- RECOMMENDATION:** That the Board approve the Colton High School Junior/Senior Prom (May 14, 2011).

BOARD AGENDA

**REGULAR MEETING
September 2, 2010**

CONSENT ITEM

TO: **Board of Education**

PRESENTED BY: Mollie Gainey-Stanley, Assistant Superintendent
Educational Services Division

SUBJECT: **Approval of Agreement for Supplemental Educational Services
Tutoring (2010-11)**

GOAL: Student Performance

STRATEGIC PLAN: Strategy #1 – Communication
Strategy #2 – Curriculum

BACKGROUND: The NCLB Act of 2001 requires Title I schools in Year 2 or more of Program Improvement to provide Supplemental Educational Services, “Free Tutoring” to eligible students based on economically disadvantaged status and performance on the California Standards Test.

In order to meet Title I requirements, the district must provide parents with the option of choosing a tutor from the California Department of Education approved list of SES Providers. The approved list of SES providers can be found on the California Department website at: <http://www.cde.ca.gov/ta/ac/ti/documents/FinalListof2010Plus16.doc>.

This program will be offered at designated elementary sites per 2010 California Standards Test results.

Tutoring sessions are ongoing through April 2011.

**BUDGET
IMPLICATIONS:** Title I and ARRA Title I Fund Expenditure: Rate based on SES per-pupil rate allocation.

RECOMMENDATION: That the Board approve the contract for Supplemental Educational Services Tutoring (2010-11).

Supplemental Educational Services

AGREEMENT BETWEEN THE

Colton Joint Unified School District

AND

[Provider]

Supplemental Educational Services Provider

THIS AGREEMENT will become effective upon approval by the Colton Joint Unified School District Board (hereinafter referred to as “District” or “Board”) of 1212 Valencia Drive, Colton, California 92324 and is accepted by **[Provider]** (hereinafter referred to as “Provider”) on the date this Agreement is subscribed by an authorized representative of the Provider.

WHEREAS, Provider is an independent contractor providing supplemental educational services pursuant to No Child Left Behind Act of 2001, as set forth in Title I of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq; hereinafter the “Act”) as amended, and neither it nor any of its employees or agents is an employee of the District.

NOW, THEREFORE, in consideration of the mutual covenants and agreements set forth herein, the parties hereto agree as follows:

I. Provider Requirements

Provider is to supply supplemental educational services to District students, which services are specifically set forth below.

A. Scope of Professional Services and Duties

Set forth the type and scope of service to be provided to students by Contractor:

Reading or Mathematics

1. Provider will develop an individualized Student Learning Plan with specific, appropriate achievement goals for the student in consultation with the student’s parents: define how progress will be measured, how parent/teacher will be regularly informed of that progress, and a timetable for improving the student’s achievement. This report of information will be given to the District and parent prior to the student’s first tutoring session.
2. Midway through the session, the Provider will send the District and parent a written report describing the student’s progress, including benchmark data. If requested by the District, or a parent, these reports shall be given in the following languages: English and Spanish, if appropriate.
3. At the end of each Session, the Provider shall provide to the parents, District, and California Department of Education a final progress report for each student objectively indicating the students’ achievement from the first day of supplemental educational services to the end of the Session, the type of service provided, and the total costs thereof. The Provider will distribute a copy of the final progress report to each school.
4. The Provider shall provide **[add hours]** hours of supplemental educational services.

5. The Provider will set forth the description of the qualifications of personnel who will be providing services pursuant to this Agreement.
7. Provider shall not disclose to the public the identity of any student eligible for, or receiving, supplemental educational services without the written permission of the parents of such student.
8. Provider shall keep all student records in a secure location, with access to such records only permitted to those authorized by law. Provider will maintain an access log setting forth the date, time, agency, identity of any individual accessing student records. Provider agrees to provide access to and copies of all student records to District and/or parent and/or guardians of District's student. No student record shall be provided to any person, agency, or corporation except with written permission of parent or guardian, or as otherwise provided by law or court order. Upon completion of this Agreement or its earlier termination, Provider shall hand over to District all Provider student records of District students to whom Provider has provided services under this Agreement. The Provider shall not use student contact information after the records are returned to the District.
9. Provider shall keep records of attendance of each District student on the District-approved Attendance Record form that includes the name and school of the student, the name of the employee who rendered service, subject area in which the student is being tutored, daily lesson details, each date and time service was provided (measured to the nearest five minutes), and signed daily by the student's parent/legal guardian. Such records shall be available for inspection at all reasonable hours, and shall be kept and maintained at the premises where the service is provided.
10. District shall be provided access to Provider's premises at all reasonable hours. If the location of the premises is changed, Provider shall provide immediate notice of the change to District.
11. Provider shall not discriminate on the basis of race, religion, sex, national origin, age, handicap, or sexual orientation in employment or operation of its business.
12. Provider is responsible for and promises District that its employees and volunteers will meet their responsibilities and duties as required under California Education Code Section 49370 and Penal Code Section 11166 et seq. Provider will provide training to its employees and volunteers on an annual basis regarding Child Abuse Reporting requirements.
13. All complaints will be processed in conformance with the District's Uniform Complaint Procedure as provided for in Board Policy Number 1400, and Title 34, Code of Federal Regulations, Sections 76.780-783.
14. Provider shall allow access to all records or reports, or other matter relating to this agreement, upon request by District. Provider shall maintain fiscal records for five (5) years and shall keep them available for audit.
15. All supplementary services given by Provider under this agreement shall be secular, neutral, and non-ideological in instruction and content.

B. Payment

1. The Provider shall be paid by the District, and no bill, statement of charges or invoice shall be sent to the parents.

2. The Provider offers its services to students at the following hourly rate(s) per student served:

Service: Reading or Mathematics

Rate (based on SES Per-Pupil Rate allocation): [\$XX.00] per hour

3. Provider shall submit to District a monthly invoice itemized by services provided, actual number of hours for which services were provided, hourly rate for such services, and total amount owed. The total amount owed shall be determined by multiplying the aggregate actual number of hours for which services were provided times the applicable hourly rate. Each invoice shall be signed by a representative of the Provider and a representative of the District. Such invoices shall be submitted within thirty (30) days of rendering services, or no later than May 6, 2011, whichever comes first. In addition, the Provider shall submit at any time, if it is requested by the District, the information of services rendered to said student(s) in the Colton Joint Unified School District.
4. For each invoice, Provider shall submit a monthly electronic attendance report that includes the name and school of the student served; hourly rate for service given to the student; amount of time of such service during the month, and total number of cumulative hours and amount to-date for the student. Online companies are required to submit with invoices a monthly record of log-on times.

C. Term

This Agreement shall be effective until April 8, 2011. Funding requirements may mean that the services of the Provider will expire before the term is completed. Upon expiration of funding, the contract shall terminate.

D. Termination for Cause, Including Request by Parent

This Agreement may be terminated at anytime for the Provider's failure to meet goals and timetables as established by and between District, parents, and Provider, or violation of any other term or provision of this Agreement. Said Notice of the intended termination shall be in writing and shall set forth the defaulted goals and timetables, or other violation, and shall provide that after mailing or delivery, the Agreement is terminated three days thereafter. Said Notice may be instituted at the direction of the District or at the request of the parents/guardian of the student for whom the Provider is providing services. Said Notice shall provide that the Agreement is immediately terminated as to specified students.

E. Subcontract and Assignment

Provider waives any right to subcontract or assign this Agreement to any third party except with the express written consent of District. In the event a subcontract or assignment is consented to by the District, such consent shall only be given to a provider certified by the California Department of Education. Any sub-contractor or assignee shall be bound by the terms and conditions of this Agreement.

F. Disputes

Disputes between DISTRICT and PROVIDER concerning the meaning, requirements or performance of this contract shall be submitted to the Assistant Superintendent of the Colton Joint Unified School District. The determination of the District Assistant Superintendent shall be made in writing and shall be binding on both parties.

II. Provider and District Responsibilities

A. Provider Responsibilities

1. Provider agrees to provide parent reports in a language parents can understand.
2. Provider will ensure instruction and content is aligned with the District and State of California academic achievement standards.
3. Provider will provide reports as mentioned in Provider Requirements I-A within 10 (ten) days of the close of each reporting period.
4. Ensure all instruction and content under the Act and this Agreement are secular, neutral, and non-ideological.
5. Provider will submit accurate data and records to the District.

B. District Responsibilities

1. Payment will be made to Provider after submission of a written invoice from Provider listing the students, actual hours of service provided to students, and employee or employees providing service. Said invoice shall be submitted to the Assistant Superintendent of Business or the Coordinator of Special Projects, or designee, who shall approve or deny payment, and either send the invoice to Fiscal Services for payment or return to the Provider after denial.
2. Provide teachers copies of final progress reports of student achievement.

III. Miscellaneous Provisions

A. Indemnity and Hold Harmless

Provider agrees to indemnify and hold harmless District, its officers, employees, assignees, and attorneys against any and all claims, damages, liabilities (including, but not limited to, liability for personal injury and liability for breach of confidentiality), costs and expenses, including without limitation, reasonable legal fees and costs arising out of the use of any material furnished by Provider in connection with the services performed, or resulting from any student, parent or third party action of any kind, or resulting in any way pursuant to this Agreement, or incurred for or by reason of the breach of Provider of any of the obligations, warranties, agreements, covenants or representations herein contained. District shall provide prompt written notice of any claim hereunder and Provider shall have the right to defend District from any action, liability, costs and expenses, damages.

B. Notices

Any notice or other communication (including payment hereunder) required or permitted to be given hereunder shall be in writing and shall be deemed delivered when delivered in person or deposited in the United States mail, postage prepaid, where a receipt is given to the address as follows:

For District: Colton Joint Unified School District
Coordinator, Special Projects
1212 Valencia Drive
Colton, CA 92324

For Provider: [Provider]
[contact person]
[address]
[city, state, zip]

Such address may be changed from time to time by either party by providing written notice to the other in the manner set forth above.

C. Required Clearances

Provider shall file with the District an affidavit, under penalty of perjury, certifying to the District that all employees have obtained a tuberculosis clearance. Provider will also complete the District Contractor Fingerprinting Certification form certifying that all employees have completed the criminal background check requirements of California Education Code Section 45125.1 and that none of its employees that may come in contact with District pupils have been convicted of a violent felony as listed in California Penal Code Section 667.5(c) or a serious felony as listed in California Penal Code Section 1192.7(c). It is mandated that no compensated person may have contact with students until clearance has been obtained.

D. Legal Requirements

Meet all applicable Federal, State, and local education, health, safety, and civil rights laws, rules or regulation during the performance of the Agreement.

E. Insurance

Prior to performance of this Agreement, Provider shall secure all necessary and customary insurance, including a standard comprehensive general liability insurance policy from a carrier licensed and admitted to conduct business in the State of California by the California Insurance Commissioner and Workers' Compensation. Such insurance shall be in a form reasonably acceptable to counsel for District and shall require the insurer to give District at least thirty (30) days prior written notice of any modifications or cancellations.

F. Applicable Law

This Agreement shall be governed by Federal and State Law, and venue for any action shall be in the State of California.

G. Attorneys Fees and Costs

In the event of any dispute regarding the terms, conditions or performance of this Agreement, the prevailing party, as determined by a court of competent jurisdiction, shall be entitled to reasonable attorney's fees, costs, and expenses.

H. Independent Contractors

The parties are entering this Agreement as independent contractors, and this Agreement will not be construed to create a partnership, joint venture, franchise or employment relationship between them. Neither Party will represent itself to be an employee or agent of the other or enter into any agreement on the other's behalf of or in the other's name.

I. No Waiver

The failure of either party to enforce any provision of this agreement will not constitute a waiver of the party's rights to subsequently enforce and compel strict compliance with every provision of this Agreement.

J. Entire Agreement

This Agreement represents the entire agreement between the parties with respect to the subject matter hereof and supersedes any prior oral or written agreements regarding such subject matter.

K. Amendment

This agreement may be amended or modified only if that amendment is made in writing and is signed by both parties. If any provision of this Agreement is held to be invalid, such invalidity will not affect the remaining provisions. If there is a revision in the District's Per Pupil funding ratio, this agreement will be amended to reflect the increased amount.

L. Severability

If any provision, part, or word of this Agreement is held in whole or in part to be unenforceable for any reason, the rest and remainder of that provision, part, or word and the entire Agreement shall be severable therefrom and remain in full force and effect.

M. Use of Facilities

Parties providing service may request use of school facilities such as, but not limited to, classrooms, multipurpose rooms, or other facilities as needed to provide supplemental educational services. Such requests are to be made through Board-approved Use of Facilities request procedures as specified in Board Policy 3140.

Party receiving services:

Dated: _____
Colton Joint Unified School District

By: _____
James A. Downs
Superintendent

Jaime R. Ayala
Assistant Superintendent
Business Services Division

Party providing services:

Dated: _____
[Provider]

By: _____

BOARD AGENDA

**REGULAR MEETING
September 2, 2010**

CONSENT ITEM

- TO:** Board of Education
- PRESENTED BY:** Mollie Gainey-Stanley, Assistant Superintendent
Educational Services Division
- SUBJECT:** **Approval of Agreement with the University of California, Riverside Extension for Teaching the Gifted and Talented: Guidance and Goals of the Program (October/November 2010)**
- GOAL:** Improve Student Performance
- STRATEGIC PLAN:** Strategy #2 – Curriculum
- BACKGROUND:** The Educational Services Division would like to offer *Teaching the Gifted and Talented: Guidance and Goals of the Program* to district teachers. The Recommended Standards for Programs for Gifted and Talented Students state that, in order to receive a three year approval (exemplary standards), teachers assigned to teach gifted students are certified through a variety of formal and informal certificate programs.
- Per the 2008-09 GATE application, we would like to offer the classes necessary for the GATE certificate for our third grade GATE teachers. The revised GATE identification process states that we will assess all second grade students to identify and place them the following year in a third grade GATE cluster class. Staff has identified third grade GATE students for the 2010-11 school year.
- This course would be the first in a series of four courses provided by University of California, Riverside Extension. Upon completion of the four courses, enrollees would be eligible for a Certificate in Education for the Gifted and Talented.
- BUDGET IMPLICATIONS:** General Fund Expenditure: \$9,600
- RECOMMENDATION:** That the Board approve the agreement with University of California, Riverside Extension for *Teaching the Gifted and Talented: Guidance and Goals of the Program* (October/November 2010).



Aug. 23, 2010

Jennifer Jaime, Director K-6
Colton Joint Unified School District
Educational Services
1212 Valencia Drive
Colton, Calif. 92324-1798

Dear Ms. Jaime:

University of California, Riverside Extension will provide the course, EDU X 428.09 Teaching the Gifted and Talented: Guidance and Goals of the Program, instructor, Dana Reupert, to be scheduled as a hybrid class meeting Saturday from 8:30 am-6:30 pm on Oct. 23 and Nov. 6, 2010 with additional on-line course work completed between the two Saturday meetings. A maximum of 30 students may attend this inservice. The class will take place at Colton Unified School District. Extension credit is required at a charge of \$210 for each participant for this 3 qtr. unit class and will be paid by the district as part of the total for this contract (30 x \$210 = \$6,300*).

1200 University Avenue
Riverside, CA 92507
Tel 1-951.827.4105
Fax 1-951.827.7273
www.extension.ucr.edu

It is agreed that University Extension will be responsible for and will pay the cost of the instructors' compensation and expenses. It is agreed that Colton Unified School District will provide the facility, any audio-visual equipment and duplicate handouts as needed by the instructor. Hybrid classes require the district to send in the enrollment forms to register students no later than Oct. 21, 2010.

Colton Unified School District will receive two separate invoices from the University of California, Riverside. The total is \$9,600 (which includes cost of contract \$3300 plus \$6,300 credit fee for 30 participants). District guarantees 15 students will take the course for credit or amount due will be increased proportionately. Payment is due upon receipt of invoice. Please make your check payable to Regents U.C. and mail per instructions on the invoice. The name of the University is not to be used by you in any publication, advertisement or news release without prior written approval of the University. Any copyrights or publication rights arising from or relating to materials developed by the University in connection with this program shall belong to the University.

University Extension must be notified in writing a minimum of seven days prior to the first class meeting if event is to be cancelled. A \$500 cancellation penalty will be assessed if the name of the contractor chooses to cancel this event after the receipt of this agreement. If you accept these arrangements and terms, please sign and return the original copy of the agreement to Eileen Johnson, Education Extension, University of California, Riverside Extension Center, 1200 University Ave., Suite 342, Riverside, CA 92507-4596.

If you accept these arrangements and terms, please sign and return the original copy of the agreement to Eileen Johnson, Education Extension, University of California, Riverside Extension Center, 1200 University Ave., Suite 342, Riverside, CA 92507-4596.

Sincerely,

Dr. Sue Teele, Associate Dean
Director, Education Extension

ACCEPTED:

Signature, Title

Date

BOARD AGENDA

**REGULAR MEETING
September 2, 2010**

CONSENT ITEM

TO: **Board of Education**

PRESENTED BY: Mollie Gainey-Stanley, Assistant Superintendent
Educational Services Division

SUBJECT: **Approval for District Participation in the San Bernardino County Schools Honor Music Groups and Choral Clinics (2010-11)**

GOAL: Improved Student Performance

STRATEGIC PLAN: Strategy #6 – Character

BACKGROUND: Each year the San Bernardino County Superintendent of Schools Office coordinates Music Clinics and Festivals for schools in the county. Staff is recommending the District’s continued participation in these activities.

**BUDGET
IMPLICATIONS:** General Fund Expenditure: \$675

RECOMMENDATION: That the Board approve the District’s participation in the San Bernardino County Schools Honor Music Groups and Choral Clinics (2010-11).

BOARD AGENDA

**REGULAR MEETING
September 2, 2010**

CONSENT ITEM

- TO:** **Board of Education**
- PRESENTED BY:** Mollie Gainey-Stanley, Assistant Superintendent
Educational Services Division
- SUBJECT:** **Approval of Agreement (#10/11-0313) with the San Bernardino County Superintendent of Schools for the AB 212 Educational Stipend Program (2010-11)**
- GOAL:** Improved Student Performance
- STRATEGIC PLAN:** Strategy #2 – Curriculum
- BACKGROUND:** As a California Department of Education contractor, the Colton Joint Unified School District is eligible to participate in the AB 212 Education Stipend Program on behalf of KidsNCare, and is asking for a formal agreement between the two agencies.
- AB 212 provides funding to develop and maintain a childcare worker retention program. Funding is allocated to employees that have obtained a Child Development Permit, work directly with subsidized children twenty or more hours per week in a classroom setting, and have been continuously employed for at least the last nine months in a State subsidized program. Qualifying staff will receive a stipend based upon their level of Child Development Permit.
- BUDGET IMPLICATIONS:** No cost to the District.
- RECOMMENDATION:** That the Board approve the agreement (#10/11-0313) with the San Bernardino County Superintendent of Schools for the AB 212 Educational Stipend Program 2010-11.

OFFICE OF THE
SAN BERNARDINO COUNTY SUPERINTENDENT OF SCHOOLS
601 North E Street
San Bernardino, CA 92410-3093

AB 212 EDUCATIONAL STIPEND PROGRAM
AGREEMENT # 10/11-0313

This AGREEMENT entered into on this 1st day of July 2010, by and between the San Bernardino County Superintendent of Schools, on behalf of KidsNCare, herein after referred to as "SBCSS/KNC", and Colton Joint Unified School District, herein after referred to as "Agency,"

RECITALS

WHEREAS, the Budget Act of 2000-01, Assembly Bill 212 (Chapter 547, Statutes of 2000) provided funding to develop and maintain a Child Care Worker Retention Activity or Policy; and

WHEREAS, the legislature requires the California Department of Education to develop guidelines for use by Local Child Care and Development Planning Councils (LPC) in developing county plans for the expenditure of these funds; and

WHEREAS, SBCSS/KNC is the administrative agent for the Child Care Planning Council of San Bernardino County; and

WHEREAS, Agency provides child care and development services to children and families within San Bernardino County;

NOW THEREFORE, SBCSS/KNC and Agency agree to the following:

1. Requirements for AB 212 Stipend Program

- a. This funding shall only be used to supplement, and not supplant, existing efforts and investments to retain qualified child care staff at the local level.
- b. The funding must be allocated to retain employees that meet all of the following minimum criteria:
 - 1) have earned a minimum of twelve (12) college-level Early Childhood Education (ECE) units;
 - 2) work directly with subsidized children twenty (20) hours or more per week in a classroom setting serving CDE funded children; and
 - 3) have been continuously employed for at least the last nine (9) months with your current employer.

2. Responsibilities of SBCSS/KNC

- a. SBCSS/KNC shall design, maintain, and administer the system to distribute the AB 212 incentive funds in accordance with the San Bernardino County plan.
- b. No later than October 1st, of each year, SBCSS/KNC shall provide applications for funding to potentially qualified providers/teachers.
- c. No later than January 4th, of each year, SBCSS/KNC shall provide a preliminary list of eligible teachers to each Agency based on Agency's submissions and availability of funds.
- d. SBCSS/KNC shall provide to each Agency the lesser of thirteen percent (13%) of each recipient's stipend amount or One Hundred Fifty and no/100 Dollars (\$150.00) for administration of the application process.
- e. No later than February 15th, of each year, SBCSS/KNC shall provide agencies with a final list of recipients.
- f. No later than March 31st, of each year, SBCSS/KNC shall send each Agency a single check inclusive of the stipend and administrative fee for each of its recipients.

3. Responsibilities of Agency

- a. Agency shall assign an AB 212 Contract person to work directly with SBCSS/KNC to facilitate the application process.
- b. Distribute and gather all applications and necessary verification within Agency.
- c. No later than November 30th, of each year, submit all applications and verifications to SBCSS/KNC.
- d. No later than January 15th, of each year, Agency shall return the revised preliminary list.
- e. Receive a single check for all stipend eligible teachers and distribute, no later than 6/30 of each year, the appropriate amounts as indicated by SBCSS/KNC. Agency shall return to SBCSS/KNC the stipend and administrative fee for any recipient no longer employed with the Agency as of the date of receipt of the check.
- f. Provide documentation, which will support individual stipend payments, to KNC by 7/31 of each year.

4. Timeline

<u>Date</u>	<u>Who</u>	<u>What</u>
October 1 st	SBCSS/KNC	Provide applications for funding to potentially qualified providers/teachers.
November 30 th	Agency	Submit all applications and verifications to SBCSS/KNC.
January 4 th	SBCSS/KNC	Provide a preliminary list of eligible teachers to each Agency based on Agency's submissions and availability of funds.
January 15 th	Agency	Return the preliminary list, noting necessary revisions.
February 15 th	SBCSS/KNC	Provide Agencies with a final list of recipients.
March 31 st	SBCSS/KNC	Send each Agency a single check inclusive of the stipend and administrative fee for each of its recipients.
June 30 th	Agency	Deliver payment to each stipend recipient with your agency. Return to SBCSS/KNC the stipend and administrative fee for any recipient no longer employed with the agency as of the date of receipt of the check.
July 31 st	Agency	Provide documentation to support payment of stipends to SBCSS/KNC

5. Program Requirements for AB 212 Training Reimbursement

- a. Reimbursement/Payment is limited to \$9,999.00 per training.
- b. Expenses must be incurred, services rendered, and supplies received by April 30th of each year.
- c. Training Proposals must be received by November 30th, each year, and must include a breakdown of the following:
 - Itemized list of allowable expenses and cost
 - Names of qualified employees in attendance
 - Date of training or receipt of service/supply
- d. After Training Proposal has been accepted and the training completed, an invoice with verification of allowable expenses (receipts) must be submitted to SBCSS/KNC.

e. Invoices must be received within thirty days of training completion.

6. Responsibilities of SBCSS/KNC

- a. SBCSS/KNC shall design, maintain, and administer the system to distribute the AB 212 incentive funds in accordance with the San Bernardino County plan.
- b. No later than September 30, of each year, SBCSS/KNC shall provide Training Proposals applications to Agency.
- c. SBCSS/KNC will assist in completion of Training Proposal and provide guidance throughout.
- d. SBCSS/KNC will evaluate Training Proposal and approve/deny within fourteen days of receipt.

7. Responsibilities of Agency

- a. No later than December 31st, of each year, submit all Training Proposals and supporting documentation to SBCSS/KNC. Agencies participation in this program is voluntary.
- b. Conduct training as outlined in the approved training proposal. In the unforeseen circumstance that this may not be possible, notification to SBCSS/KNC must take place within five days of becoming aware training will not occur.
- c. No later than thirty days following the training, submit invoice with verification of allowable expenses to SBCSS/KNC.

8. Duration of Agreement

- a. The term of this Agreement shall be from July 1, 2010 through and including June 30, 2015.
- b. This Agreement may be terminated early by SBCSS/KNC in the event funding is decreased or eliminated.

9. General Conditions

- a. This Agreement may be amended by the mutual agreement of both parties and affixed hereto as an amendment with signatures of both parties.
- b. No fee shall be required to participate in the AB 212 Program.
- c. All SBCSS/KNC and Agency information shall be maintained with strict confidentiality in accordance to California Code of Regulations, Title 5.
- c. It is understood that each program operates as an individual Agency and that this Agreement establishes no dual employee relationship.
- d. This Agreement constitutes the entire agreement between the parties, supersedes all prior agreements, oral or written.
- f. This agreement shall not be assignable except with written consent of parties hereto.
- g. Agency shall comply with all federal, state, and local laws and ordinances applicable to such work. Agency shall provide workers' compensation insurance for all of its employees.
- h. If Agency fails to comply with any of the material requirements of this Agreement or any requirements of the California State Department of Education (CDE), SBCSS/KNC shall report such default CDE. In the event of such default, SBCSS/KNC shall provide written notice to Agency specifying the default. Agency shall have five calendar days to cure the default. In the event that default has not been cured, SBCSS/KNC may terminate this agreement.
- i. Claims, disputes, or other matters in question between the parties to this Agreement arising out of or relating to this Agreement or breach hereof shall be subject to mediation under the auspices of a recognized, neutral third-party professional mediation service, or other mediation acceptable to both parties, prior to undertaking any legal action. The cost of the mediation service shall be borne equally by the parties. The parties agree that the proper place of venue shall be in the City of San Bernardino, San Bernardino County, California.

10. Completion of State and Federal Tax Information Forms (United States residents)

- a. All independent contractors doing business with the SUPERINTENDENT must complete applicable state and federal tax forms to determine federal and state reporting status. The enclosed Form W-9 must be completed and returned to issue any payments applicable to this Agreement.
 - 1) Sole Proprietors: On Form W-9, enter your individual name as shown on your social security card on the "Name:" line. You must enter your Business, trade, or "doing business as (DBA)" name on the "Business Name" line.
- b. California nonresidents must complete and submit a Form W-9 and Form 590.
 - 1) Form 590: This form is required to determine California Residency. Payments made to California nonresidents, including corporations, limited liability companies and partnerships that do not have a permanent place of business in California, may be subject to a seven percent (7%) state income tax withholding (California Revenue and Taxation Code §18662). Types of income subject to withholding include payments for services performed in California and payments of leases, rents, and royalties for property located in California.
 - 2) Partial or Complete Exemption from California Withholding taxes.
 - a) Form 588 Nonresident Withholding Waiver Request: If you meet the criteria for California withholding, you may apply for a waiver (Form 588) from the State of California through the California Franchise Tax Board. A copy of the approved waiver must be received by the SUPERINTENDENT prior to the first payment of this Contract in order to apply the exemption from the required seven percent (7%) withholding.
 - b) Form 587 Nonresident Withholding Allocation Worksheet: If you do not qualify for a waiver from California Withholding (an approved Form 588) and do not have a permanent place of business in the state of California, complete and submit Form 587 to determine if withholding is required on the scope of work for this Agreement.

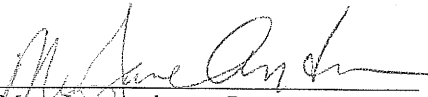
11. Hold Harmless

Agency agrees, at its own expense, cost and risk, to indemnify, defend, save and hold harmless SBCSS/KNC, its agents, employees and officers against any and all personal injuries, damages, liabilities, costs, suits or expenses, including reasonable attorneys fees, arising out of any act or omission or the condition of any property owned or controlled by the Agency in the performance of this contract. It is understood that employees and any subcontractor of the Agency in its performance under this contract are not agents or employees of SBCSS/KNC.

IN WITNESS WHEREOF, the parties have caused this Agreement to be duly executed on the day and year first written above.

**SAN BERNARDINO COUNTY
SUPERINTENDENT OF SCHOOLS**

**COLTON JOINT UNIFIED SCHOOL
DISTRICT**


Mary Jane Andersen, Program Manager
Purchasing/Contracts

Date: 8-5-10

Date: _____

BOARD AGENDA

**REGULAR MEETING
September 2, 2010**

CONSENT ITEM

- TO:** **Board of Education**
- PRESENTED BY:** Mollie Gainey-Stanley, Assistant Superintendent
Educational Services Division
- SUBJECT:** **Approval of Agreement with the San Bernardino County Superintendent of Schools Office to Provide SB472 English Language Professional Development (ELPD) Training for Elementary and Secondary Teachers (2010-11)**
- GOAL:** Improved Student Performance
- STRATEGIC PLAN:** Strategies #2 – Curriculum
- BACKGROUND:** The Educational Services Division would like to offer SB472 ELPD training to elementary and secondary teachers. The DAIT requirement is to provide SB472 English Language Professional Development (ELPD) training to all teachers and administrators.
- Participating teachers will complete 40 hours of training and an 80 hour practicum.
- BUDGET IMPLICATIONS:** Title I and Title II Fund Expenditure: \$1,375 per participant.
- RECOMMENDATION:** That the Board approve the agreement with the San Bernardino County Superintendent of Schools Office for SB472 ELPD training for elementary and secondary teachers (2010-11).

**OFFICE OF THE
SAN BERNARDINO COUNTY SUPERINTENDENT OF SCHOOLS
601 North E Street
San Bernardino, CA 92410-3093**

AGREEMENT FOR SB 472 ENGLISH LEARNERS PROFESSIONAL DEVELOPMENT

AGREEMENT NO. 10/11-0357

THIS AGREEMENT, made and entered into this 2nd day of July 2010, by and between the Office of the San Bernardino County Superintendent of Schools, hereinafter called "**SUPERINTENDENT**", and Colton Joint Unified School District, hereinafter called "**DISTRICT**",

R E C I T A L S

WHEREAS, **SUPERINTENDENT** is a member of the Professional Development Collaborative for Teachers of English Learner (PDCTEL) and is an approved provider of SB 472 English Learner Professional Development (ELPD) for grade span K-6 and span 6/7-12; and

WHEREAS, **SUPERINTENDENT** and **DISTRICT** desire to work together toward the mutual goal of improving services for English Learners by supporting the **DISTRICT** in providing trainings of SB 472 ELPD for teachers of English Learners; and

WHEREAS, **DISTRICT** understands that participants must attend Day 1 of SB 472 ELPD before attending Day 2-5; and

WHEREAS, **DISTRICT** will maintain the names of the total number of teachers who have completed the Forty (40) hours of SB 472 ELPD training; and

WHEREAS, **DISTRICT** will keep an instructor ratio of no more than thirty (30) participants per instructor.

NOW, THEREFORE, **SUPERINTENDENT** and **DISTRICT** mutually agree as follows:

1. Responsibilities of **SUPERINTENDENT**

- a. **SUPERINTENDENT** will provide, as requested by **DISTRICT**, instructor binder, participant binders containing course curriculum and appendix resources consistent with the SB 472 ELPD training.
- b. **SUPERINTENDENT** will assist **DISTRICT** in locating additional institutes for any participant who does not completed the Forty (40) hour training; and
- c. **SUPERINTENDENT** assumes no responsibility in ensuring all participants complete the total Forty (40) hours of SB 472 ELPD training.

2. Responsibilities of **DISTRICT**

- a. **DISTRICT** will work collaboratively with **SUPERINTENDENT** to ensure the quality of the program and distribution or use of copyrighted SB 472 ELPD materials for any other training or purpose other than for SB 472 ELPD district PDCTEL training. **DISTRICT** will deliver PDCTEL SB 472 ELPD curriculum with fidelity and not be supplemented or combined with any other program or training.
- b. **DISTRICT** will provide training location, document camera/projector, and Internet access for instructor and all participants.
- c. **DISTRICT** will determine and make arrangement for the attendance of teachers, including travel and substitute teacher expense, if any.
- d. **DISTRICT** will keep accurate sign-in records, provide and collect daily instructional evaluations from participants, and submit these documents to **SUPERINTENDENT** upon completion of the training.

- e. **DISTRICT** will notify **SUPERINTENDENT**, in writing, ten (10) days prior to the start date of the appropriate training for any participant requesting to cancel.

3. **SUPERINTENDENT'S Fee and Payment Thereof**

- a. **DISTRICT** shall pay **SUPERINTENDENT** for services at the following flat rates:

With Catering	\$750.00 per participant
Without Catering	\$650.00 per participant.

- b. **SUPERINTENDENT** shall invoice **DISTRICT** for a cancellation fee of not less than Seventy Five and no/100 Dollars (\$75.00) per participant registered who does not attend any part or any day of the Forty (40) hour workshop and does not provide **SUPERINTENDENT** with written notice of cancellation at least two (2) weeks prior to the start date of the workshop.
- c. **DISTRICT** will pay no amount of travel or other expenses to the **SUPERINTENDENT** under this agreement.
- d. At the completion of Day 1 of each institute, **SUPERINTENDENT** shall submit to **DISTRICT** an invoice with a detailed listing of registered participants.
- e. **DISTRICT** shall pay invoice promptly upon receipt.

4. **Duration of Agreement**

The term of this Agreement shall be from July 1, 2010 through and including June 30, 2011.

5. **Successors and Assigns**

This Agreement shall not be assignable except with written consent of parties hereto.

6. **Special Provisions**

- a. **SUPERINTENDENT** shall comply with all federal, state, and local laws and ordinances applicable to such work. **SUPERINTENDENT** shall provide workers' compensation insurance to self-insure his or her services.
- b. This Agreement may be amended by the mutual written consent of the parties hereto.

7. **Mutual Hold Harmless**

- a. **SUPERINTENDENT** agrees, at its own expense, cost and risk, to indemnify, defend, save and hold harmless the **DISTRICT**, its agents, employees and officers against any and all personal injuries, damages, liabilities, costs, suits or expenses, including reasonable attorneys fees, arising out of any act or omission or the condition of any property owned or controlled by the **SUPERINTENDENT** in the performance of this contract. It is understood that employees and any subcontractor of the **SUPERINTENDENT** in its performance under this contract are not agents or employees of the **DISTRICT**.
- b. **DISTRICT** agrees, at its own expense, cost and risk, to indemnify, defend, save and hold harmless the **SUPERINTENDENT**, its agents, employees and officers against any and all personal injuries, damages, liabilities, costs, suits or expenses, including reasonable attorneys fees, arising out of any act or omission or the condition of any property owned or controlled by the **DISTRICT** in the performance of this contract. It is understood that employees and any subcontractor of the **DISTRICT** in its performance under this contract are not agents or employees of the **SUPERINTENDENT**.

8. **Conflict of Interest**

The **SUPERINTENDENT** hereby finds that the duties in this contract are limited in scope and thus do not necessitate compliance with disclosure requirements as stated in the Fair Political Practices Commission, Regulation Title 2, California Code of Regulations §18351.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement on the day and year first above written.

**SAN BERNARDINO COUNTY
SUPERINTENDENT OF SCHOOLS**

**COLTON JOINT UNIFIED SCHOOL
DISTRICT**

Mary Jane Andersen, Program Manager
Purchasing/Contracts

Date: _____

Date: _____

BOARD AGENDA

REGULAR MEETING
September 2, 2010

CONSENT ITEM

- TO:** Board of Education
- PRESENTED BY:** Mollie Gainey-Stanley, Assistant Superintendent
Educational Services Division
- SUBJECT:** Approval of Agreement with the San Bernardino County Superintendent of Schools Office to Provide SB472 Mathematics Training for Elementary and Secondary Teachers (2010-11)
- GOAL:** Improved Student Performance
- STRATEGIC PLAN:** Strategies #2 - Curriculum
- BACKGROUND:** The Educational Services Division would like to offer SB472 Mathematics training to elementary and secondary teachers. The adopted core mathematics programs will be used in grades K-6, 7-8 and 9-12 in the district. The DAIT requirement is to provide SB472 Mathematics training to all teachers and administrators.
- Participating teachers will complete 40 hours of training and an 80 hour practicum.
- BUDGET IMPLICATIONS:** Title I and Title II Fund Expenditure: \$1,375 per participant.
- RECOMMENDATION:** That the Board approve the agreement with the San Bernardino County Superintendent of Schools Office for SB472 Mathematics training for elementary and secondary teachers (2010-11).

OFFICE OF THE
SAN BERNARDINO COUNTY SUPERINTENDENT OF SCHOOLS
601 North E Street
San Bernardino, CA 92410-3093

AGREEMENT FOR SB 472 MATHEMATICS PROJECT

AGREEMENT #10/11-0349

THIS AGREEMENT, made and entered into this 2nd day of July 2010, by and between the Office of the San Bernardino County Superintendent of Schools, hereinafter called "**SUPERINTENDENT**", and Colton Joint Unified School District, hereinafter called "**DISTRICT**",

R E C I T A L S

WHEREAS, **SUPERINTENDENT** is a Partner County Office of Education approved to provide training in the SB 472 Mathematics Project; and

WHEREAS, **SUPERINTENDENT** and **DISTRICT** desire to work together toward the mutual goal of improving mathematics professional development and instruction for teachers in the **DISTRICT**; and

WHEREAS, this collaboration will enhance math performance of students in the **DISTRICT**; and

NOW, THEREFORE, **SUPERINTENDENT** and **DISTRICT** mutually agree as follows:

1. Responsibilities of **SUPERINTENDENT**

- a. **SUPERINTENDENT** will provide as requested by **DISTRICT**, forty (40) hour SB 472 mathematics professional development institutes.
- b. **SUPERINTENDENT** will provide instructor, all instructor materials, and participant binders containing course curriculum for every participant for each forty (40) hour institute.
- c. **SUPERINTENDENT** at its sole discretion may cancel any institute with less than fifteen (15) participants registered two (2) weeks prior to the start date.
- d. **SUPERINTENDENT** will assist **DISTRICT** in locating additional institutes for any participant who has not completed the forty (40) hour institute.
- e. **SUPERINTENDENT** assumes no responsibility in ensuring all participants complete the total One Hundred Twenty (120) hours of SB 472 training.
- f. **SUPERINTENDENT** will commence work under this agreement on or about July 1, 2010, and will diligently prosecute the work thereafter. **SUPERINTENDENT** will complete the work no later than June 30, 2011. Upon a showing of good and sufficient cause by **SUPERINTENDENT**, **DISTRICT** may, in its discretion, grant such extensions of time as it may deem advisable; provided however, **DISTRICT** shall not be obligated to pay **SUPERINTENDENT** any additional consideration if such an extension of time has been granted, unless **SUPERINTENDENT** undertakes additional services in which instance the consideration shall be increased as **DISTRICT** and **SUPERINTENDENT** shall agree.
- g. **SUPERINTENDENT** will perform said services as an independent contractor under the direction of the **DISTRICT** in the pursuit of his or her independent calling and not as an employee of **DISTRICT**; and he or she shall be under the control of **DISTRICT** as to the result to be accomplished.

2. Responsibilities of DISTRICT

- a. **DISTRICT** will notify **SUPERINTENDENT** in writing ten (10) days prior to the start date of the appropriate workshop for any participant requesting to cancel.
- b. **DISTRICT** will prepare and furnish to **SUPERINTENDENT** upon his or her request such information as is reasonably necessary to the performance of **SUPERINTENDENT'S** work under this agreement.
- c. **DISTRICT** will provide training location, document camera/projector, and internet access for instructor and all participants.
- d. **DISTRICT** will maintain the names and total number of teachers who have completed the initial forty (40) hours SB 472 training.
- e. **DISTRICT** will ensure all participating teachers complete eighty (80) hours of follow-up SB 472 training.

3. SUPERINTENDENT'S Fee and Payment Thereof

- a. **DISTRICT** shall pay **SUPERINTENDENT** for services at the following flat rates:

With Catering	\$750.00 per participant
Without Catering	\$650.00 per participant

- b. The **DISTRICT** will pay no amount of travel or other expenses of **SUPERINTENDENT** under this agreement.
- c. **SUPERINTENDENT** shall invoice **DISTRICT** for a cancellation fee of not less than Seventy Five and no/100 Dollars (\$75.00) per participant registered who does not attend any part or any day of the Forty (40) hour workshop and does not provide **SUPERINTENDENT** with written notice of cancellation at least two (2) weeks prior to the start date of the workshop.
- d. At the completion of Day 1 of each institute, **SUPERINTENDENT** shall submit to **DISTRICT** an invoice with a detailed listing of registered participants.
- e. **DISTRICT** shall pay invoices promptly upon receipt.

4. Duration of Agreement

The term of this Agreement shall be from July 1, 2010 through and including June 30, 2011.

5. Successors and Assigns

This Agreement shall not be assignable except with written consent of parties hereto.

6. Special Provisions

- a. **SUPERINTENDENT** shall comply with all federal, state, and local laws and ordinances applicable to such work. **SUPERINTENDENT** shall provide workers' compensation insurance to self-insure his or her services.
- b. This Agreement may be amended by the mutual written consent of the parties hereto.

7. Mutual Hold Harmless

- a. **SUPERINTENDENT** agrees, at its own expense, cost and risk, to indemnify, defend, save and hold harmless the **DISTRICT**, its agents, employees and officers against any and all personal injuries, damages, liabilities, costs, suits or expenses, including reasonable attorneys fees, arising out of any act or omission or the condition of any property owned or controlled by the **SUPERINTENDENT** in the performance of this contract. It is understood

that employees and any subcontractor of the **SUPERINTENDENT** in its performance under this contract are not agents or employees of the **DISTRICT**.

- b. **DISTRICT** agrees, at its own expense, cost and risk, to indemnify, defend, save and hold harmless the **SUPERINTENDENT**, its agents, employees and officers against any and all personal injuries, damages, liabilities, costs, suits or expenses, including reasonable attorneys fees, arising out of any act or omission or the condition of any property owned or controlled by the **DISTRICT** in the performance of this contract. It is understood that employees and any subcontractor of the **DISTRICT** in its performance under this contract are not agents or employees of the **SUPERINTENDENT**.


8. Conflict of Interest

The **SUPERINTENDENT** hereby finds that the duties in this contract are limited in scope and thus do not necessitate compliance with disclosure requirements as stated in the Fair Political Practices Commission, Regulation Title 2, California Code of Regulations §18351.

IN WITNESS WHEREOF, the parties hereto have executed this Amendment on the day and year first above written.

**SAN BERNARDINO COUNTY
SUPERINTENDENT OF SCHOOLS**

COLTON JOINT UNIFIED SCHOOL DISTRICT



Mary Jane Andersen, Program Manager
Purchasing/Contracts

Date: 8-5-10

Date: _____

BOARD AGENDA

**REGULAR MEETING
September 2, 2010**

CONSENT ITEM

TO: Board of Education

PRESENTED BY: Mollie Gainey-Stanley, Assistant Superintendent
Educational Services Division

SUBJECT: Approval of the Revised Course Descriptions for *English III, English IV: World Literature* and *English IV: British Literature, Grades 11-12 (Beginning September 2010)*

GOAL: Improved Student Performance

STRATEGIC PLAN: Strategy #2 – Curriculum

BACKGROUND: The English departments at Colton and Bloomington High Schools have worked during the 2009-10 school year to revise and update the current High School English Course of Study. Special attention was given to the current English/Language Arts California Frameworks, California High School Exit Exam criteria, California Content Standards, and Key STAR testing criteria.

The course descriptions were approved by the Secondary Curriculum Council on June 8, 2010.

**BUDGET
IMPLICATIONS:** General Fund Expenditure: \$15,000

RECOMMENDATION: The Board approve the revised course descriptions for *English III, English IV: World Literature* and *English IV: British Literature* Grades 11-12 (Beginning September 2010).

High School Course Description for **English III**

Course Title: English III

Curricular Area: English

Course Number: ENG301, ENG302, ENG331, ENG332, ENG381, ENG382

Length: One year

Grade Level: 11

Prerequisites: None

Meets a UC a-g Requirement: B

Meets NCAA Requirement: yes

Meets High School Graduation Requirement for:
English Credit

Course Description

The purpose of American Literature is to continue to provide students with experiences that will enable them to develop skills necessary to express their ideas in clear, concise, and comprehensive ways. Students will be exposed to a variety of communication opportunities with an emphasis on reading, writing, speaking and listening. Through their study of literature, students will also develop knowledge of and appreciation for American traditions. They will learn to use primary and secondary sources for a research projects. The difference between English II and English III lies in the length, the complexity, and the range of source materials. English III is a CA Content Standards Based course.

Alignment

This course is aligned to the State of California Content Standards for English-Language Arts

Instructional Materials

Required Textbook(s)

1. *Timeless Voices, Timeless Themes: The American Experience*; Prentice Hall 2002 (Board Approved June 20, 2002)

Supplemental Texts

2. *Writing and Grammar—Communication in Action*, Ruby Edition; Prentice Hall 2001 (Board Approved: March 1, 2000)

Web Sites

3. www.pearsonsuccessnet.com

Exit Criteria

By the end of the school year, students must have successfully completed the following:

Reading

1. Analyze fictional literary genres, such as novel, essay, short story, drama and poetry, and examples of each genre.
2. Analyze informational texts, including speeches, letters and public documents.
3. Analyze and implement understanding of rhetorical devices such as parallelism, logical appeals, ethical appeals, emotional appeals, etc.
4. Analyze, through selected literary works, examples of the elements of fiction (point of view, setting, plot, characterization, and theme) and gain understanding of how this knowledge enhances appreciation of the work.
5. Compare the individual styles of selected authors (precision of language, degree of description, imagery, dialogue and/or narrative) in terms of theme and content.
6. Appreciate, through a study of literature, the contributions of various ethnic groups to our pluralistic society and to our literary heritage.

High School Course Description for **English III**

Writing

1. Use the writing process with an emphasis on diction, literal and figurative.
2. Present one's ideas as related to, but clearly distinguished from, the ideas of others, demonstrating the ability to distinguish between plagiarism and documentation.
3. Compose essays (autobiographical incident, reflective, evaluation, interpretation, controversial issue, observational, report of information, speculation), incorporating criteria as shown on district rubrics.
4. Edit and revise essays with an understanding of the writing process.
5. Utilize conventions of standard English.
6. Prepare a research presentation on a defined topic.

Oral Language

1. Present an assertion using supporting materials and rebuttal statements when necessary.
2. Students will speak incorporating rhetorical devices in their oral presentations.
3. Demonstrate connections between readings and personal life experiences or observations.
4. Present historical information focused on a specific thesis statement and supported by a variety of sources.

Listening

1. Synthesize ideas from speakers for the purpose of relating information.
2. Recognize how the media uses specific strategies to influence cultural perspectives.
3. Evaluate a speaker's language in relation to their message and impact (listening for use of fallacies).

Grading Criteria

Grades for English III will be cumulative over the two quarters. A progress report will be provided at weeks 9-10 and grades will continue to be computed until the semester end. At semester end, percentages for grades will be computed as follows:

<u>Activities</u>	<u>Percentage</u>
Classwork, Homework, Participation, Quizzes, Daily Work, Minor Projects	40%
Assessments, (including tests, essays, projects, etc.)	40%
Final Exam (Multiple Choice + Timed Essay + Oral Presentation)	20%
Total	100%

Development Team

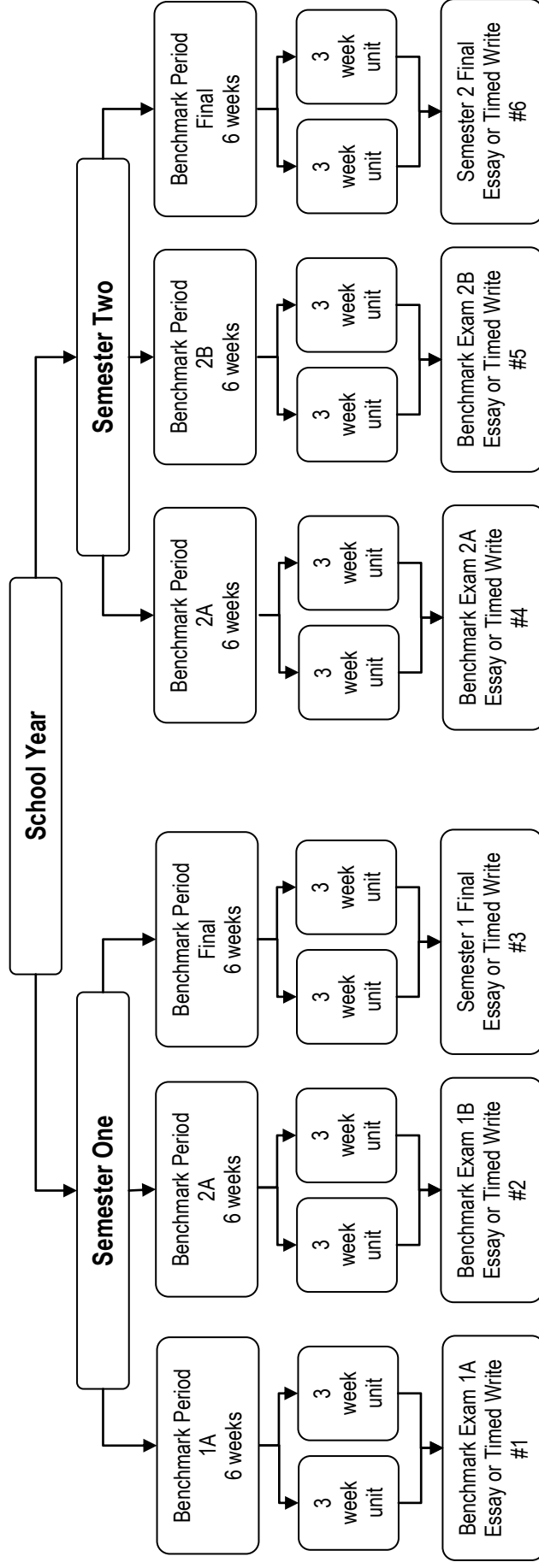
This Course of Study was updated in 2009 by Joyce Lazalde (BHS), Lucy Leyva (CHS), Kimberli Thompson (BHS) and Kristin Tornero (CHS).

Pacing Guide for English III

Pacing Guide Introduction

This pacing guide outlines the *sequence* and *duration* in which the English-language arts (ELA) content standards should be taught for grade eleven. As this is a standards-based pacing guide, the ELA content standards drive instruction rather than the literature; this guide dictates when the standards are to be covered, yet allows the classroom teacher the choice as to how and to what extent he or she brings students to mastery of the standards. As such, the pacing guide suggests the required and optional texts along with the minimum writing requirements with which the standards can best be taught.

English III Curriculum Organization



English III Required Texts

All required texts are in the Prentice Hall textbook

- *The Crucible* by Arthur Miller
- “The Devil and Tom Walker” by Washington Irving
- *The Narrative of the Life of Frederick Douglass, an American Slave* by Frederick Douglass

Pacing Guide for English III

English III Minimum Required Writings

In English III, each student is required to write four formal essays (essay assignments that utilize all phases of the writing process) and two in-class timed essays (timed writes). Each essay assignment should be literature-based and must be assigned with a writing prompt and scoring rubric. Although the pacing guide suggests when each requirement can be assigned, each teacher can choose when, how, and the extent to which students will master the writing standards below.

Semester One Requirements

- Two formal essays
- One timed write (can be used for semester final essay)
- Choose three of the following writing application standards
 - Writing 2.1: Fictional/autobiographical narratives or short stories
 - Writing 2.2: Responses to literature
 - Writing 2.3: Expository compositions, including analytical essays and research reports
 - Writing 2.4: Persuasive compositions

Semester Two Requirements

- Two formal essays
- One timed write (can be used for semester final essay)
- Choose three of the following writing application standards
 - Writing 2.1: Fictional/autobiographical narratives or short stories
 - Writing 2.2: Responses to literature
 - Writing 2.3: Expository compositions, including analytical essays and research reports
 - Writing 2.4: Persuasive compositions
 - Writing 2.5: Job Applications and Résumés
 - Writing 2.6: Multimedia Presentations (those without access to technology may interpret multi-media to include any audio, textual, or visual media)

Writing Standard	Writing 2.1 Bio/Autobiographical Narratives or Short Stories	Writing 2.2 Responses to Literature	Writing 2.3 Reflective Compositions	Writing 2.4 Historical Investigation Reports	Writing 2.5 Job Applications and Résumés	Writing 2.6 Multimedia Presentations
Suggested Writing Styles and Genres	Biographical/ Autobiographical Narratives Short Stories Observational Reflective	Controversial Evaluation Interpretation Observational Reflective Speculation Report of Information Autobiographical	Controversial Evaluation Interpretation Report of Information Speculation Analytical Research Reports	Controversial Evaluation Interpretation Report of Information Speculation	Evaluation Interpretation Report of Information Speculation	Controversial Evaluation Interpretation Observational Reflective Speculation Report of Information Autobiographical

Pacing Guide for English III

Semester 1, 1st Quarter

Weeks 1-3 (Benchmark Period 1A)—All units and page numbers refer to Prentice Hall's *The American Experience*.

Standards Based Pacing Guide	Standards assessed on Benchmark 1A	Suggested Works	Key Concepts
<p>R 1.3 Discern the meaning of analogies...</p> <p>R 3.5 Analyze recognized works of American literature</p> <p>R 3.9 Analyze the philosophical arguments presented in literary...</p> <p>W 1.9 Revise text to highlight the individual voice...</p> <p>W 2.1 Write autobiographical/ biographical narratives or fictional short stories, (i.e. Autobiographical, Observational, Reflective)</p> <p>LC 1.1 Demonstrate control of grammar, diction, and paragraph...</p>	<p>R 1.2</p> <p>R 1.3</p> <p>R 2.1</p> <p>R 2.4</p> <p>R 2.6</p> <p>R 3.2</p> <p>R 3.3</p> <p>R 3.4</p> <p>R 3.8</p> <p>W 1.1</p> <p>W 1.5</p> <p>W 1.7</p> <p>W 1.9</p> <p>LC 1.1</p>	<ul style="list-style-type: none"> • Native American Origin Myths • Exploration Accounts 	<ul style="list-style-type: none"> • Analogies Practice (see Department Chair for resources) • Narrative Writing, Including Autobiographical, Observational and Reflective essay OR required writing of choice (see p. 4) • Writing, practice with grammar and revision practice. • Stylistic characteristics of subgenres, (poetry, narrative accounts, etc.): • Allegory • Satire • Refrain/ Chorus • Allusion • Students will practice identifying AUTHOR'S PURPOSE using tools like SOAPSTone, (Speaker, Occasion, Audience, Purpose, Subject, Tone) • Evaluate the effectiveness of author's rhetoric with emphasis on ETHOS • Facts vs. Opinions • Active/Passive Voice • Point of View (objective vs. subjective)

Pacing Guide for English III

Semester 1, 1st Quarter Weeks 4-6 (Benchmark Period 1A)

Standards Based Pacing Guide	Standards assessed on Benchmark 1A	Suggested Works	Key Concepts
*R 1.3 Discern the meaning of analogies... *R 2.1 Analyze both the features and rhetorical devices of public documents... *R 2.6 Critique the power, validity, and truthfulness of arguments... *R 3.1(1) Analyze characteristics of subgenres... *R 3.5 Analyze recognized works of American literature *R 3.8 Analyze the clarity & consistency of political assumptions... *R 3.9 Analyze the philosophical arguments presented in literary... *W 1.1 Demonstrate an understanding of the elements of discourse... *W 1.3 Structure ideas & arguments in a sustained, persuasive... *W 1.4 Enhance meaning by employing rhetorical devices, inc... *W 1.9 Revise text to highlight the individual voice... *W 2.1 Write autobiographical/ biographical narratives or fictional short stories, (i.e. Autobiographical, Observational, Reflective) *LC 1.1 Demonstrate control of grammar, diction, and paragraph... *LC 1.2 Produce legible work that shows accurate spelling, punctuation...	R 1.2 R 1.3 R 2.1 R 2.4 R 2.6 R 3.2 R 3.3 R 3.4 R 3.8 W 1.1 W 1.5 W 1.7 W 1.9 LC 1.1	<ul style="list-style-type: none"> • <i>Captivity and Slave Narratives</i>, (excerpt from The Interesting Life of Olaudah Equiano and * excerpt from Frederick Douglass' "My Bondage and My Freedom" • Spirituuals 	<ul style="list-style-type: none"> • Analogies Practice (see Department Chair for resources) • Stylistic characteristics of subgenres, (poetry, narrative accounts, etc.); • Allegory • Satire • Refrain/ Chorus • Allusion • Students will practice identifying AUTHOR'S PURPOSE using tools like SOAPSTone, (Speaker, Occasion, Audience, Purpose, Subject, Tone) • Evaluate the effectiveness of author's rhetoric with emphasis on ETHOS • Facts vs. Opinions • Active/Passive Voice • Point of View (objective vs. subjective)

Pacing Guide for English III

Semester 1, 1st Quarter Weeks 7-9 (Benchmark Period 1B)

Standards Based Pacing Guide	Standards assessed on Benchmark 1B	Suggested Works	Key Concepts
<p>*R 1.2 Apply knowledge of Greek, Latin, and Anglo-Saxon roots...</p> <p>*R 1.3 Discern the meaning of analogies...</p> <p>*R 2.1 Analyze both the features and rhetorical devices of public documents...</p> <p>*R 2.2 Analyze the way in which clarity of meaning is affected by the patterns of organization ...</p> <p>*R 2.4 Make warranted and reasonable assertions about</p> <p>*R 2.5 Analyze an author's implicit and explicit ...</p> <p>*R 2.6 Critique the power, validity, and truthfulness of arguments...</p> <p>*R 3.1(1) Analyze characteristics of subgenres...</p> <p>*R 3.3 Analyze the ways in which irony, tone, mood, style ...</p> <p>*R 3.5 Analyze recognized works of American literature...</p> <p>*R 3.8 Analyze the clarity & consistency of political assumptions...</p> <p>*W 1.1 Demonstrate an understanding of the elements of discourse...</p> <p>*W 1.3 Structure ideas & arguments in a sustained, persuasive...</p> <p>*W 1.9 Revise text to highlight the individual voice...</p> <p>*W 2.2 Write responses to literature, (i.e. Controversial, Evaluation, Interpretation, Observational, Reflective, Speculation, Report of Information, Autobiographical.)</p> <p>*LC 1.1 Demonstrate control of grammar, diction, and paragraph...</p> <p>*LC 1.2 Produce legible work that shows accurate spelling, punctuation...</p>	<p>R 1.2</p> <p>R 1.3</p> <p>R 2.1</p> <p>R 2.2</p> <p>R 2.4</p> <p>R 2.5</p> <p>R 2.6</p> <p>R 3.1</p> <p>R 3.8</p> <p>W 1.1</p> <p>W 1.5</p> <p>W 1.7</p> <p>W 1.9</p> <p>LC 1.1</p>	<ul style="list-style-type: none"> • "Sinners in the Hands of An Angry God" • *<i>The Crucible</i> (this MAY be covered 1st or 2nd semester) • Early American Letters (Abigail Adams, Michel-Guillaume Jean de Crevecoeur) • Witch Trial Transcripts 	<ul style="list-style-type: none"> • Analogies Practice (see Department Chair for resources) • Stylistic characteristics of subgenres. (poetry, narrative accounts, etc.): • Allegory • Satire • Refrain/ Chorus • Allusion • Students will practice identifying AUTHOR'S PURPOSE using tools like SOAPStone, (Speaker, Occasion, Audience, Purpose, Subject, Tone) • Evaluate the effectiveness of author's rhetoric with emphasis on ETHOS • Facts vs. Opinions • Active/Passive Voice • Point of View (objective vs. subjective) • LS 1.1 recognize strategies used by the media to inform, persuade, entertain and transmit culture, (e.g., advertisements; perpetuation of stereotypes; use of visual representations, special effects, language). Go to pgs. 169, 458, 954, 1348 in Prentice Hall Anthology for ideas on implementation. • Responses to Literature OR required writing of choice (see p. 4) • Logic and Reasoning: Inductive and Deductive

Pacing Guide for English III

Semester 1, 2nd Quarter Weeks 10-12 (Benchmark Period 1B)

Standards Based Pacing Guide	Standards assessed on Benchmark 1B	Suggested Works	Key Concepts
<p>*R 1.2 Apply knowledge of Greek, Latin, and Anglo-Saxon roots...</p> <p>*R 1.3 Discern the meaning of analogies...</p> <p>*R 2.1 Analyze both the features and rhetorical devices of public documents...</p> <p>*R 2.2 Analyze the way in which clarity of meaning is affected by the patterns of organization ...</p> <p>*R 2.4 Make warranted and reasonable assertions about</p> <p>*R 2.5 Analyze an author's implicit and explicit ...</p> <p>*R 2.6 Critique the power, validity, and truthfulness of arguments...</p> <p>*R 3.1(1) Analyze characteristics of subgenres...</p> <p>*R 3.3 Analyze the ways in which irony, tone, mood, style ...</p> <p>*R 3.5 Analyze recognized works of American literature...</p> <p>*R 3.8 Analyze the clarity & consistency of political assumptions...</p> <p>*W 1.1 Demonstrate an understanding of the elements of discourse...</p> <p>*W 1.3 Structure ideas & arguments in a sustained, persuasive...</p> <p>*W 1.9 Revise text to highlight the individual voice...</p> <p>*W 2.2 Write responses to literature, (i.e. Controversial, Evaluation, Interpretation, Observational, Reflective, Speculation, Report of Information, Autobiographical.)</p> <p>*LC 1.1 Demonstrate control of grammar, diction, and paragraph...</p> <p>*LC 1.2 Produce legible work that shows accurate spelling, punctuation...</p>	<p>R 1.2</p> <p>R 1.3</p> <p>R 2.1</p> <p>R 2.2</p> <p>R 2.4</p> <p>R 2.5</p> <p>R 2.6</p> <p>R 3.1</p> <p>R 3.8</p> <p>W 1.1</p> <p>W 1.5</p> <p>W 1.7</p> <p>W 1.9</p> <p>LC 1.1</p>	<p>"The Devil and Tom Walker"</p> <p>Non-fiction:</p> <p>Franklin</p> <p>Jefferson</p> <p>Henry</p> <p>Paine, (these are to be covered 1st and 2nd quarter)</p>	<ul style="list-style-type: none"> • Analogies Practice (see Department Chair for resources) • Stylistic characteristics of subgenres, (poetry, narrative accounts, etc.): • Allegory • Satire • Refrain/ Chorus • Allusion • Students will practice identifying AUTHOR'S PURPOSE using tools like SOAPSTone, (Speaker, Occasion, Audience, Purpose, Subject, Tone) • Evaluate the effectiveness of author's rhetoric with emphasis on ETHOS • Facts vs. Opinions • Active/Passive Voice • Point of View (objective vs. subjective) • LS 1.1 recognize strategies used by the media to inform, persuade, entertain and transmit culture, (e.g., advertisements; perpetuation of stereotypes; use of visual representations, special effects, language). Go to pgs. 169, 458, 954, 1348 in Prentice Hall Anthology for ideas on implementation. • Responses to Literature OR required writing of choice (see p. 4) • Logic and Reasoning: Inductive and Deductive • Practice Annotations and recognizing systematic strategies in literature, (W1.7) • LS 1.1 recognize strategies used by the media to inform, persuade, entertain and transmit culture, (e.g., advertisements; perpetuation of stereotypes; use of visual representations, special effects, language). Go to pgs. 169, 458, 954, 1348 in Prentice Hall Anthology for ideas on implementation.

Pacing Guide for English III

Semester 1, 2nd Quarter Weeks 13-15 (Benchmark Period Final)

Standards Based Pacing Guide	Standards assessed on Final	Suggested Works	Key Concepts
<p>R 1.1 Trace the etymology of significant terms used in political science and history.</p> <p>R 1.2 Apply knowledge of Greek, Latin, and Anglo-Saxon roots...</p> <p>R 1.3 Discern the meaning of analogies...</p> <p>R 2.1 Analyze both the features and rhetorical devices of public documents...</p> <p>R 2.2 Analyze the way in which clarity of meaning is affected by the patterns of organization ...</p> <p>R 2.4 Make warranted and reasonable assertions about...</p> <p>R 2.5 Analyze an author's implicit and explicit ...</p> <p>R 2.6 Critique the power, validity, and truthfulness of arguments...</p> <p>R 3.1(1) Analyze characteristics of subgenres...</p> <p>R 3.3 Analyze the ways in which irony, tone, mood, style ...</p> <p>R 3.5 Analyze recognized works of American literature...</p> <p>R 3.8 Analyze the clarity & consistency of political assumptions...</p> <p>R 3.9 Analyze the philosophical arguments presented in literary...</p> <p>W 1.1 Demonstrate an understanding of the elements of discourse...</p> <p>W 1.2 Use point of view, characterization, styles ... for specific rhetorical and aesthetic purposes.</p> <p>W 1.3 Structure ideas & arguments in a sustained, persuasive...</p> <p>W 1.4 Enhance meaning by employing rhetorical devices, inc...</p> <p>W 1.9 Revise text to highlight the individual voice...</p> <p>W 2.3 Reflective Compositions, (i.e. Autobiographical, Observational, Controversial, Evaluation, Interpretation, Report of Information, Speculation, Reflective)</p> <p>LC 1.1 Demonstrate control of grammar, diction, and paragraph...</p> <p>LC 1.2 Produce legible work that shows accurate spelling, punctuation...</p>	<p>R 1.1</p> <p>R 1.2</p> <p>R 1.3</p> <p>R 2.1</p> <p>R 2.2</p> <p>R 2.4</p> <p>R 2.5</p> <p>R 2.6</p> <p>R 3.1</p> <p>R 3.3</p> <p>R 3.5</p> <p>R 3.8</p> <p>R 3.9</p> <p>W 1.1</p> <p>W 1.2</p> <p>W 1.3</p> <p>W 1.4</p> <p>W 1.5</p> <p>W 1.7</p> <p>W 1.9</p> <p>LC 1.1</p> <p>LC 1.2</p>	<ul style="list-style-type: none"> • "The Devil and Tom Walker" Non-fiction: • Franklin • Jefferson • Henry • Paine, (these are to be covered 1st and 2nd quarter) • Transcendentalists • Letter from a Birmingham City Jail 	<ul style="list-style-type: none"> • Analogies Practice (see Department Chair for resources) • Inferences • Varying Sentence Openers • Paraphrasing • Point of View (narrator: first person, third person limited, third person omniscient) • Rhetorical Techniques: • Parallelism • Aphorisms • Charged Words/Diction • Repetition • Ethos • Logos • Pathos • Reflective Compositions OR required writing of choice (see p. 4) • Stylistic characteristics of subgenres, (poetry, narrative accounts, etc.): • Parable • Gothic Elements • Monologue • Free Verse

Pacing Guide for English III

Semester 1, 2nd Quarter Weeks 16-18 (Benchmark Period Final)

Standards Based Pacing Guide	Standards assessed on Final	Suggested Works	Key Concepts
<p>R 1.1 Trace the etymology of significant terms used in political science and history.</p> <p>R 1.2 Apply knowledge of Greek, Latin, and Anglo-Saxon roots...</p> <p>R 1.3 Discern the meaning of analogies...</p> <p>R 2.1 Analyze both the features and rhetorical devices of public documents...</p> <p>R 2.2 Analyze the way in which clarity of meaning is affected by the patterns of organization ...</p> <p>R 2.4 Make warranted and reasonable assertions about ...</p> <p>R 2.5 Analyze an author's implicit and explicit ...</p> <p>R 2.6 Critique the power, validity, and truthfulness of arguments...</p> <p>R 3.1(1)Analyze characteristics of subgenres...</p> <p>R 3.3 Analyze the ways in which irony, tone, mood, style ...</p> <p>R 3.5 Analyze recognized works of American literature ...</p> <p>R 3.8 Analyze the clarity & consistency of political assumptions...</p> <p>R 3.9 Analyze the philosophical arguments presented in literary...</p> <p>W 1.1 Demonstrate an understanding of the elements of discourse...</p> <p>W 1.2 Use point of view, characterization, styles ... for specific rhetorical and aesthetic purposes.</p> <p>W 1.3 Structure ideas & arguments in a sustained, persuasive...</p> <p>W 1.4 Enhance meaning by employing rhetorical devices, inc...</p> <p>W 1.9 Revise text to highlight the individual voice...</p> <p>W 2.3 Reflective Compositions, (i.e. Autobiographical, Observational, Controversial, Evaluation, Interpretation, Report of Information, Speculation, Reflective)</p> <p>LC 1.1 Demonstrate control of grammar, diction, and paragraph...</p> <p>LC 1.2 Produce legible work that shows accurate spelling, punctuation...</p>	<p>R 1.1</p> <p>R 1.2</p> <p>R 1.3</p> <p>R 2.1</p> <p>R 2.2</p> <p>R 2.4</p> <p>R 2.5</p> <p>R 2.6</p> <p>R 3.1</p> <p>R 3.3</p> <p>R 3.5</p> <p>R 3.8</p> <p>R 3.9</p> <p>W 1.1</p> <p>W 1.2</p> <p>W 1.3</p> <p>W 1.4</p> <p>W 1.5</p> <p>W 1.7</p> <p>W 1.9</p> <p>LC 1.1</p> <p>LC 1.2</p>	<ul style="list-style-type: none"> • "The Devil and Tom Walker" • Poe, Hawthorne, Melville <p>Non-fiction:</p> <ul style="list-style-type: none"> • Franklin • Jefferson • Henry • Paine, (these are to be covered 1st and 2nd quarter) • Transcendentalists • "Letter from a Birmingham City Jail" • Anti-Transcendentalists 	<ul style="list-style-type: none"> • Analogies Practice (see Department Chair for resources) • Inferences • Varying Sentence Openers • Paraphrasing • Point of View (narrator: first person, third person limited, third person omniscient) • Rhetorical Techniques: • Parallelism • Aphorisms • Charged Words/Diction • Repetition • Ethos • Logos • Pathos • Reflective Compositions OR required writing of choice (see p. 4) • Stylistic characteristics of subgenres, (poetry, narrative accounts, etc.): • Parable • Gothic Elements • Monologue • Free Verse

Pacing Guide for English III

Semester 2, 3rd Quarter Weeks 1-3 (Benchmark Period 2A)

Standards Based Pacing Guide	Standards assessed on Benchmark 2A	Suggested Works	Key Concepts
<p>R 1.3 Discern the meaning of analogies...</p> <p>R 2.1 Analyze both the features and rhetorical devices of public documents...</p> <p>R 2.2 Analyze the way in which clarity of meaning is affected by the patterns of organization ...</p> <p>R 2.3 Verify and clarify facts presented in other types of expository texts ...</p> <p>R 2.6 Critique the power, validity, and truthfulness of arguments...</p> <p>R 3.1(1) Analyze characteristics of subgenres...</p> <p>R 3.5 Analyze recognized works of American literature ...</p> <p>R 3.8 Analyze the clarity & consistency of political assumptions...</p> <p>R 3.9 Analyze the philosophical arguments presented in literary...</p> <p>W 1.1 Demonstrate an understanding of the elements of discourse...</p> <p>W 1.3 Structure ideas & arguments in a sustained, persuasive...</p> <p>W 1.4 Enhance meaning by employing rhetorical devices, inc...</p> <p>W 1.9 Revise text to highlight the individual voice...</p> <p>W 2.4 Historical Investigation, (i.e. Controversial, Evaluation, Interpretation, Observational, Report of Information, Speculation.)</p> <p>LC 1.1 Demonstrate control of grammar, diction, and paragraph...</p> <p>LC 1.2 Produce legible work that shows accurate spelling, punctuation...</p>	<p>R 1.3</p> <p>R 2.1</p> <p>R 2.3</p> <p>R 2.6</p> <p>R 3.1</p> <p>R 3.5</p> <p>R 3.8</p> <p>W 1.1</p> <p>W 1.3</p> <p>W 1.4</p> <p>W 1.9</p> <p>LC 1.1</p> <p>LC 1.2</p>	<ul style="list-style-type: none"> • <i>*The Crucible</i>, (this MAY be covered 1st or 2nd semester) • Civil War (Unit 4) • Non-fiction: Letters and Speeches • Walt Whitman 	<ul style="list-style-type: none"> • Analogies Practice (see Department Chair for resources) • Realism vs. Naturalism • Regional Dialect/Local Color • Harlem Renaissance • Irony • Theme • Characterization, (direct and indirect) • Dialogue • Historical Investigations OR required writing of choice (see p. 4) • Poetic Devices such as: <ul style="list-style-type: none"> ○ Rhyme, (slant, internal) ○ Imagery ○ Personification ○ Pastoral • Rhetorical Strategies including LOGICAL FALLACIES

Pacing Guide for English III

Semester 2, 3rd Quarter Weeks 4-6 (Benchmark Period 2A)

Standards Based Pacing Guide	Standards assessed on Benchmark 2A	Suggested Works	Key Concepts
<p>R 1.3 Discern the meaning of analogies...</p> <p>R 2.1 Analyze both the features and rhetorical devices of public documents...</p> <p>R 2.2 Analyze the way in which clarity of meaning is affected by the patterns of organization ...</p> <p>R 2.3 Verify and clarify facts presented in other types of expository texts ...</p> <p>R 2.6 Critique the power, validity, and truthfulness of arguments...</p> <p>R 3.1(1)Analyze characteristics of subgenres...</p> <p>R 3.5 Analyze recognized works of American literature ...</p> <p>R 3.8 Analyze the clarity & consistency of political assumptions...</p> <p>R 3.9 Analyze the philosophical arguments presented in literary...</p> <p>W 1.1 Demonstrate an understanding of the elements of discourse...</p> <p>W 1.3 Structure ideas & arguments in a sustained, persuasive...</p> <p>W 1.4 Enhance meaning by employing rhetorical devices, inc...</p> <p>W 1.9 Revise text to highlight the individual voice...</p> <p>W 2.4 Historical Investigation, (i.e. Controversial, Evaluation, Interpretation, Observational, Report of Information, Speculation.)</p> <p>LC 1.1 Demonstrate control of grammar, diction, and paragraph...</p> <p>LC 1.2 Produce legible work that shows accurate spelling, punctuation...</p>	<p>R 1.3</p> <p>R 2.1</p> <p>R 2.3</p> <p>R 2.6</p> <p>R 3.1</p> <p>R 3.5</p> <p>R 3.8</p> <p>W 1.1</p> <p>W 1.3</p> <p>W 1.4</p> <p>W 1.9</p> <p>LC 1.1</p> <p>LC 1.2</p>	<ul style="list-style-type: none"> • <i>The Crucible</i>, (this MAY be covered 1st or 2nd semester) • Civil War (Unit 4) • Non-fiction: Letters and Speeches • Walt Whitman • CST Practice 	<ul style="list-style-type: none"> • Analogies Practice (see Department Chair for resources) • Realism vs. Naturalism • Regional Dialect/Local Color • Harlem Renaissance • Irony • Theme • Characterization, (direct and indirect) • Dialogue • Historical Investigations OR required writing of choice (see p. 4) • Poetic Devices such as: <ul style="list-style-type: none"> ○ Rhyme, (slant, internal) ○ Imagery ○ Personification ○ Pastoral • Rhetorical Strategies including LOGICAL FALLACIES

Pacing Guide for English III

Semester 2, 3rd Quarter Weeks 7-9 (Benchmark Period 2B)

Standards Based Pacing Guide	Standards assessed on Benchmark 2B	Suggested Works	Key Concepts
<p>R 1.2 Apply knowledge of Greek, Latin, and Anglo-Saxon roots...</p> <p>R 1.3 Discern the meaning of analogies...</p> <p>R 2.1 Analyze both the features and rhetorical devices of public documents...</p> <p>R 2.4 Make warranted and reasonable assertions about ...</p> <p>R 2.5 Analyze an author's implicit and explicit ...</p> <p>R 2.6 Critique the power, validity, and truthfulness of arguments...</p> <p>R 3.1(1) Analyze characteristics of subgenres...</p> <p>R 3.2 Analyze the way in which the theme or meaning of a selection represents a view or comment on life ...</p> <p>R 3.3 Analyze the ways in which irony, tone, mood, style ...</p> <p>R 3.4 Analyze the way in which poets use imagery, personification, figures of speech, and sounds...</p> <p>R 3.5 Analyze recognized works of American literature ...</p> <p>R 3.6 Analyze the ways in which authors through the centuries have used archetypes, drawn from...political speeches and religious writings...</p> <p>R 3.9 Analyze the philosophical arguments presented in literary...</p> <p>W 1.1 Demonstrate an understanding of the elements of discourse...</p> <p>W 1.5 Use language in natural, fresh and vivid ways to establish a specific tone...</p> <p>W 1.7 Use systematic strategies to organize and record information...</p> <p>W 1.9 Revise text to highlight the individual voice...</p> <p>W 2.5 Job Applications/ Resumes, Report of Information</p> <p>W 2.6 Multimedia Presentations, Report of Information</p> <p>LC 1.1 Demonstrate control of grammar, diction, and paragraph...</p> <p>LC 1.2 Produce legible work that shows accurate spelling, punctuation...</p>	<p>R 1.2</p> <p>R 1.3</p> <p>R 2.1</p> <p>R 2.4</p> <p>R 2.6</p> <p>R 3.2</p> <p>R 3.3</p> <p>R 3.4</p> <p>R 3.8</p> <p>W 1.1</p> <p>W 1.5</p> <p>W 1.7</p> <p>W 1.9</p> <p>LC 1.1</p>	<ul style="list-style-type: none"> • <i>The Crucible</i>, (this MAY be covered 1st or 2nd semester) • Civil War (Unit 4) • Non-fiction: Letters and Speeches • Walt Whitman • CST Practice • Civil War Non fiction including Diaries, Journals and Letters • Short Stories including Crane and Bierce 	<ul style="list-style-type: none"> • Analogies Practice (see Department Chair for resources) • Realism vs. Naturalism • Regional Dialect/Local Color • Harlem Renaissance • Irony • Theme • Characterization, (direct and indirect) • Dialogue • Historical Investigations OR required writing of choice (see p. 4) • Poetic Devices such as: <ul style="list-style-type: none"> ○ Rhyme, (slant, internal) ○ Imagery ○ Personification ○ Pastoral • Rhetorical Strategies including LOGICAL FALLACIES • Other examples may include: <ul style="list-style-type: none"> • LS 1.2 Analyze the impact of the media on the democratic process using speeches • Speaking 2.2 Deliver oral reports on historical investigation • Write job applications and resumes to a. provide clear and purposeful information and address the intended audience appropriately, b. use varied levels, patterns, and types of language to achieve intended effects and aid comprehension, c. modify the tone to fit the purpose and audience, d. follow the conventional style for that type of document ... (Refer to Writing Workshop activity-pg. 1344)

Pacing Guide for English III

Semester 2, 4th Quarter Weeks 10-12 (Benchmark Period 2B)

Standards Based Pacing Guide	Standards assessed on Benchmark 2B	Suggested Works	Key Concepts
<p>R 1.2 Apply knowledge of Greek, Latin, and Anglo-Saxon roots...</p> <p>R 1.3 Discern the meaning of analogies...</p> <p>R 2.1 Analyze both the features and rhetorical devices of public documents...</p> <p>R 2.4 Make warranted and reasonable assertions about ...</p> <p>R 2.5 Analyze an author's implicit and explicit ...</p> <p>R 2.6 Critique the power, validity, and truthfulness of arguments...</p> <p>R 3.1(1) Analyze characteristics of subgenres...</p> <p>R 3.2 Analyze the way in which the theme or meaning of a selection represents a view or comment on life ...</p> <p>R 3.3 Analyze the ways in which irony, tone, mood, style ...</p> <p>R 3.4 Analyze the way in which poets use imagery, personification, figures of speech, and sounds...</p> <p>R 3.5 Analyze recognized works of American literature ...</p> <p>R 3.6 Analyze the ways in which authors through the centuries have used archetypes, drawn from...political speeches and religious writings...</p> <p>R 3.9 Analyze the philosophical arguments presented in literary...</p> <p>W 1.1 Demonstrate an understanding of the elements of discourse...</p> <p>W 1.5 Use language in natural, fresh and vivid ways to establish a specific tone...</p> <p>W 1.7 Use systematic strategies to organize and record information...</p> <p>W 1.9 Revise text to highlight the individual voice...</p> <p>W 2.5 Job Applications/ Resumes, Report of Information</p> <p>W 2.6 Multimedia Presentations, Report of Information</p> <p>LC 1.1 Demonstrate control of grammar, diction, and paragraph...</p> <p>LC 1.2 Produce legible work that shows accurate spelling, punctuation...</p>	<p>R 1.2</p> <p>R 1.3</p> <p>R 2.1</p> <p>R 2.4</p> <p>R 2.6</p> <p>R 3.2</p> <p>R 3.3</p> <p>R 3.4</p> <p>R 3.8</p> <p>W 1.1</p> <p>W 1.5</p> <p>W 1.7</p> <p>W 1.9</p> <p>LC 1.1</p>	<ul style="list-style-type: none"> • <i>The Crucible</i>, (this MAY be covered 1st or 2nd semester) • Civil War (Unit 4) • Non-fiction: Letters and Speeches • Walt Whitman • CST Practice • Civil War Non fiction including Diaries, Journals and Letters • Short Stories including <ul style="list-style-type: none"> ○ Crane and Bierce ○ Twain, Harte, Chief Joseph, London • Poetry (Units 5 and 6) 	<ul style="list-style-type: none"> • Analogies Practice (see Department Chair for resources) • Realism vs. Naturalism • Regional Dialect/Local Color • Harlem Renaissance • Irony • Theme • Characterization, (direct and indirect) • Dialogue • Historical Investigations OR required writing of choice (see p. 4) • Poetic Devices such as: <ul style="list-style-type: none"> ○ Rhyme, (slant, internal) ○ Imagery ○ Personification ○ Pastoral • Rhetorical Strategies including LOGICAL FALLACIES • Other examples may include: <ul style="list-style-type: none"> • LS 1.2 Analyze the impact of the media on the democratic process using speeches • Speaking 2.2 Deliver oral reports on historical investigation • Write job applications and resumes to a. provide clear and purposeful information and address the intended audience appropriately, b. use varied levels, patterns, and types of language to achieve intended effects and aid comprehension, c. modify the tone to fit the purpose and audience, d. follow the conventional style for that type of document ... (Refer to Writing Workshop activity-pg. 1344) • LS 1.2 Analyze the impact of the media on the democratic process using speeches • Speaking 2.2 Deliver oral reports on historical investigations

Pacing Guide for English III

Semester 2, 4th Quarter Weeks 13-15 (Benchmark Period Final)

Standards Based Pacing Guide	Standards assessed on Final	Suggested Works	Key Concepts
<p>R 1.2 Apply knowledge of Greek, Latin, and Anglo-Saxon roots...</p> <p>R 1.3 Discern the meaning of analogies...</p> <p>R 2.1 Analyze both the features and rhetorical devices of public documents...</p> <p>R 2.2 Analyze the way in which clarity of meaning is affected by the patterns of organization ...</p> <p>R 2.4 Make warranted and reasonable assertions about ...</p> <p>R 2.5 Analyze an author's implicit and explicit ...</p> <p>R 2.6 Critique the power, validity, and truthfulness of arguments...</p> <p>R 3.1(1)Analyze characteristics of subgenres...</p> <p>R 3.3 Analyze recognized works of American literature ...</p> <p>R 3.8 Analyze the clarity & consistency of political assumptions...</p> <p>R 3.9 Analyze the philosophical arguments presented in literary...</p> <p>W 1.1 Demonstrate an understanding of the elements of discourse...</p> <p>W 1.2 Use point of view, characterization, style (e.g., use of irony), and related elements ...</p> <p>W 1.3 Structure ideas & arguments in a sustained, persuasive...</p> <p>W 1.4 Enhance meaning by employing rhetorical devices, inc...</p> <p>W 1.7 Use systematic strategies to organize and record information, (e.g., anecdotal scripting, annotated bibliographies.)</p> <p>W 1.9 Revise text to highlight the individual voice...</p> <p>W 2.5 Job Applications/ Resumes, Report of Information</p> <p>W 2.6 Multimedia Presentations, Report of Information</p> <p>LC 1.1 Demonstrate control of grammar, diction, and paragraph...</p> <p>LC 1.2 Produce legible work that shows accurate spelling, punctuation...</p>	<p>R 1.2</p> <p>R 1.3</p> <p>R 2.1</p> <p>R 2.2</p> <p>R 2.4</p> <p>R 2.5</p> <p>R 2.6</p> <p>R 3.1</p> <p>R 3.3</p> <p>R 3.5</p> <p>R 3.8</p> <p>R 3.9</p> <p>W 1.1</p> <p>W 1.2</p> <p>W 1.3</p> <p>W 1.4</p> <p>W 1.5</p> <p>W 1.7</p> <p>W 1.9</p> <p>LC 1.1</p> <p>LC 1.2</p>	<ul style="list-style-type: none"> • <i>The Crucible</i>, (this MAY be covered 1st or 2nd semester) • Civil War (Unit 4) • Non-fiction: Letters and Speeches • Walt Whitman • CST Practice • Civil War Non fiction including Diaries, Journals and Letters • Short Stories including <ul style="list-style-type: none"> ○ Crane and Bierce ○ Twain, Harte, Chief Joseph, London • Poetry (Units 5 and 6) • Short Stories, (like "The Jilting of Granny Weatherall," "A Worn Path," "The Story of an Hour," etc. See Units 4, 5 and 6) • Novels, (like Huck Finn, The Great Gatsby, Catcher in the Rye.) • Poetry (Units 5 and 6) 	<ul style="list-style-type: none"> • Analogies Practice (see Department Chair for resources) • Realism vs. Naturalism • Regional Dialect/Local Color • Harlem Renaissance • Irony • Theme • Characterization, (direct and indirect) • Dialogue • Historical Investigations OR required writing of choice (see p. 4) • Poetic Devices such as: <ul style="list-style-type: none"> ○ Rhyme, (slant, internal) ○ Imagery ○ Personification ○ Pastoral • Rhetorical Strategies including LOGICAL FALLACIES • Other examples may include: <ul style="list-style-type: none"> • LS 1.2 Analyze the impact of the media on the democratic process using speeches • LS 2.2 Deliver oral reports on historical investigation • Write job applications and resumes to a. provide clear and purposeful information and address the intended audience appropriately, b. use varied levels, patterns, and types of language to achieve intended effects and aid comprehension, c. modify the tone to fit the purpose and audience, d. follow the conventional style for that type of document ... (Refer to Writing Workshop activity-pg. 1344) • LS 1.2 Analyze the impact of the media on the democratic process using speeches

Pacing Guide for English III

Semester 2, 4th Quarter Weeks 16-18 (Benchmark Period Final)

Standards Based Pacing Guide	Standards assessed on Final	Suggested Works	Key Concepts
<p>R 1.2 Apply knowledge of Greek, Latin, and Anglo-Saxon roots...</p> <p>R 1.3 Discern the meaning of analogies...</p> <p>R 2.1 Analyze both the features and rhetorical devices of public documents...</p> <p>R 2.2 Analyze the way in which clarity of meaning is affected by the patterns of organization ...</p> <p>R 2.4 Make warranted and reasonable assertions about ...</p> <p>R 2.5 Analyze an author's implicit and explicit ...</p> <p>R 2.6 Critique the power, validity, and truthfulness of arguments...</p> <p>R 3.1(1) Analyze characteristics of subgenres...</p> <p>R 3.3 Analyze recognized works of American literature ...</p> <p>R 3.8 Analyze the clarity & consistency of political assumptions...</p> <p>R 3.9 Analyze the philosophical arguments presented in literary...</p> <p>W 1.1 Demonstrate an understanding of the elements of discourse...</p> <p>W 1.2 Use point of view, characterization, style (e.g., use of irony), and related elements ...</p> <p>W 1.3 Structure ideas & arguments in a sustained, persuasive...</p> <p>W 1.4 Enhance meaning by employing rhetorical devices, inc...</p> <p>W 1.7 Use systematic strategies to organize and record information, (e.g., anecdotal scripting, annotated bibliographies.)</p> <p>W 1.9 Revise text to highlight the individual voice...</p> <p>W 2.5 Job Applications/ Resumes, Report of Information</p> <p>W 2.6 Multimedia Presentations, Report of Information</p> <p>LC 1.1 Demonstrate control of grammar, diction, and paragraph...</p> <p>LC 1.2 Produce legible work that shows accurate spelling, punctuation...</p>	<p>R 1.2</p> <p>R 1.3</p> <p>R 2.1</p> <p>R 2.2</p> <p>R 2.4</p> <p>R 2.5</p> <p>R 2.6</p> <p>R 3.1</p> <p>R 3.3</p> <p>R 3.5</p> <p>R 3.8</p> <p>R 3.9</p> <p>W 1.1</p> <p>W 1.2</p> <p>W 1.3</p> <p>W 1.4</p> <p>W 1.5</p> <p>W 1.7</p> <p>W 1.9</p> <p>LC 1.1</p> <p>LC 1.2</p>	<ul style="list-style-type: none"> • <i>The Crucible</i>, (this MAY be covered 1st or 2nd semester) • Civil War (Unit 4) • Non-fiction: Letters and Speeches • Walt Whitman • CST Practice • Civil War Non fiction including Diaries, Journals and Letters • Short Stories including <ul style="list-style-type: none"> ○ Crane and Bierce ○ Twain, Harte, Chief Joseph, London • Poetry (Units 4, 5, and 6) • Short Stories, (like "The Jilting of Granny Weatherall," "A Worn Path," "The Story of an Hour." etc. See Units 4, 5 and 6) • Novels, (like Huck Finn, The Great Gatsby, Catcher in the Rye.) 	<ul style="list-style-type: none"> • Analogies Practice (see Department Chair for resources) • Realism vs. Naturalism • Regional Dialect/Local Color • Harlem Renaissance • Irony • Theme • Characterization, (direct and indirect) • Dialogue • Historical Investigations OR required writing of choice (see p. 4) • Poetic Devices such as: <ul style="list-style-type: none"> ○ Rhyme, (slant, internal) ○ Imagery ○ Personification ○ Pastoral • Rhetorical Strategies including LOGICAL FALLACIES • Other examples may include: <ul style="list-style-type: none"> • LS 1.2 Analyze the impact of the media on the democratic process using speeches • LS 2.2 Deliver oral reports on historical investigation • Job Applications/ Resumes, Report of Information (Refer to Writing Workshop activity-pg. 1344) • LS 1.2 Analyze the impact of the media on the democratic process using speeches • Speaking 2.2 Deliver oral reports on historical investigations

English-Language Arts Content Standards for Grades 11 & 12

READING	
<p>1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.</p>	<p>1.1 Vocabulary and Concept Development: trace the etymology of significant terms used in political science and history</p> <p>1.2 Vocabulary and Concept Development: apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology</p> <p>1.3 Vocabulary and Concept Development: discern the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences</p>
<p>2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS): Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in <i>Recommended Readings in Literature, Grades Nine Through Twelve</i> illustrate the quality and complexity of the materials to be read by students. In addition, by grade twelve, students read two million words annually on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information.</p>	<p>2.1 Structural Features of Informational Materials: analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices</p> <p>2.2 Comprehension and Analysis of Grade-Level-Appropriate Text: analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text</p> <p>2.3 Comprehension and Analysis of Grade-Level-Appropriate Text: verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents</p> <p>2.4 Comprehension and Analysis of Grade-Level-Appropriate Text: make warranted and reasonable assertions about the author's argument by using elements of the text to defend and clarify interpretations</p> <p>2.5 Comprehension and Analysis of Grade-Level-Appropriate Text: analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject</p> <p>2.6 Expository Critique: critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion)</p>
<p>3.0 LITERARY RESPONSE AND ANALYSIS: Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent themes. The selections in <i>Recommended Readings in Literature, Grades Nine Through Twelve</i> illustrate the quality and complexity of the materials to be read by students.</p>	<p>3.1 Structural Features of Literature: analyze characteristics of sub-genres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres</p> <p>3.2 Narrative Analysis of Grade-Level-Appropriate Text: analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim</p> <p>3.3 Narrative Analysis of Grade-Level-Appropriate Text: analyze the way in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both</p> <p>3.4 Narrative Analysis of Grade-Level-Appropriate Text: analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke reader's emotions</p> <p>3.5 Narrative Analysis of Grade-Level-Appropriate Text: analyze recognized works of American literature representing a variety of genres and traditions: <ol style="list-style-type: none"> trace the development of American literature from the Colonial period forward contrast the major periods, themes, styles, and trends and describe how works by members of different cultures relate to one another in each period evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings </p> <p>3.6 Narrative Analysis of Grade-Level-Appropriate Text: analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings (e.g., how the archetypes of banishment from an ideal world may be used to interpret Shakespeare's tragedy <i>Macbeth</i>)</p>

English-Language Arts Content Standards for Grades 11 & 12

	<p>3.7 Narrative Analysis of Grade-Level-Appropriate Text: analyze recognized works of world literature from a variety of authors:</p> <ol style="list-style-type: none"> 1. contrast the major literary forms, techniques, and characteristics of the major literary periods (e.g., Homeric Greece, Medieval Period, Romantic, Neoclassic, Modern) 2. relate literary works and authors to major themes and issues of their eras 3. evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings <p>3.8 Literary Criticism: analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (e.g., suffrage, women's role in organized labor) (Political Approach)</p> <p>3.9 Literary Criticism: analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of its characters (Philosophical Approach)</p>
WRITING	
<p>1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: Students write and speak with a command of standard English conventions.</p>	<p>1.1 demonstrate control of grammar, diction, paragraph and sentence structure, and an understanding of English</p> <p>1.2 produce legible work that shows accurate spelling and correct punctuation and capitalization</p> <p>1.3 reflect appropriate manuscript requirements in writing</p>
<p>1.0 WRITING STRATEGIES: Students write coherent and focused texts that convey a well-defined perspective and tightly-reasoned argument. The writing demonstrates students' awareness of the audience and purpose and progression through the stages of the writing process.</p>	<p>1.1 Organization and Focus: demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments</p> <p>1.2 Organization and Focus: use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes</p> <p>1.3 Organization and Focus: structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples</p> <p>1.4 Organization and Focus: enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action</p> <p>1.5 Organization and Focus: use language in natural, fresh, and vivid ways to establish a specific tone</p> <p>1.6 Research and Technology: develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources)</p> <p>1.7 Research and Technology: use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies)</p> <p>1.8 Research and Technology: integrate databases, graphics, and spreadsheets into word-processed documents</p> <p>1.9 Evaluation and Revision: revise text to highlight individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre</p>

English-Language Arts Content Standards for Grades 11 & 12

<p>2.1 Write fictional, autobiographical, or biographical narratives:</p> <ol style="list-style-type: none"> Narrate a sequence of events and communicate their significance to the audience. Locate scenes and incidents in specific places. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings. Pace the presentation of actions to accommodate temporal, spatial, and dramatic mood changes. Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details. <p>2.2 Write responses to literature:</p> <ol style="list-style-type: none"> Demonstrate a comprehensive understanding of the significant ideas in works or passages. Analyze the use of imagery, language, universal themes, and unique aspects of the text. Support important ideas and viewpoints through accurate and detailed references to the text and to other works. Demonstrate an understanding of the author's use of stylistic devices and an appreciation of the effects created. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text. <p>2.3 Write reflective compositions:</p> <ol style="list-style-type: none"> Explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies (e.g., narration, description, exposition, persuasion). Draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life. Maintain a balance in describing individual incidents and relate those incidents to more general and abstract ideas. <p>2.4 Write historical investigation reports:</p> <ol style="list-style-type: none"> Use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main proposition. Analyze several historical records of a single event, examining critical relationships between elements of the research topic. Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation. Include information from all relevant perspectives and take into consideration the validity and reliability of sources Include a formal bibliography. <p>2.5 Write job applications and résumés:</p> <ol style="list-style-type: none"> Provide clear and purposeful information and address the intended audience appropriately. Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension. Modify the tone to fit the purpose and audience. Follow the conventional style for that type of document (e.g., résumé, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document. <p>2.6 Deliver multimedia presentations:</p> <ol style="list-style-type: none"> Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images). Select an appropriate medium for each element of the presentation. Use the selected media skillfully, editing appropriately and monitoring for quality. Test the audience's response and revise the presentation accordingly. 	<p>2.0 WRITING APPLICATIONS (Genres and Their Characteristics) Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0</p>
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English-Language Arts Content Standards for Grades 11 & 12

LISTENING AND SPEAKING**1.0 LISTENING AND SPEAKING STRATEGIES**

Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.

- 1.1 **Comprehension:** Recognize strategies used by the media to inform, persuade, entertain, and transmit culture (e.g., advertisements; perpetuation of stereotypes; use of visual representations, special effects, language).
- 1.2 **Comprehension:** Analyze the impact of the media on the democratic process (e.g., exerting influence on elections, creating images of leaders, shaping attitudes) at the local, state, and national levels.
- 1.3 **Comprehension:** Interpret and evaluate the various ways in which events are presented and information is communicated by visual image makers (e.g., graphic artists, documentary filmmakers, illustrators, news photographers).
- 1.4 **Organization and Delivery of Oral Communication:** Use rhetorical questions, parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and aesthetic effect.
- 1.5 **Organization and Delivery of Oral Communication:** Distinguish between and use various forms of classical and contemporary logical arguments, including: a. Inductive and deductive reasoning b. Syllogisms and analogies
- 1.6 **Organization and Delivery of Oral Communication:** Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.
- 1.7 **Organization and Delivery of Oral Communication:** Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the text, and create skillful artistic staging.
- 1.8 **Organization and Delivery of Oral Communication:** Use effective and interesting language, including: a. Informal expressions for effect b. Standard American English for clarity c. Technical language for specificity
- 1.9 **Organization and Delivery of Oral Communication:** Use research and analysis to justify strategies for gesture, movement, and vocalization, including dialect, pronunciation, and enunciation.
- 1.10 **Organization and Delivery of Oral Communication:** Evaluate when to use different kinds of effects (e.g., visual, music, sound, graphics) to create effective productions.
- 1.11 **Analysis and Evaluation of Oral and Media Communications:** Critique a speaker's diction and syntax in relation to the purpose of an oral communication and the impact the words may have on the audience.
- 1.12 **Analysis and Evaluation of Oral and Media Communications:** Identify logical fallacies used in oral addresses (e.g., attack ad hominem, false causality, red herring, overgeneralization, bandwagon effect).
- 1.13 **Analysis and Evaluation of Oral and Media Communications:** Analyze the four basic types of persuasive speech (i.e., propositions of fact, value, problem, or policy) and understand the similarities and differences in their patterns of organization and the use of persuasive language, reasoning, and proof
- 1.14 **Analysis and Evaluation of Oral and Media Communications:** Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness (e.g., Orson Welles' radio broadcast "War of the Worlds").

English-Language Arts Content Standards for Grades 11 & 12

<p>2.0 SPEAKING APPLICATIONS (GENRES AND THEIR CHARACTERISTICS) Students deliver polished formal and extemporaneous presentations that combine traditional rhetorical strategies of narration, exposition, persuasion, and description. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.</p>	<p>2.1 Deliver reflective presentations:</p> <ol style="list-style-type: none"> Explore the significance of personal experiences, events, conditions, or concerns, using appropriate rhetorical strategies (e.g., narration, description, exposition, persuasion). Draw comparisons between the specific incident and broader themes that illustrate the speaker's beliefs or generalizations about life. Maintain a balance between describing the incident and relating it to more general, abstract ideas. <p>2.2 Deliver oral reports on historical investigations:</p> <ol style="list-style-type: none"> Use exposition, narration, persuasion, or some combination of those to support the thesis. Analyze several historical records of a single event, examining critical relationships between elements of the research topic. Explain the perceived reason or reasons for the similarities and differences by using information derived from primary and secondary sources to support or enhance the presentation. Include information on all relevant perspectives and consider the validity and reliability of sources. <p>2.3 Deliver oral responses to literature:</p> <ol style="list-style-type: none"> Demonstrate a comprehensive understanding of the significant ideas of literary works (e.g., make assertions about the text that are reasonable and supportable). Analyze the imagery, language, universal themes, and unique aspects of the text through the use of rhetorical strategies (e.g., narration, description, persuasion, exposition, a combination of those strategies). Support important ideas and viewpoints through accurate and detailed references to the text or to other works. Demonstrate an awareness of the author's use of stylistic devices and an appreciation of the effects created. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text <p>2.4 Deliver multimedia presentations: a.</p> <ol style="list-style-type: none"> Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images. Select an appropriate medium for each element of the presentation. Use the selected media skillfully, editing appropriately and monitoring for quality. Test the audience's response and revise the presentation accordingly. <p>2.5 Recite poems, selections from speeches, or dramatic soliloquies with attention to performance details to achieve clarity, force, and aesthetic effect and to demonstrate an understanding of the meaning (e.g., Hamlet's soliloquy "To Be or Not to Be").</p>
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Instructional Guide for **English III**

Learning Experiences and Instruction:

Teachers utilize the Direct Interactive Instruction model to introduce new skills and concepts that are essential to the grade level content standards, then reinforce and develop those skills each quarter with the goal of bringing students to mastery by the end of the fourth quarter. All instruction will be based on the “I do, We do, You do” scaffolding model with an emphasis on individual differentiation as needed. Teachers will use a variety of the following:

- Inquiry-based learning
- Engaged reading opportunities
- Think-pair-share
- Reciprocal teaching
- Cloze reading & writing
- Guided reading & writing
- Cognitive modeling
- Questioning strategies
- Graphic organizers/concept attainment
- Student-led groups
- Peer pairing
- Metacognitive learning: self-regulation, goal-setting, self-monitoring, and self-questioning

Support for English Language Learners:

Extra time or modified versions of assignments will be given. The District will provide a language assistant. Additional strategies will be developed through the Response to Intervention plans –such as:

- SDAIE strategies
- Texts/materials in first language.
- Flexible grouping
- Structured engagement
- Peer pairing
- Academic vocabulary development
- Realia

Support for Special Education Students:

Extra time or modified versions of assignments will be given. The District will provide an instructional assistant. Additional strategies will be developed through the Individual Education Plan process – such as:

- Realia
- Texts/materials in first language
- SDAIE strategies
- Flexible grouping
- Peer pairing
- Audio & visual aids
- Individualized academic instruction
- Modified assignments
- Modified texts
- Testing accommodations
- Tutoring (peer & teacher)

Stretching the Lesson for GATE Students:

Differentiated curriculum will be provided to challenge the student and provide the student with opportunities to develop their identified talent. Teachers will use a variety of the following:

- Independent study supplemented with mentoring/tutoring
- Compacting
- Acceleration
- Depth & Complexity icons
- Modified texts
- Modified assignments
- Flexible grouping
- Inquiry-based Learning
- Enriched materials and learning experiences

<end>

High School Course Description for **English IV: World Literature**

Course Title: English IV: World Literature

Curricular Area: English

Course Number: ENG403, ENG404

Length: One year

Grade Level: 12

Prerequisites: None

Meets a UC a-g Requirement: B

Meets NCAA Requirement: yes

Meets High School Graduation Requirement for:
English Credit

Course Description

The purpose for English IV is for students to achieve mastery of the skills related to listening and speaking, academic research, higher order reading comprehension, language usage and writing, literary analysis, and critical thinking. Students will develop the listening and speaking skills necessary to communicate effectively in both academic and career situations. In writing, they will learn to develop position papers and to refine their written work. Students will study classical literature to complete the literature component.

Alignment

This course is aligned to the State of California Content Standards for English-Language Arts

Instructional Materials

Required Textbook(s)

1. *Timeless Voices, Timeless Themes: Modern World Literature*; Prentice Hall 2002 (Board Approved June 20, 2002)

Supplemental Textbook

2. *Writing and Grammar—Communication in Action* Diamond Edition; Prentice Hall 2001 (Board Approved March 1, 2001)

Web Sites

3. www.pearsonsuccessnet.com

Exit Criteria

By the end of the school year, students must have successfully completed the following:

Literature

1. Analyze fictional and non-fictional literary genre, such as novel, essay, short story, drama, and poetry.
2. Analyze through selected literary works (e.g., novels, short stories, poetry, and plays) examples of the elements of fiction: point of view, setting, plot, characterization, and theme.
3. Compare individual styles of selected authors and their use of language (i.e. diction, syntax, tone, mood, and figurative language) to convey theme and content.
4. Understand the value of literature to aid in understanding the complexity of the human condition.

Writing

1. Use the writing process with an emphasis on refining and polishing the final product.
2. Present one's ideas as related to, but clearly distinguished from, the ideas of others, demonstrating the ability to distinguish between plagiarism and documentation.
3. Compose essays (autobiographical, reflective, evaluation, controversial issue, interpretation, observation, report of information, speculation) incorporating state rubrics and criteria.
4. Edit and revise essays for errors and omissions of both form and substance.
5. Utilize conventions of Standard English.
6. Tailor an oral presentation to establish purpose and meet audience expectations.

High School Course Description for **English IV: World Literature**

7. Verbally interpret literature.
8. Determine a speaker's point of view and rationale for argument; understand the use of rhetorical strategies.

Grading Criteria

Grades for English IV will be cumulative over the two quarters. A progress report will be provided at weeks 9-10 and grades will continue to be computed until the semester end. At semester end, percentages for grades will be computed as follows:

<u>Activities</u>	<u>Percentage</u>
Classwork, Homework, Participation, Quizzes, Daily Work, Minor Projects	40%
Assessments, (including tests, essays, projects, etc.)	40%
<u>Final Exam (Multiple Choice + Timed Essay + Oral Presentation)</u>	<u>20%</u>
Total	100%

Development Team

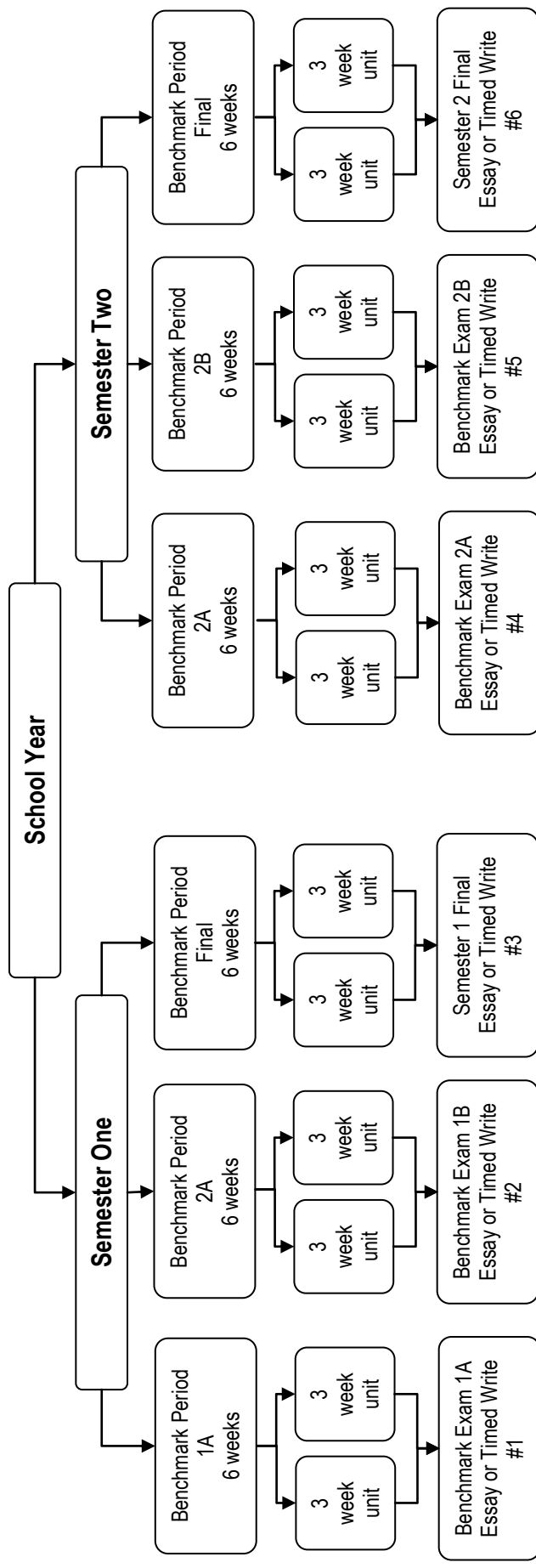
This Course of Study was updated in 2010 by Sue Miller (CHS), Tami Senzaki (CHS), and Christine Montgomery (BHS).

Pacing Guide for English IV: World Literature

Pacing Guide Introduction

This pacing guide outlines the *sequence* and *duration* in which the English-language arts (ELA) content standards should be taught for grade twelve. As this is a standards-based pacing guide, the ELA content standards drive instruction rather than the literature; this guide dictates when the standards are to be covered, yet allows the classroom teacher the choice as to how and to what extent he or she brings students to mastery of the standards. As such, the pacing guide suggests the required and optional texts along with the minimum writing requirements with which the standards can best be taught.

English IV Curriculum Organization



English IV Required Texts

All required texts are in the Prentice Hall textbook

British Literature	World Literature
<ul style="list-style-type: none"> • <i>Beowulf</i>, trans. by Seamus Heaney • <i>The Rime of the Ancient Mariner</i> by Samuel Taylor Coleridge • <i>MacBeth</i> by William Shakespeare • Remove <i>The Tempest</i> 	<ul style="list-style-type: none"> • <i>The Divine Comedy</i> by Dante Alighieri • <i>The Iliad</i> by Homer

Pacing Guide for English IV: World Literature

English IV Minimum Required Writings

In English IV, each student is required to write four formal essays (essay assignments that utilize all phases of the writing process) and two in-class timed essays (timed writes). Each essay assignment should be literature-based and must be assigned with a writing prompt and scoring rubric. Although the pacing guide suggests when each requirement can be assigned, each teacher can choose when, how, and the extent to which students will master the writing standards below.

Semester One Requirements

- Two formal essays
- One timed write (can be used for semester final essay)
- Choose three of the following writing application standards
 - Writing 2.1: Fictional/autobiographical narratives or short stories
 - Writing 2.2: Responses to literature
 - Writing 2.3: Expository compositions, including analytical essays and research reports
 - Writing 2.4: Persuasive compositions

Semester Two Requirements

- Two formal essays
- One timed write (can be used for semester final essay)
- Choose three of the following writing application standards
 - Writing 2.1: Fictional/autobiographical narratives or short stories
 - Writing 2.2: Responses to literature
 - Writing 2.3: Expository compositions, including analytical essays and research reports
 - Writing 2.4: Persuasive compositions
 - Writing 2.5: Job Applications and Résumés
 - Writing 2.6: Multimedia Presentations (those without access to technology may interpret multi-media to include any audio, textual, or visual media)

Writing Standard	Writing 2.1 Bio/Autobiographical Narratives or Short Stories	Writing 2.2 Responses to Literature	Writing 2.3 Reflective Compositions	Writing 2.4 Historical Investigation Reports	Writing 2.5 Job Applications and Résumés	Writing 2.6 Multimedia Presentations
Suggested Writing Styles and Genres	Biographical/ Autobiographical Narratives Short Stories Observational Reflective	Controversial Evaluation Interpretation Observational Reflective Speculation Report of Information Autobiographical	Controversial Evaluation Interpretation Report of Information Speculation Analytical Research Reports	Controversial Evaluation Interpretation Report of Information Speculation	Evaluation Interpretation Report of Information Speculation	Controversial Evaluation Interpretation Observational Reflective Speculation Report of Information Autobiographical

Pacing Guide for English IV: World Literature

English IV Power Standards

All senior English courses will focus on the California English Content Standards that will best equip students to succeed in college or the work place:

- R 2.1** Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices.
- R 2.2** Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.
- R 2.4** Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.
- R 2.5** an author's implicit and explicit philosophical assumptions and beliefs about a subject.
- R 3.1** Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.
- R 3.2** Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.
- R 3.3** Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both.
- R 3.4** Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions.
- R 3.7** Analyze the way in which authors through the centuries have used archetypes drawn from myth tradition in literature, film, political speeches, and religious writings (e.g., how the archetypes of banishment from an ideal world may be used to interpret Shakespeare's tragedy *Macbeth*).
- W 1.1** Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.
- W 1.2** Use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes.
- W 1.3** Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.
- W 1.4** Enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action.
- W 1.5** Use language in natural, fresh, and vivid ways to establish a specific tone.
- W 1.9** Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).
- LC 1.1** Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.
- LC 1.2** Produce legible work that shows accurate spelling and correct punctuation and capitalization.
- LC 1.3** Reflect appropriate manuscript requirements in writing.

* required texts

Bold =most frequently tested standards

Pacing Guide for English IV: World Literature

Semester 1 1st Quarter

Weeks 1-3 (Benchmark Period 1A)

Standards Based Pacing Guide	Standards assessed on Benchmark 1A	Suggested Works	Key Concepts
<p>R.2.1 Analyze both the features and the rhetorical devices...</p> <p>R.2.2 Analyze the way in which clarity of meaning...</p> <p>R.2.4 Make warranted and reasonable assertions...</p> <p>R.2.5 Analyze an author's implicit and explicit...</p> <p>R.3.1 Analyze characteristics of subgenres...</p> <p>R.3.2 Analyze the way in which the theme...</p> <p>R.3.3 Analyze the ways in which irony, tone...</p> <p>R.3.4 Analyze ways in which poets use...</p> <p>R.3.7 Analyze recognized works...</p> <p>W.1.1 Demonstrate an understanding of the elements of discourse...</p> <p>W.1.2 Use point of view...</p> <p>W.1.3 Structure ideas and arguments...</p> <p>W.1.4 Enhance meaning by employing rhetorical devices...</p> <p>W.1.5 Use language...</p> <p>W.1.9 Develop presentations...</p> <p>LC.1.1 Demonstrate control of grammar...</p> <p>LC.1.2 Produce legible work...</p> <p>LC.1.3 Reflect appropriate manuscript requirements in writing.</p>	<p>R.1.1</p> <p>R.1.2</p> <p>R.2.2</p> <p>R.2.4</p> <p>R.2.5</p> <p>R.3.1</p> <p>R.3.2</p> <p>R.3.3</p> <p>R.3.4</p> <p>W.1.1</p> <p>W.1.5</p>	<ul style="list-style-type: none"> • Start Up rules, routines, and procedures • Beginning to 1264 – 1st semester • <i>The Epic of Gilgamesh</i> 	<ul style="list-style-type: none"> • Class rules and procedures • Building a classroom community • Cornell notes: Time periods • Time lines • Epic: understanding hero and quest • Grammar: commas and semicolon • Writing: Timed Write—EAP Argument, Analytical Writing, OR required writing of choice (see p. 4)

Pacing Guide for English IV: World Literature

Semester 1 1st Quarter

Weeks 4-6 (Benchmark Period 1A)

Standards Based Pacing Guide	Standards assessed on Benchmark 1A	Suggested Works	Key Concepts
<p>R.2.1 Analyze both the features and the rhetorical devices...</p> <p>R.2.2 Analyze the way in which clarity of meaning...</p> <p>R.2.4 Make warranted and reasonable assertions...</p> <p>R.2.5 Analyze an author's implicit and explicit...</p> <p>R.3.1 Analyze characteristics of subgenres...</p> <p>R.3.2 Analyze the way in which the theme...</p> <p>R.3.3 Analyze the ways in which irony, tone...</p> <p>R.3.4 Analyze ways in which poets use...</p> <p>R.3.7 Analyze recognized works...</p> <p>W.1.1 Demonstrate an understanding of the elements of discourse...</p> <p>W.1.2 Use point of view...</p> <p>W.1.3 Structure ideas and arguments...</p> <p>W.1.4 Enhance meaning by employing rhetorical devices...</p> <p>W.1.5 Use language...</p> <p>W.1.9 Develop presentations...</p> <p>LC.1.1 Demonstrate control of grammar...</p> <p>LC.1.2 Produce legible work...</p> <p>LC.1.3 Reflect appropriate manuscript requirements in writing</p>	<p>R.1.1</p> <p>R.1.2</p> <p>R.2.2</p> <p>R.2.4</p> <p>R.2.5</p> <p>R.3.1</p> <p>R.3.2</p> <p>R.3.3</p> <p>R.3.4</p> <p>W.1.1</p> <p>W.1.5</p>	<ul style="list-style-type: none"> • Genesis 1-9 • from The Koran • from <i>The Thousand and One Nights</i> • from the <i>The Rig Veda</i> 	<ul style="list-style-type: none"> • Sentence structure : run-on and fragment • Compare and contrast • Grammar: antecedent • Influences of and figurative language • Write: • Writing: UC – Personal Essay using narrative/autobio OR required writing of choice (see p. 4)

Pacing Guide for English IV: World Literature

Semester 1 1st Quarter Weeks 7-9 (Benchmark Period 1B)

Standards Based Pacing Guide	Standards assessed on Benchmark 1B	Suggested Works	Key Concepts
<p>R 2.1 Analyze both the features and the rhetorical devices...</p> <p>R 2.2 Analyze the way in which clarity of meaning...</p> <p>R 2.4 Make warranted and reasonable assertions...</p> <p>R 2.5 Analyze an author's implicit and explicit...</p> <p>R 3.1 Analyze characteristics of subgenres...</p> <p>R 3.2 Analyze the way in which the theme...</p> <p>R 3.3 Analyze the ways in which irony, tone...</p> <p>R 3.4 Analyze ways in which poets use...</p> <p>R 3.7 Analyze recognized works...</p> <p>W 1.1 Demonstrate an understanding of the elements of discourse...</p> <p>W 1.2 Use point of view...</p> <p>W 1.3 Structure ideas and arguments...</p> <p>W 1.4 Enhance meaning by employing rhetorical devices...</p> <p>W 1.5 Use language...</p> <p>W 1.9 Develop presentations...</p> <p>LC 1.1 Demonstrate control of grammar...</p> <p>LC 1.2 Produce legible work...</p> <p>LC 1.3 Reflect appropriate manuscript requirements in writing</p>	<p>R 1.1</p> <p>R 1.2</p> <p>R 2.2</p> <p>R 2.4</p> <p>R 2.5</p> <p>R 3.3</p> <p>R 3.4</p> <p>W 1.1</p> <p>W 1.2</p> <p>W 1.4</p> <p>W 1.5</p> <p>LC 1.1</p> <p>LC 1.2</p>	<p>• <i>Substance, Shadow, and Spirit</i></p> <p>• Haiku</p> <p>• <i>*The Iliad</i></p>	<p>• Grammar: prepositions</p> <p>• Epic review</p> <p>• Writing: Revise UC – Personal Essay using narrative/autobio OR required writing of choice (see p. 4)</p>

Pacing Guide for English IV: World Literature

Semester 1 2nd Quarter

Weeks 10-12 (Benchmark Period 1B)

Standards Based Pacing Guide	Standards assessed on Benchmark 1B	Suggested Works	Key Concepts
<p>R 2.1 Analyze both the features and the rhetorical devices...</p> <p>R 2.2 Analyze the way in which clarity of meaning...</p> <p>R 2.4 Make warranted and reasonable assertions...</p> <p>R 2.5 Analyze an author's implicit and explicit...</p> <p>R 3.1 Analyze characteristics of subgenres...</p> <p>R 3.2 Analyze the way in which the theme...</p> <p>R 3.3 Analyze the ways in which irony, tone...</p> <p>R 3.4 Analyze ways in which poets use...</p> <p>R 3.7 Analyze recognized works...</p> <p>W 1.1 Demonstrate an understanding of the elements of discourse...</p> <p>W 1.2 Use point of view...</p> <p>W 1.3 Structure ideas and arguments...</p> <p>W 1.4 Enhance meaning by employing rhetorical devices...</p> <p>W 1.5 Use language...</p> <p>W 1.9 Develop presentations...</p> <p>LC 1.1 Demonstrate control of grammar...</p> <p>LC 1.2 Produce legible work...</p> <p>LC 1.3 Reflect appropriate manuscript requirements in writing</p>	<p>R 1.1</p> <p>R 1.2</p> <p>R 2.2</p> <p>R 2.4</p> <p>R 2.5</p> <p>R 3.3</p> <p>R 3.4</p> <p>W 1.1</p> <p>W 1.2</p> <p>W 1.4</p> <p>W 1.5</p> <p>LC 1.1</p> <p>LC 1.2</p>	<p>• <i>Siddhartha</i></p> <p>OR</p> <p>• <i>Cry the Beloved Country</i></p>	<ul style="list-style-type: none"> • Character • Infer – shared humanity • Analogy • Personal ties to literature • Writing: Cause and Effect – Response to Lit OR required writing of choice (see p. 4)

Pacing Guide for English IV: World Literature

Semester 1 2nd Quarter

Weeks 13-15 (Benchmark Period Final)

Standards Based Pacing Guide	Standards assessed on Sem 1 Final	Suggested Works	Key Concepts
<p>R 2.1 Analyze both the features and the rhetorical devices...</p> <p>R 2.2 Analyze the way in which clarity of meaning...</p> <p>R 2.4 Make warranted and reasonable assertions...</p> <p>R 2.5 Analyze an author's implicit and explicit...</p> <p>R 3.1 Analyze characteristics of subgenres...</p> <p>R 3.2 Analyze the way in which the theme...</p> <p>R 3.3 Analyze the ways in which irony, tone...</p> <p>R 3.4 Analyze ways in which poets use...</p> <p>R 3.7 Analyze recognized works...</p> <p>W 1.1 Demonstrate an understanding of the elements of discourse...</p> <p>W 1.2 Use point of view...</p> <p>W 1.3 Structure ideas and arguments...</p> <p>W 1.4 Enhance meaning by employing rhetorical devices...</p> <p>W 1.5 Use language...</p> <p>W 1.9 Develop presentations...</p> <p>LC 1.1 Demonstrate control of grammar...</p> <p>LC 1.2 Produce legible work...</p> <p>LC 1.3 Reflect appropriate manuscript requirements in writing</p>	<p>R 2.1</p> <p>R 2.2</p> <p>R 2.4</p> <p>R 2.5</p> <p>R 3.1</p> <p>R 3.2</p> <p>R 3.3</p> <p>R 3.4</p> <p>R 3.7</p> <p>W 1.1</p> <p>W 1.2</p> <p>W 1.3</p> <p>W 1.4</p> <p>W 1.5</p> <p>W 1.9</p> <p>LC 1.1</p> <p>LC 1.2</p> <p>LC 1.3</p>	<ul style="list-style-type: none"> • "Pericles' Funeral Oration" • <i>Oedipus the King</i> 	<ul style="list-style-type: none"> • Persuasive arguments • Analyze oration • Greek word roots • Tracing a motif • Analyze tragedy, character, tone • Grammar: participles phrases, dash <p>Writing: Revise Cause and Effect – response to Lit OR required writing of choice (see p. 4)</p>

Pacing Guide for English IV: World Literature

Semester 1 2nd Quarter

Weeks 16-18 (Benchmark Period Final)

Standards Based Pacing Guide	Standards assessed on Sem 1 Final	Suggested Works	Key Concepts
<p>R 2.1 Analyze both the features and the rhetorical devices...</p> <p>R 2.2 Analyze the way in which clarity of meaning...</p> <p>R 2.4 Make warranted and reasonable assertions...</p> <p>R 2.5 Analyze an author's implicit and explicit...</p> <p>R 3.1 Analyze characteristics of subgenres...</p> <p>R 3.2 Analyze the way in which the theme...</p> <p>R 3.3 Analyze the ways in which irony, tone...</p> <p>R 3.4 Analyze ways in which poets use...</p> <p>R 3.7 Analyze recognized works...</p> <p>W 1.1 Demonstrate an understanding of the elements of discourse...</p> <p>W 1.2 Use point of view...</p> <p>W 1.3 Structure ideas and arguments...</p> <p>W 1.4 Enhance meaning by employing rhetorical devices...</p> <p>W 1.5 Use language...</p> <p>W 1.9 Develop presentations...</p> <p>LC 1.1 Demonstrate control of grammar...</p> <p>LC 1.2 Produce legible work...</p> <p>LC 1.3 Reflect appropriate manuscript requirements in writing</p>	<p>R 2.1</p> <p>R 2.2</p> <p>R 2.4</p> <p>R 2.5</p> <p>R 3.1</p> <p>R 3.2</p> <p>R 3.3</p> <p>R 3.4</p> <p>R 3.7</p> <p>W 1.1</p> <p>W 1.2</p> <p>W 1.3</p> <p>W 1.4</p> <p>W 1.5</p> <p>W 1.9</p> <p>LC 1.1</p> <p>LC 1.2</p> <p>LC 1.3</p>	<ul style="list-style-type: none"> • Virgil's <i>Aeneid</i> – Books II and IV • Narrative in epic 	<ul style="list-style-type: none"> • Infer author's purpose • Grammar: adjective and prep phrases • Oral Presentation - FINAL • Writing: Timed Write—EAP, Analytical Writing, OR required writing of choice (see p. 4) FINAL

Pacing Guide for English IV: World Literature

Semester 2 3rd Quarter

Weeks 1-3 (Benchmark Period 2A)

Standards Based Pacing Guide	Standards assessed on Benchmark 2A	Suggested Works	Key Concepts
<p>R 2.1 Analyze both the features and the rhetorical devices...</p> <p>R 2.2 Analyze the way in which clarity of meaning...</p> <p>R 2.4 Make warranted and reasonable assertions...</p> <p>R 2.5 Analyze an author's implicit and explicit...</p> <p>R 3.1 Analyze characteristics of subgenres...</p> <p>R 3.2 Analyze the way in which the theme...</p> <p>R 3.3 Analyze the ways in which irony, tone...</p> <p>R 3.4 Analyze ways in which poets use...</p> <p>R 3.7 Analyze recognized works...</p> <p>W 1.1 Demonstrate an understanding of the elements of discourse...</p> <p>W 1.2 Use point of view...</p> <p>W 1.3 Structure ideas and arguments...</p> <p>W 1.4 Enhance meaning by employing rhetorical devices...</p> <p>W 1.5 Use language...</p> <p>W 1.9 Develop presentations...</p> <p>LC 1.1 Demonstrate control of grammar...</p> <p>LC 1.2 Produce legible work...</p> <p>LC 1.3 Reflect appropriate manuscript requirements in writing</p>	<p>R 1.1</p> <p>R 1.2</p> <p>R 2.2</p> <p>R 2.4</p> <p>R 2.5</p> <p>R 3.1</p> <p>R 3.3</p> <p>R 3.4</p> <p>W 1.1</p> <p>W 1.2</p> <p>LC 1.1</p>	<ul style="list-style-type: none"> • 1265 to present • Dante's <i>Inferno</i> OR • <i>Paradise Lost</i> 	<ul style="list-style-type: none"> • Rules and procedures for incoming students • Compare and contrast - epics • Allegory • Figurative language, symbols, imagery • Cause and effect - review • Writing: Definition Essay OR required writing of choice (see p. 4)

Pacing Guide for English IV: World Literature

Semester 2 3rd Quarter

Weeks 4-6 (Benchmark Period 2A)

Standards Based Pacing Guide	Standards assessed on Benchmark 2A	Suggested Works	Key Concepts
<p>R 2.1 Analyze both the features and the rhetorical devices...</p> <p>R 2.2 Analyze the way in which clarity of meaning...</p> <p>R 2.4 Make warranted and reasonable assertions...</p> <p>R 2.5 Analyze an author's implicit and explicit...</p> <p>R 3.1 Analyze characteristics of subgenres...</p> <p>R 3.2 Analyze the way in which the theme...</p> <p>R 3.3 Analyze the ways in which irony, tone...</p> <p>R 3.4 Analyze ways in which poets use...</p> <p>R 3.7 Analyze recognized works...</p> <p>W 1.1 Demonstrate an understanding of the elements of discourse...</p> <p>W 1.2 Use point of view...</p> <p>W 1.3 Structure ideas and arguments...</p> <p>W 1.4 Enhance meaning by employing rhetorical devices...</p> <p>W 1.5 Use language...</p> <p>W 1.9 Develop presentations...</p> <p>LC 1.1 Demonstrate control of grammar...</p> <p>LC 1.2 Produce legible work...</p> <p>LC 1.3 Reflect appropriate manuscript requirements in writing</p>	<p>R 1.1</p> <p>R 1.2</p> <p>R 2.2</p> <p>R 2.4</p> <p>R 2.5</p> <p>R 3.1</p> <p>R 3.3</p> <p>R 3.4</p> <p>W 1.1</p> <p>W 1.2</p> <p>LC 1.1</p>	<ul style="list-style-type: none"> • <i>The Tempest</i> 	<ul style="list-style-type: none"> • Themes, plot, sub-plot, character (thru diction) • Dramatic speeches • Tone, soliloquy • Grammar: pronoun • Writing: Revise Definition Essay OR required writing of choice (see p. 4)

Pacing Guide for English IV: World Literature

Semester 2 3rd Quarter

Weeks 7-9 (Benchmark Period 2B)

Standards Based Pacing Guide	Standards assessed on Benchmark 2B	Suggested Works	Key Concepts
<p>R 2.1 Analyze both the features and the rhetorical devices...</p> <p>R 2.2 Analyze the way in which clarity of meaning...</p> <p>R 2.4 Make warranted and reasonable assertions...</p> <p>R 2.5 Analyze an author's implicit and explicit...</p> <p>R 3.1 Analyze characteristics of subgenres...</p> <p>R 3.2 Analyze the way in which the theme...</p> <p>R 3.3 Analyze the ways in which irony, tone...</p> <p>R 3.4 Analyze ways in which poets use...</p> <p>R 3.7 Analyze recognized works...</p> <p>W 1.1 Demonstrate an understanding of the elements of discourse...</p> <p>W 1.2 Use point of view...</p> <p>W 1.3 Structure ideas and arguments...</p> <p>W 1.4 Enhance meaning by employing rhetorical devices...</p> <p>W 1.5 Use language...</p> <p>W 1.9 Develop presentations...</p> <p>LC 1.1 Demonstrate control of grammar...</p> <p>LC 1.2 Produce legible work...</p> <p>LC 1.3 Reflect appropriate manuscript requirements in writing</p>	<p>R 1.1</p> <p>R 1.2</p> <p>R 2.1</p> <p>R 2.2</p> <p>R 3.2</p> <p>R 3.3</p> <p>R 3.4</p> <p>W 1.2</p> <p>W 1.3</p> <p>W 1.9</p> <p>LC 1.1</p> <p>LC 1.2</p>	<ul style="list-style-type: none"> • "A Modest Proposal" • From <i>Faust</i> <ul style="list-style-type: none"> ○ "Prologue in Heaven" ○ From "The First Part of the Tragedy" 	<ul style="list-style-type: none"> • Irony, satire, paradox • Writing: Timed Write—EAP, Analytical Writing, OR required writing of choice (see p. 4)

Pacing Guide for English IV: World Literature

Semester 2 4th Quarter

Weeks 10-12 (Benchmark Period 2B)

Standards Based Pacing Guide	Standards assessed on Benchmark 2B	Suggested Works	Key Concepts
<p>R 2.1 Analyze both the features and the rhetorical devices...</p> <p>R 2.2 Analyze the way in which clarity of meaning...</p> <p>R 2.4 Make warranted and reasonable assertions...</p> <p>R 2.5 Analyze an author's implicit and explicit...</p> <p>R 3.1 Analyze characteristics of subgenres...</p> <p>R 3.2 Analyze the way in which the theme...</p> <p>R 3.3 Analyze the ways in which irony, tone...</p> <p>R 3.4 Analyze ways in which poets use...</p> <p>R 3.7 Analyze recognized works...</p> <p>W 1.1 Demonstrate an understanding of the elements of discourse...</p> <p>W 1.2 Use point of view...</p> <p>W 1.3 Structure ideas and arguments...</p> <p>W 1.4 Enhance meaning by employing rhetorical devices...</p> <p>W 1.5 Use language...</p> <p>W 1.9 Develop presentations...</p> <p>LC 1.1 Demonstrate control of grammar...</p> <p>LC 1.2 Produce legible work...</p> <p>LC 1.3 Reflect appropriate manuscript requirements in writing</p>	<p>R 1.1</p> <p>R 1.2</p> <p>R 2.1</p> <p>R 2.2</p> <p>R 3.2</p> <p>R 3.3</p> <p>R 3.4</p> <p>W 1.2</p> <p>W 1.3</p> <p>W 1.9</p> <p>LC 1.1</p> <p>LC 1.2</p>	<ul style="list-style-type: none"> • <i>A Doll's House</i> 	<ul style="list-style-type: none"> • Characterization • Realistic drama, theme • Deductive reasoning • Grammar: sentence fragments • Writing: Argument essay, OR required writing of choice (see p. 4)

Pacing Guide for English IV: World Literature

Semester 2 4th Quarter Weeks 13-15 (Benchmark Period Final)

Standards Based Pacing Guide	Standards assessed on Sem 2 Final	Suggested Works	Key Concepts
<p>R 2.1 Analyze both the features and the rhetorical devices...</p> <p>R 2.2 Analyze the way in which clarity of meaning...</p> <p>R 2.4 Make warranted and reasonable assertions...</p> <p>R 2.5 Analyze an author's implicit and explicit...</p> <p>R 3.1 Analyze characteristics of subgenres...</p> <p>R 3.2 Analyze the way in which the theme...</p> <p>R 3.3 Analyze the ways in which irony, tone...</p> <p>R 3.4 Analyze ways in which poets use...</p> <p>R 3.7 Analyze recognized works...</p> <p>W 1.1 Demonstrate an understanding of the elements of discourse...</p> <p>W 1.2 Use point of view...</p> <p>W 1.3 Structure ideas and arguments...</p> <p>W 1.4 Enhance meaning by employing rhetorical devices...</p> <p>W 1.5 Use language...</p> <p>W 1.9 Develop presentations...</p> <p>LC 1.1 Demonstrate control of grammar...</p> <p>LC 1.2 Produce legible work...</p> <p>LC 1.3 Reflect appropriate manuscript requirements in writing</p>	<p>R 2.1</p> <p>R 2.2</p> <p>R 2.4</p> <p>R 2.5</p> <p>R 3.1</p> <p>R 3.2</p> <p>R 3.3</p> <p>R 3.4</p> <p>R 3.7</p> <p>W 1.1</p> <p>W 1.2</p> <p>W 1.3</p> <p>W 1.4</p> <p>W 1.5</p> <p>W 1.9</p> <p>LC 1.1</p> <p>LC 1.2</p> <p>LC 1.3</p>	<ul style="list-style-type: none"> • "The Metamorphosis" • Understanding Modernism • "The Handsomest Drowned Man in the World" 	<ul style="list-style-type: none"> • Author's Purpose • Use of diction to produce point of view • Writing: Revise Argument essay, OR required writing of choice (see p. 4)

Pacing Guide for English IV: World Literature

Semester 2 4th Quarter

Weeks 16-18 (Benchmark Period Final)

Standards Based Pacing Guide	Standards assessed on Sem 2 Final	Suggested Works	Key Concepts
<p>R 2.1 Analyze both the features and the rhetorical devices...</p> <p>R 2.2 Analyze the way in which clarity of meaning...</p> <p>R 2.4 Make warranted and reasonable assertions...</p> <p>R 2.5 Analyze an author's implicit and explicit...</p> <p>R 3.1 Analyze characteristics of subgenres...</p> <p>R 3.2 Analyze the way in which the theme...</p> <p>R 3.3 Analyze the ways in which irony, tone...</p> <p>R 3.4 Analyze ways in which poets use...</p> <p>R 3.7 Analyze recognized works...</p> <p>W 1.1 Demonstrate an understanding of the elements of discourse...</p> <p>W 1.2 Use point of view...</p> <p>W 1.3 Structure ideas and arguments...</p> <p>W 1.4 Enhance meaning by employing rhetorical devices...</p> <p>W 1.5 Use language...</p> <p>W 1.9 Develop presentations...</p> <p>LC 1.1 Demonstrate control of grammar...</p> <p>LC 1.2 Produce legible work...</p> <p>LC 1.3 Reflect appropriate manuscript requirements in writing</p>	<p>R 2.1</p> <p>R 2.2</p> <p>R 2.4</p> <p>R 2.5</p> <p>R 3.1</p> <p>R 3.2</p> <p>R 3.3</p> <p>R 3.4</p> <p>R 3.7</p> <p>W 1.1</p> <p>W 1.2</p> <p>W 1.3</p> <p>W 1.4</p> <p>W 1.5</p> <p>W 1.9</p> <p>LC 1.1</p> <p>LC 1.2</p> <p>LC 1.3</p>	<ul style="list-style-type: none"> • "Season" • "Civilian and Soldier" • "Snapshots of a Wedding" 	<ul style="list-style-type: none"> • Completing analogies • Point of View • Fantastic and concrete details • Write: Writing: Timed Write – EAP FINAL OR required writing of choice (see p. 4) • Oral Presentations – FINAL

English-Language Arts Content Standards for Grades 11 & 12

READING	
<p>1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.</p>	<p>1.1 Vocabulary and Concept Development: trace the etymology of significant terms used in political science and history</p> <p>1.2 Vocabulary and Concept Development: apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology</p> <p>1.3 Vocabulary and Concept Development: discern the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences</p>
<p>2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS): Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in <i>Recommended Readings in Literature, Grades Nine Through Twelve</i> illustrate the quality and complexity of the materials to be read by students. In addition, by grade twelve, students read two million words annually on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information.</p>	<p>2.1 Structural Features of Informational Materials: analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices</p> <p>2.2 Comprehension and Analysis of Grade-Level-Appropriate Text: analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text</p> <p>2.3 Comprehension and Analysis of Grade-Level-Appropriate Text: verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents</p> <p>2.4 Comprehension and Analysis of Grade-Level-Appropriate Text: make warranted and reasonable assertions about the author's argument by using elements of the text to defend and clarify interpretations</p> <p>2.5 Comprehension and Analysis of Grade-Level-Appropriate Text: analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject</p> <p>2.6 Expository Critique: critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion)</p>
<p>3.0 LITERARY RESPONSE AND ANALYSIS: Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent themes. The selections in <i>Recommended Readings in Literature, Grades Nine Through Twelve</i> illustrate the quality and complexity of the materials to be read by students.</p>	<p>3.1 Structural Features of Literature: analyze characteristics of sub-genres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres</p> <p>3.2 Narrative Analysis of Grade-Level-Appropriate Text: analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim</p> <p>3.3 Narrative Analysis of Grade-Level-Appropriate Text: analyze the way in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both</p> <p>3.4 Narrative Analysis of Grade-Level-Appropriate Text: analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke reader's emotions</p> <p>3.5 Narrative Analysis of Grade-Level-Appropriate Text: analyze recognized works of American literature representing a variety of genres and traditions: <ol style="list-style-type: none"> 1. trace the development of American literature from the Colonial period forward 2. contrast the major periods, themes, styles, and trends and describe how works by members of different cultures relate to one another in each period 3. evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings </p> <p>3.6 Narrative Analysis of Grade-Level-Appropriate Text: analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings (e.g., how the archetypes of banishment from an ideal world may be used to interpret Shakespeare's tragedy <i>Macbeth</i>)</p>

English-Language Arts Content Standards for Grades 11 & 12

<p>3.7 Narrative Analysis of Grade-Level-Appropriate Text: analyze recognized works of world literature from a variety of authors:</p> <ol style="list-style-type: none"> contrast the major literary forms, techniques, and characteristics of the major literary periods (e.g., Homeric Greece, Medieval Period, Romantic, Neoclassic, Modern) relate literary works and authors to major themes and issues of their eras evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings <p>3.8 Literary Criticism: analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (e.g., suffrage, women's role in organized labor) (Political Approach)</p> <p>3.9 Literary Criticism: analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of its characters (Philosophical Approach)</p>	
WRITING	
<p>1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: Students write and speak with a command of standard English conventions.</p>	
<p>1.1 Organization and Focus: demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments</p> <p>1.2 Organization and Focus: use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes</p> <p>1.3 Organization and Focus: structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples</p> <p>1.4 Organization and Focus: enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action</p> <p>1.5 Organization and Focus: use language in natural, fresh, and vivid ways to establish a specific tone</p> <p>1.6 Research and Technology: develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources)</p> <p>1.7 Research and Technology: use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies)</p> <p>1.8 Research and Technology: integrate databases, graphics, and spreadsheets into word-processed documents</p> <p>1.9 Evaluation and Revision: revise text to highlight individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre</p>	<p>1.0 WRITING STRATEGIES: Students write coherent and focused texts that convey a well-defined perspective and tightly-reasoned argument. The writing demonstrates students' awareness of the audience and purpose and progression through the stages of the writing process.</p>

English-Language Arts Content Standards for Grades 11 & 12

<p>2.1 Write fictional, autobiographical, or biographical narratives:</p> <ul style="list-style-type: none"> a) Narrate a sequence of events and communicate their significance to the audience. b) Locate scenes and incidents in specific places. c) Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings. d) Pace the presentation of actions to accommodate temporal, spatial, and dramatic mood changes. e) Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details. <p>2.2 Write responses to literature:</p> <ul style="list-style-type: none"> a) Demonstrate a comprehensive understanding of the significant ideas in works or passages. b) Analyze the use of imagery, language, universal themes, and unique aspects of the text. c) Support important ideas and viewpoints through accurate and detailed references to the text and to other works. d) Demonstrate an understanding of the author's use of stylistic devices and an appreciation of the effects created. e) Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text. <p>2.3 Write reflective compositions:</p> <ul style="list-style-type: none"> a) Explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies (e.g., narration, description, exposition, persuasion). b) Draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life. c) Maintain a balance in describing individual incidents and relate those incidents to more general and abstract ideas. <p>2.4 Write historical investigation reports:</p> <ul style="list-style-type: none"> a) Use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main proposition. b) Analyze several historical records of a single event, examining critical relationships between elements of the research topic. c) Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation. d) Include information from all relevant perspectives and take into consideration the validity and reliability of sources e) Include a formal bibliography. <p>2.5 Write job applications and résumés:</p> <ul style="list-style-type: none"> a) Provide clear and purposeful information and address the intended audience appropriately. b) Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension. c) Modify the tone to fit the purpose and audience. d) Follow the conventional style for that type of document (e.g., résumé, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document. <p>2.6 Deliver multimedia presentations:</p> <ul style="list-style-type: none"> a) Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images). b) Select an appropriate medium for each element of the presentation. c) Use the selected media skillfully, editing appropriately and monitoring for quality. d) Test the audience's response and revise the presentation accordingly. 	<p>2.0 WRITING APPLICATIONS (Genres and Their Characteristics) Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0</p>
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English-Language Arts Content Standards for Grades 11 & 12

LISTENING AND SPEAKING

1.0 LISTENING AND SPEAKING STRATEGIES
 Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.

- 1.1 **Comprehension:** Recognize strategies used by the media to inform, persuade, entertain, and transmit culture (e.g., advertisements; perpetuation of stereotypes; use of visual representations, special effects, language).
- 1.2 **Comprehension:** Analyze the impact of the media on the democratic process (e.g., exerting influence on elections, creating images of leaders, shaping attitudes) at the local, state, and national levels.
- 1.3 **Comprehension:** Interpret and evaluate the various ways in which events are presented and information is communicated by visual image makers (e.g., graphic artists, documentary filmmakers, illustrators, news photographers).
- 1.4 **Organization and Delivery of Oral Communication:** Use rhetorical questions, parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and aesthetic effect.
- 1.5 **Organization and Delivery of Oral Communication:** Distinguish between and use various forms of classical and contemporary logical arguments, including: a. Inductive and deductive reasoning b. Syllogisms and analogies
- 1.6 **Organization and Delivery of Oral Communication:** Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.
- 1.7 **Organization and Delivery of Oral Communication:** Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the text, and create skillful artistic staging.
- 1.8 **Organization and Delivery of Oral Communication:** Use effective and interesting language, including: a. Informal expressions for effect b. Standard American English for clarity c. Technical language for specificity
- 1.9 **Organization and Delivery of Oral Communication:** Use research and analysis to justify strategies for gesture, movement, and vocalization, including dialect, pronunciation, and enunciation.
- 1.10 **Organization and Delivery of Oral Communication:** Evaluate when to use different kinds of effects (e.g., visual, music, sound, graphics) to create effective productions.
- 1.11 **Analysis and Evaluation of Oral and Media Communications:** Critique a speaker's diction and syntax in relation to the purpose of an oral communication and the impact the words may have on the audience.
- 1.12 **Analysis and Evaluation of Oral and Media Communications:** Identify logical fallacies used in oral addresses (e.g., attack ad hominem, false causality, red herring, overgeneralization, bandwagon effect).
- 1.13 **Analysis and Evaluation of Oral and Media Communications:** Analyze the four basic types of persuasive speech (i.e., propositions of fact, value, problem, or policy) and understand the similarities and differences in their patterns of organization and the use of persuasive language, reasoning, and proof
- 1.14 **Analysis and Evaluation of Oral and Media Communications:** Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness (e.g., Orson Welles' radio broadcast "War of the Worlds").

English-Language Arts Content Standards for Grades 11 & 12

<p>2.1 Deliver reflective presentations:</p> <ul style="list-style-type: none"> a) Explore the significance of personal experiences, events, conditions, or concerns, using appropriate rhetorical strategies (e.g., narration, description, exposition, persuasion). b) Draw comparisons between the specific incident and broader themes that illustrate the speaker's beliefs or generalizations about life. c) Maintain a balance between describing the incident and relating it to more general, abstract ideas. 	
<p>2.2 Deliver oral reports on historical investigations:</p> <ul style="list-style-type: none"> a) Use exposition, narration, description, persuasion, or some combination of those to support the thesis. b) Analyze several historical records of a single event, examining critical relationships between elements of the research topic. c) Explain the perceived reason or reasons for the similarities and differences by using information derived from primary and secondary sources to support or enhance the presentation. d) Include information on all relevant perspectives and consider the validity and reliability of sources. 	
<p>2.3 Deliver oral responses to literature:</p> <ul style="list-style-type: none"> a) Demonstrate a comprehensive understanding of the significant ideas of literary works (e.g., make assertions about the text that are reasonable and supportable). b) Analyze the imagery, language, universal themes, and unique aspects of the text through the use of rhetorical strategies (e.g., narration, description, persuasion, exposition, a combination of those strategies). c) Support important ideas and viewpoints through accurate and detailed references to the text or to other works. d) Demonstrate an awareness of the author's use of stylistic devices and an appreciation of the effects created. e) Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text. 	
<p>2.4 Deliver multimedia presentations: a.</p> <ul style="list-style-type: none"> a) Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, online information, television, videos, and electronic media-generated images. b) Select an appropriate medium for each element of the presentation. c) Use the selected media skillfully, editing appropriately and monitoring for quality. d) Test the audience's response and revise the presentation accordingly. 	
<p>2.5 Recite poems, selections from speeches, or dramatic soliloquies with attention to performance details to achieve clarity, force, and aesthetic effect and to demonstrate an understanding of the meaning (e.g., Hamlet's soliloquy "To Be or Not to Be").</p>	

2.0 SPEAKING APPLICATIONS (GENRES AND THEIR CHARACTERISTICS) Students deliver polished formal and extemporaneous presentations that combine traditional rhetorical strategies of narration, exposition, persuasion, and description. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Instructional Guide for **English IV: World Literature**

Learning Experiences and Instruction:

Teachers utilize the Direct Interactive Instruction model to introduce new skills and concepts that are essential to the grade level content standards, then reinforce and develop those skills each quarter with the goal of bringing students to mastery by the end of the fourth quarter. All instruction will be based on the “I do, We do, You do” scaffolding model with an emphasis on individual differentiation as needed. Teachers will use a variety of the following:

- Inquiry-based learning
- Engaged reading opportunities
- Think-pair-share
- Reciprocal teaching
- Cloze reading & writing
- Guided reading & writing
- Cognitive modeling
- Questioning strategies
- Graphic organizers/concept attainment
- Student-led groups
- Peer pairing
- Metacognitive learning: self-regulation, goal-setting, self-monitoring, and self-questioning

Support for English Language Learners:

Extra time or modified versions of assignments will be given. The District will provide a language assistant. Additional strategies will be developed through the Response to Intervention plans –such as:

- SDAIE strategies
- Texts/materials in first language.
- Flexible grouping
- Structured engagement
- Peer pairing
- Academic vocabulary development
- Realia

Support for Special Education Students:

Extra time or modified versions of assignments will be given. The District will provide an instructional assistant. Additional strategies will be developed through the Individual Education Plan process – such as:

- Realia
- Texts/materials in first language
- SDAIE strategies
- Flexible grouping
- Peer pairing
- Audio & visual aids
- Individualized academic instruction
- Modified assignments
- Modified texts
- Testing accommodations
- Tutoring (peer & teacher)

Stretching the Lesson for GATE Students:

Differentiated curriculum will be provided to challenge the student and provide the student with opportunities to develop their identified talent. Teachers will use a variety of the following:

- Independent study supplemented with mentoring/tutoring
- Compacting
- Acceleration
- Depth & Complexity icons
- Modified texts
- Modified assignments
- Flexible grouping
- Inquiry-based Learning
- Enriched materials and learning experiences

<end>

High School Course Description for **English IV: British Literature**

Course Title: English IV: British Literature

Curricular Area: English

Course Number: ENG401, ENG402, ENG431, ENG432, ENG481, ENG482

Length: One year

Grade Level: 12

Prerequisites: None

Meets a UC a-g Requirement: B

Meets NCAA Requirement: yes

Meets High School Graduation Requirement for:
English Credit

Course Description

The purpose for English IV is for students to achieve mastery of the skills related to listening and speaking, academic research, higher order reading comprehension, language usage and writing, literary analysis, and critical thinking. Students will develop the listening and speaking skills necessary to communicate effectively in both academic and career situations. In writing, they will learn to develop position papers and to refine their written work. Students will study classical literature to complete the literature component.

Alignment

This course is aligned to the State of California Content Standards for English-Language Arts

Instructional Materials

Required Textbook

1. *Timeless Voices, Timeless Themes: The British Experience*; Prentice Hall 2002 (Board Approved June 20, 2002)

Supplemental Textbook

2. *Writing and Grammar—Communication in Action* Diamond Edition; Prentice Hall 2001 (Board Approved March 1, 2001)

Web Sites

3. www.pearsonsuccessnet.com

Exit Criteria

By the end of the school year, students must have successfully completed the following:

Literature

1. Analyze fictional and non-fictional literary genre, such as novel, essay, short story, drama, and poetry.
2. Analyze through selected literary works (e.g., novels, short stories, poetry, and plays) examples of the elements of fiction: point of view, setting, plot, characterization, and theme.
3. Compare individual styles of selected authors and their use of language (i.e. diction, syntax, tone, mood, and figurative language) to convey theme and content.
4. Understand the value of literature to aid in understanding the complexity of the human condition.

Writing

1. Use the writing process with an emphasis on refining and polishing the final product.
2. Present one's ideas as related to, but clearly distinguished from, the ideas of others, demonstrating the ability to distinguish between plagiarism and documentation.
3. Compose essays (autobiographical, reflective, evaluation, controversial issue, interpretation, observation, report of information, speculation) incorporating state rubrics and criteria.
4. Edit and revise essays for errors and omissions of both form and substance.

High School Course Description for **English IV: British Literature**

5. Utilize conventions of Standard English.
6. Tailor an oral presentation to establish purpose and meet audience expectations.
7. Verbally interpret literature.
8. Determine a speaker's point of view and rationale for argument; understand the use of rhetorical strategies.

Grading Criteria

Grades for English IV will be cumulative over the two quarters. A progress report will be provided at weeks 9-10 and grades will continue to be computed until the semester end. At semester end, percentages for grades will be computed as follows:

<u>Activities</u>	<u>Percentage</u>
Classwork, Homework, Participation, Quizzes, Daily Work, Minor Projects	40%
Assessments, (including tests, essays, projects, etc.)	40%
<u>Final Exam (Multiple Choice + Timed Essay + Oral Presentation)</u>	<u>20%</u>
Total	100%

Development Team

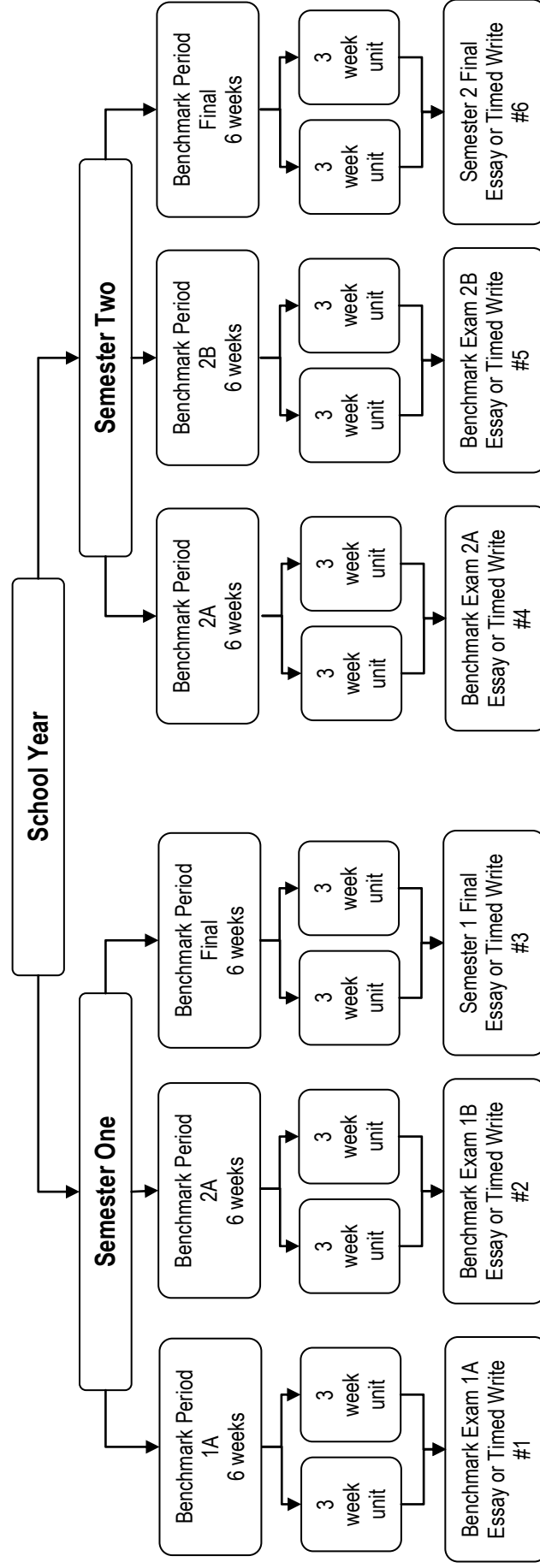
This Course of Study was updated in 2010 by Caroline Kahn (CHS), Mike McAdams (BHS), Lisa Padilla (BHS), and Betsy Slusarski (CHS).

Pacing Guide for English IV: British Literature

Pacing Guide Introduction

This pacing guide outlines the *sequence* and *duration* in which the English-language arts (ELA) content standards should be taught for grade twelve. As this is a standards-based pacing guide, the ELA content standards drive instruction rather than the literature; this guide dictates when the standards are to be covered, yet allows the classroom teacher the choice as to how and to what extent he or she brings students to mastery of the standards. As such, the pacing guide suggests the required and optional texts along with the minimum writing requirements with which the standards can best be taught.

English IV Curriculum Organization



English IV Required Texts

All required texts are in the Prentice Hall textbook

British Literature	World Literature
<ul style="list-style-type: none"> • <i>Beowulf</i>, trans. by Seamus Heaney • <i>The Rime of the Ancient Mariner</i> by Samuel Taylor Coleridge • <i>MacBeth</i> by William Shakespeare 	<ul style="list-style-type: none"> • <i>The Divine Comedy</i> by Dante Alighieri • <i>The Iliad</i> by Homer

Pacing Guide for English IV: British Literature

English IV Minimum Required Writings

In English IV, each student is required to write four formal essays (essay assignments that utilize all phases of the writing process) and two in-class timed essays (timed writes). Each essay assignment should be literature-based and must be assigned with a writing prompt and scoring rubric. Although the pacing guide suggests when each requirement can be assigned, each teacher can choose when, how, and the extent to which students will master the writing standards below.

Semester One Requirements

- Two formal essays
- One timed write (can be used for semester final essay)
- Choose three of the following writing application standards
 - Writing 2.1: Fictional/autobiographical narratives or short stories
 - Writing 2.2: Responses to literature
 - Writing 2.3: Expository compositions, including analytical essays and research reports
 - Writing 2.4: Persuasive compositions

Semester Two Requirements

- Two formal essays
- One timed write (can be used for semester final essay)
- Choose three of the following writing application standards
 - Writing 2.1: Fictional/autobiographical narratives or short stories
 - Writing 2.2: Responses to literature
 - Writing 2.3: Expository compositions, including analytical essays and research reports
 - Writing 2.4: Persuasive compositions
 - Writing 2.5: Job Applications and Résumés
 - Writing 2.6: Multimedia Presentations (those without access to technology may interpret multi-media to include any audio, textual, or visual media)

Writing Standard	Writing 2.1 Bio/Autobiographical Narratives or Short Stories	Writing 2.2 Responses to Literature	Writing 2.3 Reflective Compositions	Writing 2.4 Historical Investigation Reports	Writing 2.5 Job Applications and Résumés	Writing 2.6 Multimedia Presentations
Suggested Writing Styles and Genres	Biographical/ Autobiographical Narratives Short Stories Observational Reflective	Controversial Evaluation Interpretation Observational Reflective Speculation Report of Information Autobiographical	Controversial Evaluation Interpretation Report of Information Speculation Analytical Research Reports	Controversial Evaluation Interpretation Report of Information Speculation	Evaluation Interpretation Report of Information Speculation	Controversial Evaluation Interpretation Observational Reflective Speculation Report of Information Autobiographical

Pacing Guide for English IV: British Literature

English IV Power Standards

All senior English courses will focus on the California English Content Standards that will best equip students to succeed in college or the work place:

- R 2.1** Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices.
- R 2.2** Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.
- R 2.4** Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.
- R 2.5** an author's implicit and explicit philosophical assumptions and beliefs about a subject.
- R 3.1** Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.
- R 3.2** Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.
- R 3.3** Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both.
- R 3.4** Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions.
- R 3.7** Analyze the way in which authors through the centuries have used archetypes drawn from myth tradition in literature, film, political speeches, and religious writings (e.g., how the archetypes of banishment from an ideal world may be used to interpret Shakespeare's tragedy *Macbeth*).
- W 1.1** Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.
- W 1.2** Use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes.
- W 1.3** Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.
- W 1.4** Enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action.
- W 1.5** Use language in natural, fresh, and vivid ways to establish a specific tone.
- W 1.9** Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).
- LC 1.1** Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.
- LC 1.2** Produce legible work that shows accurate spelling and correct punctuation and capitalization.
- LC 1.3** Reflect appropriate manuscript requirements in writing.

Pacing Guide Key

(C) =texts that best correlate with key concepts

(R) =required texts

(S) =suggested texts

Bold =most frequently tested standards

Pacing Guide for English IV: British Literature

Semester 1 1st Quarter

Weeks 1-3 (Benchmark Period 1A)

Standards Based Pacing Guide	Standards assessed on Benchmark 1A	Suggested Works	Key Concepts
<p>R.2.1 Analyze both the features and the rhetorical devices...</p> <p>R.2.2 Analyze the way in which clarity of meaning...</p> <p>R.2.4 Make warranted and reasonable assertions...</p> <p>R.2.5 Analyze an author's implicit and explicit...</p> <p>R.3.1 Analyze characteristics of subgenres...</p> <p>R.3.2 Analyze the way in which the theme...</p> <p>R.3.3 Analyze the ways in which irony, tone...</p> <p>R.3.4 Analyze ways in which poets use...</p> <p>R.3.7 Analyze recognized works...</p> <p>W.1.1 Demonstrate an understanding of the elements of discourse...</p> <p>W.1.2 Use point of view...</p> <p>W.1.3 Structure ideas and arguments...</p> <p>W.1.4 Enhance meaning by employing rhetorical devices...</p> <p>W.1.5 Use language...</p> <p>W.1.9 Develop presentations...</p> <p>LC.1.1 Demonstrate control of grammar...</p> <p>LC.1.2 Produce legible work...</p> <p>LC.1.3 Reflect appropriate manuscript requirements in writing</p>	<p>R.1.1</p> <p>R.1.2</p> <p>R.2.2</p> <p>R.2.4</p> <p>R.2.5</p> <p>R.3.1</p> <p>R.3.2</p> <p>R.3.3</p> <p>R.3.4</p> <p>W.1.1</p> <p>W.1.5</p>	<p>Start Up rules, routines, and procedures</p>	<ul style="list-style-type: none"> • Classroom Rules • Classroom Procedures <p>Writing -</p> <ul style="list-style-type: none"> • Timed Narrative Essay – EAP/Analytical Writing Style OR required writing of choice (see p. 4)

Pacing Guide for English IV: British Literature

Semester 1 1st Quarter

Weeks 4-6 (Benchmark Period 1A)

Standards Based Pacing Guide	Standards assessed on Benchmark 1A	Suggested Works	Key Concepts
<p>R 2.1 Analyze both the features and the rhetorical devices...</p> <p>R 2.2 Analyze the way in which clarity of meaning...</p> <p>R 2.4 Make warranted and reasonable assertions...</p> <p>R 2.5 Analyze an author's implicit and explicit...</p> <p>R 3.1 Analyze characteristics of subgenres...</p> <p>R 3.2 Analyze the way in which the theme...</p> <p>R 3.3 Analyze the ways in which irony, tone...</p> <p>R 3.4 Analyze ways in which poets use...</p> <p>R 3.7 Analyze recognized works...</p> <p>W 1.1 Demonstrate an understanding of the elements of discourse...</p> <p>W 1.2 Use point of view...</p> <p>W 1.3 Structure ideas and arguments...</p> <p>W 1.4 Enhance meaning by employing rhetorical devices...</p> <p>W 1.5 Use language...</p> <p>W 1.9 Develop presentations...</p> <p>LC 1.1 Demonstrate control of grammar...</p> <p>LC 1.2 Produce legible work...</p> <p>LC 1.3 Reflect appropriate manuscript requirements in writing</p>	<p>R 1.1</p> <p>R 1.2</p> <p>R 2.2</p> <p>R 2.4</p> <p>R 2.5</p> <p>R 3.1</p> <p>R 3.2</p> <p>R 3.3</p> <p>R 3.4</p> <p>W 1.1</p> <p>W 1.5</p>	<p>(S) Expository texts</p> <p>(C) Anglo-Saxon Verse: "The Seafarer" "The Wanderer" "The Wife's Lament" p. 16</p>	<ul style="list-style-type: none"> • Historical Context • Elegy • Lyric poetry • Kenning • Alliteration • Assonance • Caesura • Suffix <i>-ness</i> • Compound predicates

Pacing Guide for English IV: British Literature

Semester 1 1st Quarter Weeks 7-9 (Benchmark Period 1B)

Standards Based Pacing Guide	Standards assessed on Benchmark 1B	Suggested Works	Key Concepts
<p>R 2.1 Analyze both the features and the rhetorical devices...</p> <p>R 2.2 Analyze the way in which clarity of meaning...</p> <p>R 2.4 Make warranted and reasonable assertions...</p> <p>R 2.5 Analyze an author's implicit and explicit...</p> <p>R 3.1 Analyze characteristics of subgenres...</p> <p>R 3.2 Analyze the way in which the theme...</p> <p>R 3.3 Analyze the ways in which irony, tone...</p> <p>R 3.4 Analyze ways in which poets use...</p> <p>R 3.7 Analyze recognized works...</p> <p>W 1.1 Demonstrate an understanding of the elements of discourse...</p> <p>W 1.2 Use point of view...</p> <p>W 1.3 Structure ideas and arguments...</p> <p>W 1.4 Enhance meaning by employing rhetorical devices...</p> <p>W 1.5 Use language...</p> <p>W 1.9 Develop presentations...</p> <p>LC 1.1 Demonstrate control of grammar...</p> <p>LC 1.2 Produce legible work...</p> <p>LC 1.3 Reflect appropriate manuscript requirements in writing</p>	<p>R 1.1</p> <p>R 1.2</p> <p>R 2.2</p> <p>R 2.4</p> <p>R 2.5</p> <p>R 3.3</p> <p>R 3.4</p> <p>W 1.1</p> <p>W 1.2</p> <p>W 1.4</p> <p>W 1.5</p> <p>LC 1.1</p> <p>LC 1.2</p>	<p>(C/R) <i>Beowulf</i> p. 38</p> <p>(S) Geoffrey Chaucer From <i>Canterbury Tales</i>: The Prologue</p>	<ul style="list-style-type: none"> • Root word –sol- • Epic language • Epic genre • Legendary hero - archetypes • Paraphrasing • Anglo-Saxon values (philosophical approach) • Historical Context • Medieval Social Order <p>Writing -</p> <ul style="list-style-type: none"> • UC Personal Statement Prompt, Descriptive Essay, OR required writing of choice (see p. 4)

Pacing Guide for English IV: British Literature

Semester 1 2nd Quarter

Weeks 10-12 (Benchmark Period 1B)

Standards Based Pacing Guide	Standards assessed on Benchmark 1B	Suggested Works	Key Concepts
<p>R 2.1 Analyze both the features and the rhetorical devices...</p> <p>R 2.2 Analyze the way in which clarity of meaning...</p> <p>R 2.4 Make warranted and reasonable assertions...</p> <p>R 2.5 Analyze an author's implicit and explicit...</p> <p>R 3.1 Analyze characteristics of subgenres...</p> <p>R 3.2 Analyze the way in which the theme...</p> <p>R 3.3 Analyze the ways in which irony, tone...</p> <p>R 3.4 Analyze ways in which poets use ...</p> <p>R 3.7 Analyze recognized works...</p> <p>W 1.1 Demonstrate an understanding of the elements of discourse...</p> <p>W 1.2 Use point of view...</p> <p>W 1.3 Structure ideas and arguments...</p> <p>W 1.4 Enhance meaning by employing rhetorical devices...</p> <p>W 1.5 Use language...</p> <p>W 1.9 Develop presentations...</p> <p>LC 1.1 Demonstrate control of grammar...</p> <p>LC 1.2 Produce legible work...</p> <p>LC 1.3 Reflect appropriate manuscript requirements in writing</p>	<p>R 1.1</p> <p>R 1.2</p> <p>R 2.2</p> <p>R 2.4</p> <p>R 2.5</p> <p>R 3.3</p> <p>R 3.4</p> <p>W 1.1</p> <p>W 1.2</p> <p>W 1.4</p> <p>W 1.5</p> <p>LC 1.1</p> <p>LC 1.2</p>	<p>(C) Sonnets – Petrarchan, Spenserian, and Shakespearean p. 236</p>	<ul style="list-style-type: none"> • Sonnet form • The speaker in poetry • Paraphrasing • Relationship between structure and meaning in poetry (sonnet) • Recognize poetic devices and their effect <p>Writing –</p> <ul style="list-style-type: none"> • Response to Literature Timed Writing OR required writing of choice (see p. 4)

Pacing Guide for English IV: British Literature

Semester 1 2nd Quarter

Weeks 13-15 (Benchmark Period Final)

Standards Based Pacing Guide	Standards assessed on Sem. 1 Final	Suggested Works	Key Concepts
<p>R 2.1 Analyze both the features and the rhetorical devices...</p> <p>R 2.2 Analyze the way in which clarity of meaning...</p> <p>R 2.4 Make warranted and reasonable assertions...</p> <p>R 2.5 Analyze an author's implicit and explicit...</p> <p>R 3.1 Analyze characteristics of subgenres...</p> <p>R 3.2 Analyze the way in which the theme...</p> <p>R 3.3 Analyze the ways in which irony, tone...</p> <p>R 3.4 Analyze ways in which poets use...</p> <p>R 3.7 Analyze recognized works...</p> <p>W 1.1 Demonstrate an understanding of the elements of discourse...</p> <p>W 1.2 Use point of view...</p> <p>W 1.3 Structure ideas and arguments...</p> <p>W 1.4 Enhance meaning by employing rhetorical devices...</p> <p>W 1.5 Use language...</p> <p>W 1.9 Develop presentations...</p> <p>LC 1.1 Demonstrate control of grammar...</p> <p>LC 1.2 Produce legible work...</p> <p>LC 1.3 Reflect appropriate manuscript requirements in writing</p>	<p>R 2.1</p> <p>R 2.2</p> <p>R 2.4</p> <p>R 2.5</p> <p>R 3.1</p> <p>R 3.2</p> <p>R 3.3</p> <p>R 3.4</p> <p>R 3.7</p> <p>W 1.1</p> <p>W 1.2</p> <p>W 1.3</p> <p>W 1.4</p> <p>W 1.5</p> <p>W 1.9</p> <p>LC 1.1</p> <p>LC 1.2</p> <p>LC 1.3</p>	<p>(CIR) <i>Macbeth</i> Acts I-III</p>	<ul style="list-style-type: none"> • Elizabethan drama • Soliloquy • Power reflecting root words • Action and linking verbs • Blank verse • Prose in Shakespearean Drama • Comic relief • Reading verse for meaning • Root word –voc- • Lie and lay • Conflict • Dramatic irony • Reading between the lines • Root word –mal- • Subject/Verb agreement <p>Writing –</p> <ul style="list-style-type: none"> • Cause and Effect Essay OR required writing of choice (see p. 4)

Pacing Guide for English IV: British Literature

Semester 1 2nd Quarter

Weeks 16-18 (Benchmark Period Final)

Standards Based Pacing Guide	Standards assessed on Sem. 1 Final	Suggested Works	Key Concepts
<p>R 2.1 Analyze both the features and the rhetorical devices...</p> <p>R 2.2 Analyze the way in which clarity of meaning...</p> <p>R 2.4 Make warranted and reasonable assertions...</p> <p>R 2.5 Analyze an author's implicit and explicit...</p> <p>R 3.1 Analyze characteristics of subgenres...</p> <p>R 3.2 Analyze the way in which the theme...</p> <p>R 3.3 Analyze the ways in which irony, tone...</p> <p>R 3.4 Analyze ways in which poets use...</p> <p>R 3.7 Analyze recognized works...</p> <p>W 1.1 Demonstrate an understanding of the elements of discourse...</p> <p>W 1.2 Use point of view...</p> <p>W 1.3 Structure ideas and arguments...</p> <p>W 1.4 Enhance meaning by employing rhetorical devices...</p> <p>W 1.5 Use language...</p> <p>W 1.9 Develop presentations...</p> <p>LC 1.1 Demonstrate control of grammar...</p> <p>LC 1.2 Produce legible work...</p> <p>LC 1.3 Reflect appropriate manuscript requirements in writing</p>	<p>R 2.1</p> <p>R 2.2</p> <p>R 2.4</p> <p>R 2.5</p> <p>R 3.1</p> <p>R 3.2</p> <p>R 3.3</p> <p>R 3.4</p> <p>R 3.7</p> <p>W 1.1</p> <p>W 1.2</p> <p>W 1.3</p> <p>W 1.4</p> <p>W 1.5</p> <p>W 1.9</p> <p>LC 1.1</p> <p>LC 1.2</p> <p>LC 1.3</p>	<p>(C/R) <i>Macbeth</i> Acts IV-V</p>	<ul style="list-style-type: none"> • Archetypes • Imagery • Using your senses • Root word –cred- • Possessive forms –singular and plural • Shakespearean tragedy • Tragic flaw • Inferring beliefs of the period • Root word –turb- • Pronoun and antecedents • Manuscript format (MLA)

Pacing Guide for English IV: British Literature

Semester 2 3rd Quarter

Weeks 1-3 (Benchmark Period 2A)

Standards Based Pacing Guide	Standards assessed on Benchmark 2A	Suggested Works	Key Concepts
<p>R.2.1 Analyze both the features and the rhetorical devices...</p> <p>R.2.2 Analyze the way in which clarity of meaning...</p> <p>R.2.4 Make warranted and reasonable assertions...</p> <p>R.2.5 Analyze an author's implicit and explicit...</p> <p>R.3.1 Analyze characteristics of subgenres...</p> <p>R.3.2 Analyze the way in which the theme...</p> <p>R.3.3 Analyze the ways in which irony, tone...</p> <p>R.3.4 Analyze ways in which poets use...</p> <p>R.3.7 Analyze recognized works...</p> <p>W.1.1 Demonstrate an understanding of the elements of discourse...</p> <p>W.1.2 Use point of view...</p> <p>W.1.3 Structure ideas and arguments...</p> <p>W.1.4 Enhance meaning by employing rhetorical devices...</p> <p>W.1.5 Use language...</p> <p>W.1.9 Develop presentations...</p> <p>LC.1.1 Demonstrate control of grammar...</p> <p>LC.1.2 Produce legible work...</p> <p>LC.1.3 Reflect appropriate manuscript requirements in writing</p>	<p>R.1.1</p> <p>R.1.2</p> <p>R.2.2</p> <p>R.2.4</p> <p>R.2.5</p> <p>R.3.1</p> <p>R.3.3</p> <p>R.3.4</p> <p>W.1.1</p> <p>W.1.2</p> <p>LC.1.1</p>	<p>(C) <i>Paradise Lost</i></p> <p>(S) from "Eve's Apology in Defense of Lanier" by Amelia Lanier p. 482</p>	<ul style="list-style-type: none"> • Epic • Latin root -lum- • Allegory • Who and whom • Social Commentary: tradition and reform • Speaker's point of view <p>Writing –</p> <ul style="list-style-type: none"> • Argument, Persuasive Essay, OR required writing of choice (see p. 4)

Pacing Guide for English IV: British Literature

Semester 2 3rd Quarter
Weeks 4-6 (Benchmark Period 2A)

Standards Based Pacing Guide	Standards assessed on Benchmark 2A	Suggested Works	Key Concepts
<p>R.2.1 Analyze both the features and the rhetorical devices...</p> <p>R.2.2 Analyze the way in which clarity of meaning...</p> <p>R.2.4 Make warranted and reasonable assertions...</p> <p>R.2.5 Analyze an author's implicit and explicit...</p> <p>R.3.1 Analyze characteristics of subgenres...</p> <p>R.3.2 Analyze the way in which the theme...</p> <p>R.3.3 Analyze the ways in which irony, tone...</p> <p>R.3.4 Analyze ways in which poets use...</p> <p>R.3.7 Analyze recognized works...</p> <p>W.1.1 Demonstrate an understanding of the elements of discourse...</p> <p>W.1.2 Use point of view...</p> <p>W.1.3 Structure ideas and arguments...</p> <p>W.1.4 Enhance meaning by employing rhetorical devices...</p> <p>W.1.5 Use language...</p> <p>W.1.9 Develop presentations...</p> <p>LC.1.1 Demonstrate control of grammar...</p> <p>LC.1.2 Produce legible work...</p> <p>LC.1.3 Reflect appropriate manuscript requirements in writing</p>	<p>R.1.1</p> <p>R.1.2</p> <p>R.2.2</p> <p>R.2.4</p> <p>R.2.5</p> <p>R.3.1</p> <p>R.3.3</p> <p>R.3.4</p> <p>W.1.1</p> <p>W.1.2</p> <p>LC.1.1</p>	<p>© One or more selections from William Wordsworth –</p> <ul style="list-style-type: none"> • "Tintern Abbey" • "The World is too Much with Us" • "London, 1802" <p>© One or more selections from Percy Bysshe Shelley –</p> <ul style="list-style-type: none"> • "Ozymandias" • "To a Skylark" • "Ode to the West Wind" 	<ul style="list-style-type: none"> • Romanticism • Lyric poetry • Diction • Present Participle Phrases • Forms of anatomize • Imagery • Romantic philosophy • Subjunctive Mood • Root –puls- <p>Writing –</p> <ul style="list-style-type: none"> • Timed Writing OR required writing of choice (see p. 4)

Pacing Guide for English IV: British Literature

Semester 2 3rd Quarter

Weeks 7-9 (Benchmark Period 2B)

Standards Based Pacing Guide	Standards assessed on Benchmark 2B	Suggested Works	Key Concepts
<p>R 2.1 Analyze both the features and the rhetorical devices...</p> <p>R 2.2 Analyze the way in which clarity of meaning...</p> <p>R 2.4 Make warranted and reasonable assertions...</p> <p>R 2.5 Analyze an author's implicit and explicit...</p> <p>R 3.1 Analyze characteristics of subgenres...</p> <p>R 3.2 Analyze the way in which the theme...</p> <p>R 3.3 Analyze the ways in which irony, tone...</p> <p>R 3.4 Analyze ways in which poets use...</p> <p>R 3.7 Analyze recognized works...</p> <p>W 1.1 Demonstrate an understanding of the elements of discourse...</p> <p>W 1.2 Use point of view...</p> <p>W 1.3 Structure ideas and arguments...</p> <p>W 1.4 Enhance meaning by employing rhetorical devices...</p> <p>W 1.5 Use language...</p> <p>W 1.9 Develop presentations...</p> <p>LC 1.1 Demonstrate control of grammar...</p> <p>LC 1.2 Produce legible work...</p> <p>LC 1.3 Reflect appropriate manuscript requirements in writing</p>	<p>R 1.1</p> <p>R 1.2</p> <p>R 2.1</p> <p>R 2.2</p> <p>R 3.2</p> <p>R 3.3</p> <p>R 3.4</p> <p>W 1.2</p> <p>W 1.3</p> <p>W 1.9</p> <p>LC 1.1</p> <p>LC 1.2</p>	<p>(R) <i>Rime of the Ancient Mariner</i></p> <p><i>Kubla Khan</i> p. 686</p>	<ul style="list-style-type: none"> • Allegory • Language of fantasy • Inverted word order • Poetic sound devices (alliteration, consonance, assonance, internal rhyme) • Analyzing poetic effects (images, symbol, repetition) and their effect on mood • Root word –journ- • Literary analysis: symbol

Pacing Guide for English IV: British Literature

Semester 2 4th Quarter

Weeks 10-12 (Benchmark Period 2B)

Standards Based Pacing Guide	Standards assessed on Benchmark 2B	Suggested Works	Key Concepts
<p>R 2.1 Analyze both the features and the rhetorical devices...</p> <p>R 2.2 Analyze the way in which clarity of meaning...</p> <p>R 2.4 Make warranted and reasonable assertions...</p> <p>R 2.5 Analyze an author's implicit and explicit...</p> <p>R 3.1 Analyze characteristics of subgenres...</p> <p>R 3.2 Analyze the way in which the theme...</p> <p>R 3.3 Analyze the ways in which irony, tone...</p> <p>R 3.4 Analyze ways in which poets use ...</p> <p>R 3.7 Analyze recognized works...</p> <p>W 1.1 Demonstrate an understanding of the elements of discourse...</p> <p>W 1.2 Use point of view...</p> <p>W 1.3 Structure ideas and arguments...</p> <p>W 1.4 Enhance meaning by employing rhetorical devices...</p> <p>W 1.5 Use language...</p> <p>W 1.9 Develop presentations...</p> <p>LC 1.1 Demonstrate control of grammar...</p> <p>LC 1.2 Produce legible work...</p> <p>LC 1.3 Reflect appropriate manuscript requirements in writing</p>	<p>R 1.1</p> <p>R 1.2</p> <p>R 2.1</p> <p>R 2.2</p> <p>R 3.2</p> <p>R 3.3</p> <p>R 3.4</p> <p>W 1.2</p> <p>W 1.3</p> <p>W 1.9</p> <p>LC 1.1</p> <p>LC 1.2</p>	<p>(C) One or more selections from Lord Alfred Tennyson – <i>In Memoriam A.H.H.</i></p> <p>“Lady of Shalott”</p> <p>“Tears, Idle Tears”</p> <p>“Ulysses”</p> <p>p. 818</p> <p>(S) “My Last Duchess” by Robert Browning</p>	<ul style="list-style-type: none"> • Speaker in a poem • Analyzing theme • Parallel structure • Recognize poetic devices and their effect • Paraphrasing • Paradox • Evaluate a poet's message <p>Writing –</p> <ul style="list-style-type: none"> • Argument/Persuasive essay OR required writing of choice (see p. 4)

Pacing Guide for English IV: British Literature

Semester 2 4th Quarter

Weeks 13-15 (Benchmark Period Final)

Standards Based Pacing Guide	Standards assessed on Sem. 2 Final	Suggested Works	Key Concepts
<p>R 2.1 Analyze both the features and the rhetorical devices...</p> <p>R 2.2 Analyze the way in which clarity of meaning...</p> <p>R 2.4 Make warranted and reasonable assertions...</p> <p>R 2.5 Analyze an author's implicit and explicit...</p> <p>R 3.1 Analyze characteristics of subgenres...</p> <p>R 3.2 Analyze the way in which the theme...</p> <p>R 3.3 Analyze the ways in which irony, tone...</p> <p>R 3.4 Analyze ways in which poets use...</p> <p>R 3.7 Analyze recognized works...</p> <p>W 1.1 Demonstrate an understanding of the elements of discourse...</p> <p>W 1.2 Use point of view...</p> <p>W 1.3 Structure ideas and arguments...</p> <p>W 1.4 Enhance meaning by employing rhetorical devices...</p> <p>W 1.5 Use language...</p> <p>W 1.9 Develop presentations...</p> <p>LC 1.1 Demonstrate control of grammar...</p> <p>LC 1.2 Produce legible work...</p> <p>LC 1.3 Reflect appropriate manuscript requirements in writing</p>	<p>R 2.1</p> <p>R 2.2</p> <p>R 2.4</p> <p>R 2.5</p> <p>R 3.1</p> <p>R 3.2</p> <p>R 3.3</p> <p>R 3.4</p> <p>R 3.7</p> <p>W 1.1</p> <p>W 1.2</p> <p>W 1.3</p> <p>W 1.4</p> <p>W 1.5</p> <p>W 1.9</p> <p>LC 1.1</p> <p>LC 1.2</p> <p>LC 1.3</p>	<p>(C) One or more selections from T.S. Eliot – “Preludes,” “Journey of the Magi,” “The Hollow Men” p. 982</p>	<ul style="list-style-type: none"> • Latin Root –fract- • Adjectival modifiers • Prepositional phrase • Participial phrase • Adjective clause • Analogies • Modernism • Allusions • Juxtaposition <p>Writing –</p> <ul style="list-style-type: none"> • Timed Essay - Final OR required writing of choice (see p. 4)

Pacing Guide for English IV: British Literature

Semester 2 4th Quarter Weeks 16-18 (Benchmark Period Final)

Standards Based Pacing Guide	Standards assessed on Sem. 2 Final	Suggested Works	Key Concepts
<p>R 2.1 Analyze both the features and the rhetorical devices...</p> <p>R 2.2 Analyze the way in which clarity of meaning...</p> <p>R 2.4 Make warranted and reasonable assertions...</p> <p>R 2.5 Analyze an author's implicit and explicit...</p> <p>R 3.1 Analyze characteristics of subgenres...</p> <p>R 3.2 Analyze the way in which the theme...</p> <p>R 3.3 Analyze the ways in which irony, tone...</p> <p>R 3.4 Analyze ways in which poets use...</p> <p>R 3.7 Analyze recognized works...</p> <p>W 1.1 Demonstrate an understanding of the elements of discourse...</p> <p>W 1.2 Use point of view...</p> <p>W 1.3 Structure ideas and arguments...</p> <p>W 1.4 Enhance meaning by employing rhetorical devices...</p> <p>W 1.5 Use language...</p> <p>W 1.9 Develop presentations...</p> <p>LC 1.1 Demonstrate control of grammar...</p> <p>LC 1.2 Produce legible work...</p> <p>LC 1.3 Reflect appropriate manuscript requirements in writing</p>	<p>R 2.1</p> <p>R 2.2</p> <p>R 2.4</p> <p>R 2.5</p> <p>R 3.1</p> <p>R 3.2</p> <p>R 3.3</p> <p>R 3.4</p> <p>R 3.7</p> <p>W 1.1</p> <p>W 1.2</p> <p>W 1.3</p> <p>W 1.4</p> <p>W 1.5</p> <p>W 1.9</p> <p>LC 1.1</p> <p>LC 1.2</p> <p>LC 1.3</p>	<p>End of year review</p>	<p>All previous mentioned concepts</p>

English-Language Arts Content Standards for Grades 11 & 12

READING	
<p>1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.</p>	<p>1.1 Vocabulary and Concept Development: trace the etymology of significant terms used in political science and history</p> <p>1.2 Vocabulary and Concept Development: apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology</p> <p>1.3 Vocabulary and Concept Development: discern the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences</p>
<p>2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS): Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in <i>Recommended Readings in Literature, Grades Nine Through Twelve</i> illustrate the quality and complexity of the materials to be read by students. In addition, by grade twelve, students read two million words annually on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information.</p>	<p>2.1 Structural Features of Informational Materials: analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices</p> <p>2.2 Comprehension and Analysis of Grade-Level-Appropriate Text: analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text</p> <p>2.3 Comprehension and Analysis of Grade-Level-Appropriate Text: verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents</p> <p>2.4 Comprehension and Analysis of Grade-Level-Appropriate Text: make warranted and reasonable assertions about the author's argument by using elements of the text to defend and clarify interpretations</p> <p>2.5 Comprehension and Analysis of Grade-Level-Appropriate Text: analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject</p> <p>2.6 Expository Critique: critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion)</p>
<p>3.0 LITERARY RESPONSE AND ANALYSIS: Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent themes. The selections in <i>Recommended Readings in Literature, Grades Nine Through Twelve</i> illustrate the quality and complexity of the materials to be read by students.</p>	<p>3.1 Structural Features of Literature: analyze characteristics of sub-genres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres</p> <p>3.2 Narrative Analysis of Grade-Level-Appropriate Text: analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim</p> <p>3.3 Narrative Analysis of Grade-Level-Appropriate Text: analyze the way in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both</p> <p>3.4 Narrative Analysis of Grade-Level-Appropriate Text: analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke reader's emotions</p> <p>3.5 Narrative Analysis of Grade-Level-Appropriate Text: analyze recognized works of American literature representing a variety of genres and traditions: <ol style="list-style-type: none"> 1. trace the development of American literature from the Colonial period forward 2. contrast the major periods, themes, styles, and trends and describe how works by members of different cultures relate to one another in each period 3. evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings </p> <p>3.6 Narrative Analysis of Grade-Level-Appropriate Text: analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings (e.g., how the archetypes of banishment from an ideal world may be used to interpret Shakespeare's tragedy <i>Macbeth</i>)</p>

English-Language Arts Content Standards for Grades 11 & 12

<p>3.7 Narrative Analysis of Grade-Level-Appropriate Text: analyze recognized works of world literature from a variety of authors:</p> <ol style="list-style-type: none"> 1. contrast the major literary forms, techniques, and characteristics of the major literary periods (e.g., Homeric Greece, Medieval Period, Romantic, Neoclassic, Modern) 2. relate literary works and authors to major themes and issues of their eras 3. evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings <p>3.8 Literary Criticism: analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (e.g., suffrage, women's role in organized labor) (Political Approach)</p> <p>3.9 Literary Criticism: analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of its characters (Philosophical Approach)</p>	
WRITING	
<p>1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: Students write and speak with a command of standard English conventions.</p>	
<p>1.1 Organization and Focus: demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments</p> <p>1.2 Organization and Focus: use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes</p> <p>1.3 Organization and Focus: structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples</p> <p>1.4 Organization and Focus: enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action</p> <p>1.5 Organization and Focus: use language in natural, fresh, and vivid ways to establish a specific tone</p> <p>1.6 Research and Technology: develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources)</p> <p>1.7 Research and Technology: use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies)</p> <p>1.8 Research and Technology: integrate databases, graphics, and spreadsheets into word-processed documents</p> <p>1.9 Evaluation and Revision: revise text to highlight individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre</p>	<p>1.0 WRITING STRATEGIES: Students write coherent and focused texts that convey a well-defined perspective and tightly-reasoned argument. The writing demonstrates students' awareness of the audience and purpose and progression through the stages of the writing process.</p>

English-Language Arts Content Standards for Grades 11 & 12

<p>2.1 Write fictional, autobiographical, or biographical narratives:</p> <ul style="list-style-type: none"> a) Narrate a sequence of events and communicate their significance to the audience. b) Locate scenes and incidents in specific places. c) Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings. d) Pace the presentation of actions to accommodate temporal, spatial, and dramatic mood changes. e) Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details. <p>2.2 Write responses to literature:</p> <ul style="list-style-type: none"> a) Demonstrate a comprehensive understanding of the significant ideas in works or passages. b) Analyze the use of imagery, language, universal themes, and unique aspects of the text. c) Support important ideas and viewpoints through accurate and detailed references to the text and to other works. d) Demonstrate an understanding of the author's use of stylistic devices and an appreciation of the effects created. e) Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text. <p>2.3 Write reflective compositions:</p> <ul style="list-style-type: none"> a) Explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies (e.g., narration, description, exposition, persuasion). b) Draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life. c) Maintain a balance in describing individual incidents and relate those incidents to more general and abstract ideas. <p>2.4 Write historical investigation reports:</p> <ul style="list-style-type: none"> a) Use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main proposition. b) Analyze several historical records of a single event, examining critical relationships between elements of the research topic. c) Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation. d) Include information from all relevant perspectives and take into consideration the validity and reliability of sources e) Include a formal bibliography. <p>2.5 Write job applications and résumés:</p> <ul style="list-style-type: none"> a) Provide clear and purposeful information and address the intended audience appropriately. b) Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension. c) Modify the tone to fit the purpose and audience. d) Follow the conventional style for that type of document (e.g., résumé, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document. <p>2.6 Deliver multimedia presentations:</p> <ul style="list-style-type: none"> a) Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images). b) Select an appropriate medium for each element of the presentation. c) Use the selected media skillfully, editing appropriately and monitoring for quality. d) Test the audience's response and revise the presentation accordingly. 	<p>2.0 WRITING APPLICATIONS (Genres and Their Characteristics) Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0</p>
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English-Language Arts Content Standards for Grades 11 & 12

LISTENING AND SPEAKING

<p>1.1 Comprehension: Recognize strategies used by the media to inform, persuade, entertain, and transmit culture (e.g., advertisements; perpetuation of stereotypes; use of visual representations, special effects, language).</p> <p>1.2 Comprehension: Analyze the impact of the media on the democratic process (e.g., exerting influence on elections, creating images of leaders, shaping attitudes) at the local, state, and national levels.</p> <p>1.3 Comprehension: Interpret and evaluate the various ways in which events are presented and information is communicated by visual image makers (e.g., graphic artists, documentary filmmakers, illustrators, news photographers).</p> <p>1.4 Organization and Delivery of Oral Communication: Use rhetorical questions, parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and aesthetic effect.</p> <p>1.5 Organization and Delivery of Oral Communication: Distinguish between and use various forms of classical and contemporary logical arguments, including: a. Inductive and deductive reasoning b. Syllogisms and analogies</p> <p>1.6 Organization and Delivery of Oral Communication: Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.</p> <p>1.7 Organization and Delivery of Oral Communication: Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the text, and create skillful artistic staging.</p> <p>1.8 Organization and Delivery of Oral Communication: Use effective and interesting language, including: a. Informal expressions for effect b. Standard American English for clarity c. Technical language for specificity</p> <p>1.9 Organization and Delivery of Oral Communication: Use research and analysis to justify strategies for gesture, movement, and vocalization, including dialect, pronunciation, and enunciation.</p> <p>1.10 Organization and Delivery of Oral Communication: Evaluate when to use different kinds of effects (e.g., visual, music, sound, graphics) to create effective productions.</p> <p>1.11 Analysis and Evaluation of Oral and Media Communications: Critique a speaker's diction and syntax in relation to the purpose of an oral communication and the impact the words may have on the audience.</p> <p>1.12 Analysis and Evaluation of Oral and Media Communications: Identify logical fallacies used in oral addresses (e.g., attack ad hominem, false causality, red herring, overgeneralization, bandwagon effect).</p> <p>1.13 Analysis and Evaluation of Oral and Media Communications: Analyze the four basic types of persuasive speech (i.e., propositions of fact, value, problem, or policy) and understand the similarities and differences in their patterns of organization and the use of persuasive language, reasoning, and proof</p> <p>1.14 Analysis and Evaluation of Oral and Media Communications: Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness (e.g., Orson Welles' radio broadcast "War of the Worlds").</p>	<p>1.0 LISTENING AND SPEAKING STRATEGIES Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.</p>
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English-Language Arts Content Standards for Grades 11 & 12

<p>2.0 SPEAKING APPLICATIONS (GENRES AND THEIR CHARACTERISTICS) Students deliver polished formal and extemporaneous presentations that combine traditional rhetorical strategies of narration, exposition, persuasion, and description. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.</p>	<p>2.1 Deliver reflective presentations:</p> <ul style="list-style-type: none"> a) Explore the significance of personal experiences, events, conditions, or concerns, using appropriate rhetorical strategies (e.g., narration, description, exposition, persuasion). b) Draw comparisons between the specific incident and broader themes that illustrate the speaker's beliefs or generalizations about life. c) Maintain a balance between describing the incident and relating it to more general, abstract ideas. <p>2.2 Deliver oral reports on historical investigations:</p> <ul style="list-style-type: none"> a) Use exposition, narration, description, persuasion, or some combination of those to support the thesis. b) Analyze several historical records of a single event, examining critical relationships between elements of the research topic. c) Explain the perceived reason or reasons for the similarities and differences by using information derived from primary and secondary sources to support or enhance the presentation. d) Include information on all relevant perspectives and consider the validity and reliability of sources. <p>2.3 Deliver oral responses to literature:</p> <ul style="list-style-type: none"> a) Demonstrate a comprehensive understanding of the significant ideas of literary works (e.g., make assertions about the text that are reasonable and supportable). b) Analyze the imagery, language, universal themes, and unique aspects of the text through the use of rhetorical strategies (e.g., narration, description, persuasion, exposition, a combination of those strategies). c) Support important ideas and viewpoints through accurate and detailed references to the text or to other works. d) Demonstrate an awareness of the author's use of stylistic devices and an appreciation of the effects created. e) Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text. <p>2.4 Deliver multimedia presentations: a.</p> <ul style="list-style-type: none"> a) Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, online information, television, videos, and electronic media-generated images. b) Select an appropriate medium for each element of the presentation. c) Use the selected media skillfully, editing appropriately and monitoring for quality. d) Test the audience's response and revise the presentation accordingly. <p>2.5 Recite poems, selections from speeches, or dramatic soliloquies with attention to performance details to achieve clarity, force, and aesthetic effect and to demonstrate an understanding of the meaning (e.g., Hamlet's soliloquy "To Be or Not to Be").</p>
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Instructional Guide for **English IV: British Literature**

Learning Experiences and Instruction:

Teachers utilize the Direct Interactive Instruction model to introduce new skills and concepts that are essential to the grade level content standards, then reinforce and develop those skills each quarter with the goal of bringing students to mastery by the end of the fourth quarter. All instruction will be based on the “I do, We do, You do” scaffolding model with an emphasis on individual differentiation as needed. Teachers will use a variety of the following:

- Inquiry-based learning
- Engaged reading opportunities
- Think-pair-share
- Reciprocal teaching
- Cloze reading & writing
- Guided reading & writing
- Cognitive modeling
- Questioning strategies
- Graphic organizers/concept attainment
- Student-led groups
- Peer pairing
- Metacognitive learning: self-regulation, goal-setting, self-monitoring, and self-questioning

Support for English Language Learners:

Extra time or modified versions of assignments will be given. The District will provide a language assistant. Additional strategies will be developed through the Response to Intervention plans –such as:

- SDAIE strategies
- Texts/materials in first language.
- Flexible grouping
- Structured engagement
- Peer pairing
- Academic vocabulary development
- Realia

Support for Special Education Students:

Extra time or modified versions of assignments will be given. The District will provide an instructional assistant. Additional strategies will be developed through the Individual Education Plan process – such as:

- Realia
- Texts/materials in first language
- SDAIE strategies
- Flexible grouping
- Peer pairing
- Audio & visual aids
- Individualized academic instruction
- Modified assignments
- Modified texts
- Testing accommodations
- Tutoring (peer & teacher)

Stretching the Lesson for GATE Students:

Differentiated curriculum will be provided to challenge the student and provide the student with opportunities to develop their identified talent. Teachers will use a variety of the following:

- Independent study supplemented with mentoring/tutoring
- Compacting
- Acceleration
- Depth & Complexity icons
- Modified texts
- Modified assignments
- Flexible grouping
- Inquiry-based Learning
- Enriched materials and learning experiences

<end>

BOARD AGENDA

**REGULAR MEETING
September 2, 2010**

CONSENT ITEM

TO: **Board of Education**

PRESENTED BY: Jaime R. Ayala, Assistant Superintendent, Business Services Division

SUBJECT: **Acceptance of Gifts**

GOAL: Community Relations

STRATEGIC PLAN: Strategy #6 – Character

BACKGROUND: The board may accept gifts of money or property on behalf of the district in accordance with Board Policy #3290: Gifts, Grants and Bequests.

RECOMMENDATION: That the board accept the gifts as listed on the attached matrix.

Site	Donor	Donation/Purpose	Amount
Alice Birney Elementary	Arlene Roper 3485 Jefferson #19 Riverside, CA 92504	Check #8251 For 1 st Grade field trip to the Lewis Family Playhouse	\$446.00
Paul J. Rogers Elementary	Paul J. Rogers PTA 955 W. Laurel St. Colton, CA 92324	Check #1084 For 2009-2010 Yearbooks	\$1860.00
Jurupa Vista Elementary	Jurupa Vista Elementary PTA 15920 Village Dr. Fontana, CA 92337	Check #1188 Check #1189 Check #1190 For Instructional Material	\$1000.00 \$1000.00 \$700.00
Paul J. Rogers Elementary	Paul J. Rogers PTA 955 W. Laurel St. Colton, CA 92324	Check #1083 Site discretionary	\$5000.00
Jurupa Vista Elementary	Jurupa Vista Elementary PTA 15920 Village Dr. Fontana, CA 92337	Check #1191 For new equipment	\$3000.00
Michael D'Arcy Elementary	Edison International P.O. Box 3288 Princeton, NJ 08543-3288	Check #130087 Site discretionary	\$369.45
Michael D'Arcy Elementary	Edison International P.O. Box 3288 Princeton, NJ 08543-3288	Check #157066 Site discretionary	\$369.45
Paul J. Rogers Elementary	James A. Downs 1212 Valencia Drive Colton, CA 92324	Check #103 Site discretionary	\$100.00
Colton High School	Friends of Mel Albiso 2575 Carbon Court Colton, CA 92324	Check #532 CHS Marching Band	\$500.00
Terrace View Elementary	Terrace View PTA 22731 Grand Terrace Road Grand Terrace, CA 92313	Check #2702 Site discretionary	\$3,330.00

BOARD AGENDA

**REGULAR MEETING
September 2, 2010**

CONSENT ITEM

TO: Board of Education

PRESENTED BY: Jaime R. Ayala, Assistant Superintendent, Business Services Division

SUBJECT: Approval of Reimbursement for Damage to Employee Vehicle in Accordance with Board Policy 4156.3

GOAL: School Safety & Attendance

STRATEGIC PLAN: Strategic Parameter #7 – Fiscal Responsibility

BACKGROUND: In accordance with Board Policy #4156.3, reimbursement for vehicle damage shall be limited to payment of the deductible amount of the employee’s insurance policy, not to exceed one hundred dollars (\$100), for damages resulting from malicious acts while the vehicle is parked or driven on district premises.

RECOMMENDATION: That the board approve reimbursement for damage to employee vehicle as presented.

EMPLOYEE (EIN)	LOCATION	DATE/TIME	DETAIL/INCIDENT	RPR. EST.	INS. DED.	POLICE REPORT
EIN # 5043	Colton High School	June 18, 2010, 7:30 a.m.	After returning from Gradnite, employee found SUV had been broken into.	\$223.55	\$250.00	10-20036



Colton Police Department

650 N LA CADENA DR

COLTON, CA 92324

(909)370-5000

Officer Report for Case # 10-20036

Nature: PC 459VR

Burglary, Vehicle, Report

Case Status: ACTIVE

Responsible Officer: Davis, S - 2164

Location: 777 W VALLEY BLVD, Colton, CA. 92324

Occurred between: 07:34:21 06/18/10 and 07:34:21 06/18/10

Reported: 07:34:38 06/18/2010

Offense Codes: (BU11)

VICTIMS

1: Name [REDACTED]

Address [REDACTED]

Phone: () - [REDACTED]

DL NUM: - [REDACTED]

DOB [REDACTED]

AGE [REDACTED]

HAIR: [REDACTED]

EYES: [REDACTED]

SEX [REDACTED]

RACE [REDACTED]

HT: ' " WT: 0

Case # 10-20036 Continued
INVOLVED VEHICLES

Responsible Officer: Davis, S - 2164

R/O: [REDACTED]
Vehicle #: 7874 License Plate: [REDACTED] State: CA Expires: **/**/**
VIN: [REDACTED] Make: [REDACTED]
Type: [REDACTED] Model: [REDACTED] Color: [REDACTED] Doors: [REDACTED]
Value: [REDACTED] Year: [REDACTED] FCN: [REDACTED]

Case # 10-20036 Continued

MAIN NARRATIVE

Officer: Davis, S - 2164

Page 1 of 1 - Main Narrative

S. Davis #2164

Synopsis:

The victim park [REDACTED] Ca. license [REDACTED] at 1930 hours on 06/17/10. When [REDACTED] returned on 06/18/10 at 0730 hours, [REDACTED] found that the vehicle's left front window was broken out. Unknown suspect(s) ransacked the interior of the vehicle and took misc. snack food items. Several other vehicles on the high school campus were also burglarized.

16566 CERES AVE (909)822-5606
FONTANA CA92335 ARD# AB 226443.

Customer: [REDACTED]
Address: [REDACTED]
City, State: [REDACTED]
Day Phone: [REDACTED]
Night Phone: [REDACTED]
Fax: [REDACTED]
Estimate Ref: 1068
Date: June 19, 2010
Time: 11:29 AM

Service Writer: L-A MUFFLERS & AUTO REPAIR
Service Tech: JOHN H
VID: [REDACTED]
Mileage: 146.585

Vehicle: [REDACTED]

Description	Part #/Labor Rate	Qty	Price/Time	Extended
towing in to autorepair ,on june-18 -2010 , not star , ck- and found need to reprogram pcm no dtc-code present on this time reprogram ,pcm assy labor and diagnostic >>>>>>> REC***** TIMINGBELT,WATERPUMP,THERMOSTA,NEW COOLING,AND NEW,DRIVE BELT		1	100.00	100.00
			Labor Total	0.00
			Parts Total	0.00
			Non-Taxable Total	100.00
			Sub-Total	100.00
			Total	\$ 100.00

Signature _____ Date _____

COLTON JOINT UNIFIED SCHOOL DISTRICT

EMPLOYEE VEHICLE DAMAGE REIMBURSEMENT CLAIM

To be filed within (10) working days of occurrence

Name [REDACTED] Location [REDACTED]

Date and hour of occurrence 7/18/10 - unknown Time 7:30 am

Detail of Incident Upon returning to [REDACTED] I found my SUV had been broken into. The driver's side window was broken out glass was everywhere. My SUV had been ransacked, items taken. Snacks, juice boxes, sodas, just snacks I keep in my truck for my kids. A police report was filed with the Colton Police Dept. After filing the report I proceeded to call around from the school campus to have the window repaired. I had the most economical place I could find come out to repair the window. At about 9:00am after the window was repaired I tried to start my truck to finally go home, it would not start. I lifted my hood, the battery had been disconnect. I suppose they did it because of the alarm. I put the cables back on, but my truck still would not start. I then called AAA for a tow. At this time I was tired and angry. The mechanic at auto repair shop said that my battery was disconnected for so long that it caused the memory +

Witnessed by: Eduardo Diaz Alfredo Arciniega

Estimated cost of repairs \$ 223.55 \$ 223.55 total

- * Attach two estimates for repair.
- * Attach Police Report.

Name of Insurance Company

Name State Farm

Amount of Deductible

\$ 250.00

Date filed Did not file my deductible is \$250.00

Employee Signature [REDACTED]

Incident verified by immediate supervisor:

Supervisor Signature [REDACTED]

Date 8/16/10

RECEIVED
BUSINESS OFFICE
2010 AUG 18 AM 11:22

DATE RECEIVED BUSINESS OFFICE Aug 18, 2010 BY Jeanne Medina

BOARD ACTION DATE _____ APPROVED _____ DENIED _____

APPROVED FOR PAYMENT \$ _____

DISTRIBUTION: ORIGINAL - BUSINESS OFFICE YELLOW - EMPLOYEE RETAINS

BOARD AGENDA

**REGULAR MEETING
September 2, 2010**

CONSENT ITEM

TO: Board of Education

PRESENTED BY: Jaime R. Ayala, Assistant Superintendent, Business Services Division

SUBJECT: Approval of Cherrydale Fundraiser at Bloomington, Colton, Ruth O. Harris and Terrace Hills Middle Schools (September through October 2010)

GOAL: Budget Planning, Community Relations & Parent Involvement

STRATEGIC PLAN: Strategy #6 – Character

BACKGROUND: Students will sell items from the Cherrydale fundraising catalog for a two-week period – September through October 2010. The funds raised will be used to support student assemblies, activities, recognition and awards.

BUDGET IMPLICATIONS: No cost to the District.

RECOMMENDATION: That the Board approve the Cherrydale Fundraiser at Bloomington, Colton, Ruth O. Harris and Terrace Hills Middle Schools (September through October 2010)

BOARD AGENDA

REGULAR MEETING
September 2, 2010

ACTION ITEM

TO: Board of Education

PRESENTED BY: Jerry Almendarez, Assistant Superintendent, Human Resources Division

SUBJECT: Approval of Personnel Employment

GOAL: Human Resources Development

STRATEGIC PLAN: Strategy #1 – Communication

BACKGROUND: Administrative Regulations AR 4112 and 4212 *Appointment and Conditions of Employment* states: *Upon recommendation of the Superintendent, the Governing Board shall approve the appointment of all certificated (AR 4112) and classified (AR 4212) employees.*

Listed below are the recommendations for personnel employment along with their respective positions and sites.

I-A Certificated – Regular Staff

1. Cervantes, Jessica Elementary Teacher (temp) – Grimes
2. Gardner, Patricia SDC/LH Teacher – ROHMS
3. Hunt, Andrew Social Science Teacher – ROHMS
4. Terrones, Yolanda Special Ed Resource Specialist – Smith

I-B Certificated – Activity/Coaching Assignments – None

I-C Certificated – Hourly – None

I-D Certificated – Substitute Teacher

1. Brooks, Gilbert
2. Hernandez, Martina

II-A Classified – Regular Staff

1. Artiga, Jessica Special Ed. Inst. Asst. – BHS
2. Canada, Frank Special Ed. Inst. Asst. – Jurupa Vista
3. Cuellar Mendoza, Alisia PPS Office Supervisor – PPS
4. Sandifer, Craig Facilities Project Manager – SSC/Facilities
5. Urrea, Susan Health Assistant – Sycamore Hills

II-B Classified – Activity/Coaching Assignments

1. Bray Jr., Richard Football Asst-Varsity (returning walk-on) – CHS
2. Hampton, Bradley Accompanist (returning walk-on) – BHS
3. Martin Jr., Curtis Football Asst-Frosh/Soph (returning walk-on) – CHS
4. Martinez, Monique Assistant Pep Squad Director – CHS

II-C Classified – Hourly

1. Barragan, Valeria AVID Tutor – ROHMS
2. Chaure, Joel AVID Tutor – CHS
3. Escobedo, Carla AVID Tutor – BHS
4. Muniz, Juan AVID Tutor – BHS
5. Pena, Crystal AVID Tutor – CHS

II-D Classified – Substitute

1. Archuleta, Sara Sub Child Development Inst. Asst.
2. DeLaVega, Yvette Sub Noon Aide - Grant
3. Delgado, Betsabe Sub Child Development Inst. Asst.
4. Ramirez, Arely Sub Bus Driver

RECOMMENDATION: That the Board approve personnel employment as presented.

ACTION: On motion of Board Member _____ and _____, the Board approved the above recommendation as presented.

BOARD AGENDA

**REGULAR MEETING
September 2, 2010**

ACTION ITEM

TO: **Board of Education**

PRESENTED BY: Jerry Almendarez, Assistant Superintendent, Human Resources Division

SUBJECT: **Approval of Conference Attendance**

GOAL: Human Resources Development

STRATEGIC PLAN: Strategy #1 – Communication

BACKGROUND: Desiree Trapp – **BHS** Southern Region CATA
Richard Montgomery In-Service
Teachers September 24-25, 2010
Huntington Beach, CA
Ag Incentive Fund: \$2,043.54

Dara VeVicariis - **CHS** CA Science Teachers Conference
Teacher October 22-24,2010
Sacramento, CA
SLI Fund: \$473.00

Michael Delgadillo – **DO/IT** 6292 Installing & Configuring
Steve Teal Windows 7
Warren Tomei Dates: TBD
Luis Torres San Bernardino, CA
Brian Umberson General Fund: \$11,950.00
Jerry Conner
Steve Saucedo
Terry Roma
Jorge Torres
Tech Support Specialist I

BUDGET IMPLICATIONS: General Fund Expenditure: \$14,466.54

RECOMMENDATION: That the Board approve conference attendance as presented.

ACTION: On motion of Board Member _____ and _____, the Board approved the above recommendation as presented.

BOARD AGENDA

**REGULAR MEETING
September 2, 2010**

ACTION ITEM

TO: Board of Education

PRESENTED BY: Jaime R. Ayala, Assistant Superintendent, Business Services Division

SUBJECT: Approval of Purchase Orders

GOAL: Student Performance / Personnel Development

STRATEGIC PLAN: Strategy #1 – Communication

BACKGROUND: Purchase orders in excess of \$10,000 are presented to the Board of Education for approval.

BUDGET IMPLICATIONS: General Fund Expenditures: \$569,589.74

RECOMMENDATION: That the Board approve Purchase Orders in excess of \$10,000 for a total of \$569,589.74.

ACTION: On motion of Board Member _____ and _____, the Board approved purchase orders as recommended.

<u>P.O.</u>	<u>VENDOR</u>	<u>DESCRIPTION</u>	<u>RESOURCE CODE*</u>	<u>RESOURCE</u>	<u>AMOUNT</u>
111076	Harcourt	Txtbks/BHS	0356/1100	RS7156 IMFRP/ State Lottery Revenue	\$30,647.27
111079	Houghton Mifflin	Txtbks./BHS	0356	RS7156 IMFRP	\$10,128.89
111106	California Agri-Control	Pest Control/Various Sites	0000	Revenue Limit/Unrestricted	\$32,400.00
111111	All City Management	Cross Guards/SSC	0000	Revenue Limit/Unrestricted	\$216,000.00
111162	Dell	Computers/CHS	3550	VOC Prgs-Voc & Appl Secndry & Ad	\$35,367.32
111198	Practi-Cal	Adm. Fees/PPS	5640	Medi-Cal Billing Option	\$23,000.00
111209	NIC Partners	Tech. Equip./I.T.	0000	Revenue Limit/Unrestricted	\$14,152.51
111210	Hill Rehabilitation Svs.	Contract Svs./PPS	6500	Special Ed	\$100,593.75
111211	INVO Healthcare Assoc	Contract Svs./PPS	6500	Special Ed	\$107,300.00

TOTAL

\$569,589.74

BOARD AGENDA

**REGULAR MEETING
September 2, 2010**

ACTION ITEM

TO: **Board of Education**

PRESENTED BY: Jaime R. Ayala, Assistant Superintendent, Business Services Division

SUBJECT: **Approval of Disbursements**

GOAL: Budget Planning

STRATEGIC PLAN: Strategy #1 – Communication Strategy #4 – Facilities
Strategy #2 – Curriculum Strategy #5 – College Career
Strategy #3 – Decision Making Strategy #6 – Character

BACKGROUND: The Board of Trustees payment report is available at the Board of Education meeting for review.

RECOMMENDATION: That the board approve disbursements paid as listed, from batch #214 through batch #266 for the sum of **\$3,089,437.52**.

ACTION: On motion of Board Member _____ and _____ the Board approve the disbursements as listed.

BOARD AGENDA

**REGULAR MEETING
September 2, 2010**

ACTION ITEM

TO: Board of Education

PRESENTED BY: Jaime R. Ayala, Assistant Superintendent, Business Services Division

SUBJECT: Award of Bid #10-07 to ASR Constructors, Inc for the Colton High School New Math and Science Building: Increment One – Demolition Package and New Driveway Project

GOAL: Facilities / Support Services

STRATEGIC PLAN: Strategy #1 – Communication
Strategy #4 – Facilities

BACKGROUND: Bids for the Colton High School New Math and Science Building: Increment One – Demolition Package and New Driveway Project were opened on August 24, 2010. The bid was conducted in accordance with Public Contract Code 20111 and advertised in accordance with Public Contract Code 20112.

Bids were received from eleven contractors. The work contained in this bid is the first in a series of bids leading up to the construction of the Colton High School New Math and Science Building. A schedule showing the bids received and their amounts follows.

ASR Constructors, Inc	\$107,000
Haley Construction Services, Inc.	116,900
TSR Construction and Inspection	126,400
DLE Construction, Inc.	142,500
CA Construction	148,000
DeVries Construction, Inc.	149,000
MDE Group, Inc.	151,500
Oakview Constructors, Inc.	163,000
JM Builders, Inc.	175,000
Braaksma Construction, Inc.	175,000
Great West Contractors, Inc.	228,342.

BUDGET

IMPLICATIONS: Bond Fund 21 – Measure G Expenditure: \$107,000

RECOMMENDATION: That the board award of Bid #10-07 to ASR Constructors, Inc for the Colton High School New Math and Science Building: Increment One Demolition Package and New Driveway Project.

ACTION: On motion of Board Member _____ and _____, the Board awarded Bid 10-07 as presented.

BOARD AGENDA

**REGULAR MEETING
September 2, 2010**

ACTION ITEM

TO: Board of Education
PRESENTED BY: Jaime R. Ayala, Assistant Superintendent, Business Services Division

SUBJECT: Award of Bid #10-08 to GA Dominguez for the Colton High School Relocatable Classroom and Restroom Addition Project

GOAL: Facilities/Budget Planning

STRATEGIC PLAN: Strategy #1 – Communication
Strategy #4 – Facilities

BACKGROUND: Bids for the Colton High School Relocatable Classroom and Restroom Addition Project were opened on August 24, 2010. The bid was conducted in accordance with Public Contract Code 20111 and advertised in accordance with Public Contract Code 20112.

Bids were received from thirteen contractors. The work contained in this bid is the second in a series of bids leading up to the construction of the Colton High School New Math and Science Building. A schedule showing the bids received and their amounts follows.

GA Dominguez	\$309,918
Haley Construction Services, Inc.	314,000
Broughton Construction, Inc.	314,449
R. Jensen Company, Inc.	338,000
Fata Construction and Development	347,737.71
Roadway Engineering and Contracting, Inc.	372,000
Silver Creek Industries, Inc.	380,000
CA Construction	395,000
ASR Constructors, Inc.	398,000
Blair Rasmussen Construction, Inc.	418,480
JM Builders, Inc.	424,000
MDE Group, Inc.	479,700
FEC Electric, Inc.	withdrew bid due to clerical error

BUDGET IMPLICATIONS: Bond Fund 21 – Measure G Expenditure: \$309,918

RECOMMENDATION: That the board award Bid #10-08 to the lowest responsible bidder, GA Dominguez for the Colton High School Relocatable Classroom and Restroom Addition Project, in the amount of \$309,918, as present

ACTION: On motion of Board Member _____ and _____, the Board awarded Bid 10-08, as presented.

BOARD AGENDA

REGULAR MEETING
September 2, 2010

ACTION ITEM

- TO:** Board of Education
- PRESENTED BY:** Jaime R. Ayala, Assistant Superintendent, Business Services Division
- SUBJECT:** **Approval of Recommendation and Authority to Enter Negotiations for Architectural and Engineering Services with NTD Stichler Architecture and The Steinberg Group Architects for the New Cafeteria/Multipurpose Buildings at Bloomington and Colton High Schools, Respectively**
- GOAL:** Facilities / Support Services
- STRATEGIC PLAN:** Strategy #4 – Facilities
- BACKGROUND:** On June 8, 2010, a Request for Proposal was issued for architectural and engineering services for the cafeteria/multipurpose buildings at Bloomington and Colton High Schools. The following firms submitted proposals and were later interviewed on July 26 and 30, 2010:
- ATI Architects Engineers
 - GKK Corp.
 - LPA INC.
 - NTD Stichler Architecture
 - Ruhnau Ruhnau Clarke
 - The Steinberg Group Architects
- Following the initial interview, staff selected three firms to return for a second interview on August 24. Based upon experience and quality of service, staff recommends NTD Stichler Architecture and The Steinberg Group Architects for the New Cafeteria/Multipurpose Buildings at Bloomington and Colton High Schools, respectively.
- Staff requests the authority to enter into negotiations with NTD Stichler Architecture and The Steinberg Group Architects and intends to present the contracts for approval at the September 16, 2010 board meeting.
- BUDGET IMPLICATIONS:** Bond Fund 21 – Measure G Expenditure: Cost to be determined
- RECOMMENDATION:** That the board approve the recommendation and authority to enter negotiations for architectural and engineering services with NTD Stichler Architecture and The Steinberg Group Architects for the New Cafeteria/Multipurpose Buildings at Bloomington and Colton High Schools, respectively
- ACTION:** On motion of Board Member _____ and _____, the Board approved the recommendation, as presented.

BOARD AGENDA

REGULAR MEETING
September 2, 2010

ACTION ITEM

TO: Board of Education

PRESENTED BY: Jaime R. Ayala, Assistant Superintendent, Business Services Division

SUBJECT: Adoption of the Revised 2010-11 Budget and Resolution No. 11-03 to Implement Ongoing Budget Reductions in 2011-12 and 2012-13

GOAL: Budget Planning

STRATEGIC PLAN: Strategy #1 – Communication

BACKGROUND:

The Board is required to hold a public hearing on the budget to be adopted and the two subsequent fiscal years by July 1st of each year (EC 42127). Within this action, the Board is certifying it will meet its financial obligations in the budget year and two subsequent years.

The original 2010-11 Budget was presented to and adopted by the Board on June 24, 2010. However, the San Bernardino County Superintendent of Schools has given the District a Conditional Approval of the budget and is requiring the District to make specific adjustments to the budget, present a new budget to the Board for adoption and hold a public hearing prior to September 8, 2010.

Adjustments to the original budget adopted by the Board on June 24, 2010:

1. The 2010-11 expenditure budget is increased by \$879,069 for new on-going positions added after the adoption of the budget.
2. The Multi-year Projection is updated to reflect:
 - Cost of ongoing new positions:
 - Psychologist – 4 positions
 - Counselor – 2 positions
 - Special Education Teacher – 1 position
 - Coordinator of Special Education – 1 position
 - Campus Supervisor – 1.8 positions
 - Student Records Technician – 1 position
 - Special Education Instructional Aide – 2 positions
 - 2011-12 Cost of Living Adjustment is eliminated
 - 2012-13 Cost of Living Adjustment is eliminated
 - 2011-12 Expenditure budget is reduced by \$12,673,309 for ongoing program cuts and by \$6,146,622 for nine furlough days (negotiable) for the total of \$18,819,931.
 - 2012-13 Expenditure budget is reduced by \$11,937,879 for 9% salary concessions (negotiable).
3. 2009-10 Estimated Actuals are updated.

Fiscal Recovery Plan:

1. Program Cuts in 2011-12 (not requiring negotiation with employee associations):

Eliminate Eleven Administrative Positions	\$1,304,000
Close Select Departments During the Summer	\$50,000
Eliminate CAHSEE	\$120,443
Staff Counselors per ACE Contract	\$620,000
Reduce Site & Department Budget by 20%	\$375,000
Reduce SLI Funding to Sites by 50%	\$789,247
Eliminate Sub Custodians	\$250,000
Eliminate Sub Clerical	\$167,000
Cancel Teleparent Contract	\$67,000
Cancel Edusoft Contract	\$178,000
Eliminate Staff Development	\$426,000
Eliminate Dual Immersion Program	\$63,000
Eliminate Summer School	\$565,000
Eliminate Adult Education	\$385,000
Eliminate All-day Kinder Program	\$200,000
Eliminate Cal-Safe	\$241,292
Eliminate GATE	\$65,000
Eliminate MAGNET Program	\$112,765
Eliminate Crossing Guards	\$242,854
Eliminate After School Tutoring	\$250,000
Eliminate Home-to-School Transportation	\$3,238,423
Close Enrollment Center	\$520,000
Close Two Elementary Schools	\$750,000
Eliminate AVID Program	\$386,394
Eliminate Band Program	\$412,891
Eliminate Elementary Music Program	\$146,000
Eliminate Athletics Program	\$748,000
Total	\$12,673,309

2. Nine Furlough Days for All Employees in 2011-12 (requires negotiating with employee associations):

Classified	Management	Certificated	Grand Total
\$1,081,980	\$507,951	\$4,556,691	\$6,146,622

3. 9% Salary Concessions in 2012-13 (requires negotiating with employee associations):

Classified	Management	Certificated	Grand Total
\$2,511,117	\$1,142,631	\$8,284,131	\$11,937,879

BUDGET IMPLICATIONS:

District-wide budget of \$329,463,670 representing an increase of \$879,069 over the June 24, 2010 Adopted Budget

RECOMMENDATION:

That the Board adopt the revised 2010-2011 budget and Resolution No.11-03 to implement ongoing budget reductions in 2011-12 and 2012-13.

ACTION:

On motion of Board Member _____ and _____, the Board the adopted the above recommendation as presented.

Colton Joint Unified School District

RESOLUTION NO. 11-03

TO AUTHORIZE ONGOING BOARD APPROVED BUDGET REDUCTIONS BASED ON THE JUNE ADOPTED BUDGET TO BE DETERMINED AND IMPLEMENTED DURING THE 2010-11 FISCAL YEAR PRIOR TO THE FIRST INTERIM FINANCIAL REPORTING PERIOD

BE IT RESOLVED that the Governing Board of the Colton Joint Unified School District adopted the 2010-11 Budget and an implementation plan for future years pursuant to Education Code 42127 and understands its fiduciary responsibility to maintain fiscal solvency for the current (2010-11) and subsequent two fiscal years (2011-12 through 2012-13).

It is recognized that the California State Budget for 2010-11 has not been adopted. The Governor's May Revision Proposals for the 2010-11 Budget include ongoing reductions to the District's 2010-11 state revenue projections that must be addressed by the Colton Joint Unified School District in the 2010-11 Adopted Budget and multi-year financial projections.

As a result, the Governing Board recognizes the immediate need to authorize the administration to develop a list of potential budget adjustments in the amount of \$18,819,931 in ongoing reductions beginning with the 2011-12 fiscal year; and an additional \$11,937,879 in ongoing reductions in the 2012-13 fiscal year to maintain the State's required minimum reserve levels in the current and two subsequent fiscal years while still meeting instructional and operational District needs. The administration is directed to begin developing and implementing budget reductions in the 2010-11 fiscal year to minimize the significant impact of the budget reductions required in the subsequent years.

It is further recognized that the District will submit a detailed list identifying one time and ongoing Board approved budget reductions, including estimated amount of savings, what fiscal year the reduction will be implemented and whether or not the reduction has been negotiated with the bargaining units, as applicable, with the 2010-11 First Interim Report based on the State's July Revised Enacted Budget.

PASSED AND ADOPTED this 2nd day of September, 2010 by the Governing Board of the Colton Joint Unified School District of San Bernardino County, California by the following vote:

AYES:

NOES:

ABSENT:

State of California }

County of San Bernardino } ss

I, _____, Clerk of the Governing Board of the Colton Joint Unified School District of San Bernardino County, do hereby certify that the foregoing is a full, true and correct copy of a resolution adopted by the said Board at a regular meeting at the time and by the vote stated which resolution is on file in the office of the said Board.

Clerk

BOARD AGENDA

**REGULAR MEETING
September 2, 2010**

ACTION ITEM

TO: Board of Education

PRESENTED BY: Jaime R. Ayala, Assistant Superintendent, Business Services Division

SUBJECT: **Approval to Release Payment to Wheeler Paving, Inc. for Work Completed on the Bloomington High School Relocatable Classroom and Restroom Addition Project**

GOAL: Facilities/Budget Planning

STRATEGIC PLAN: Strategy #4 - Facilities

BACKGROUND: At the April 15, 2010 board meeting, the board awarded bid #10-02, for the Bloomington High School Relocatable Classroom and Restroom Addition Project. Because of multiple delays in the performance of their work, it became apparent that the asphalt subcontractor on this project would not be able to complete the ADA accessible ramps needed for classroom access prior to the opening day of school.

The Facilities Department decided to delete this portion of work from the existing contractors' scope of work and receive quotes from other asphalt companies to complete the ramps. The work to install the ramps prior to the opening day of school was given to Wheeler Paving, Inc.

It was determined by County Counsel that the work to install the ramps did not constitute an emergency as described in Public Contract Code (PCC) 20113 and, because of the cost, the work should have been put out for informal bid in accordance with the Uniform Public Construction Cost Accounting Act, PCC 22000.

BUDGET IMPLICATIONS: Bond Fund 21 – Measure G Expenditure: \$42,056.64

RECOMMENDATION: That the board approve the release of payment to Wheeler Paving, Inc. for work performed on the Bloomington High School Relocatable Classroom and Restroom Addition Project.

ACTION: On motion of Board Member _____ and _____, the Board approved to release payment as presented.

BOARD AGENDA

REGULAR MEETING
September 2, 2010
ACTION ITEM

TO: Board of Education

PRESENTED BY: Mike Snellings, Assistant Superintendent, Student Services

SUBJECT: Approval of Agreement with ClientFirst Technical Services to Provide Technical Support Services for the Installation and Configuration of Microsoft Office Communication Server (2010-11)

GOAL: Communication/Support Services and Budget Planning

STRATEGIC PLAN: Strategy #1 – Communications

BACKGROUND: The Information Technology Department is in need of additional expertise to install, configure and implement the Microsoft Office Communication Server system. This system will provide conferencing, work collaboration and district-wide instant messaging services. ClientFirst has the technical and training experience needed to aid in the deployment of this software. This installation is an integral part of the upgrade to the district's e-mail services, which is scheduled for later in 2011.

BUDGET IMPLICATIONS: General Fund Expenditure: \$10,350

RECOMMENDATION: That the Board approve the agreement with ClientFirst to provide technical support services for the installation and configuration of Microsoft Office Communication Server.

ACTION: On motion of Board Member _____ and _____, the Board approved the agreement with ClientFirst Technical Services to provide technical support services for the installation and configuration of Microsoft Office Communication Server.



MICROSOFT EXCHANGE OFFICE COMMUNICATION SERVER 2007 R2 IMPLEMENTATION SERVICES

Proposal

Presented to

*Colton Joint Unified
School District*



Client Locations
Coast-to-Coast

Practice Locations
California
Illinois
Colorado

1.800.806.3080
www.ClientFirstCG.com

Contact
Brian Kindred

April 15, 2010

April 15, 2010

Mr. David Thurston
Director of Information Technology
Colton Joint Union School District
1212 Valencia Drive
Colton, CA 92324

Re: Microsoft OCS 2007 R2 Implementation Services Proposal

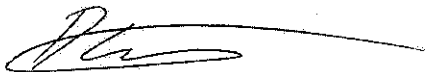
Dear Mr. Thurston:

Thank you for the opportunity to present Colton Joint Unified School District (District) with our proposal for Microsoft Office Communication Server 2007 R2 implementation services. We believe that our approach and methodology will result in an organized method to provide implementation services for Microsoft OCS 2007 R2.

Our engineers have decades of cumulative experience in providing local educational institutions throughout the US with a full range of government technology services, including: technical services, assessments, planning, procurement, and implementation assistance. As a result of our experience and methodologies, we have developed effective and efficient approaches for conducting these types of projects.

Please contact Brian Kindred at 951.739.7989 or bkindred@clientfirstcg.com if you have any questions regarding our proposal. We look forward to the opportunity of serving Colton Joint Unified School District as one of our many satisfied clients. If our proposal meets with your approval, please sign and date the acceptance box below and fax a copy to us.

Sincerely,



David W. Krout
Principal


Accepted by:		
COLTON JOINT UNIFIED SCHOOL DISTRICT		
_____ <i>Signature</i>		_____ <i>Date</i>
_____ <i>Name & Title (print)</i>		

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PROJECT OBJECTIVE AND SCOPE

OBJECTIVE AND SCOPE

This project will provide technical services to implement Microsoft Office Communication Server 2007 R2 throughout the District. The objective is to replace the current instant messaging (IM) platform hosted on Microsoft Exchange 2000 with a robust messaging platform capable of meeting the District's needs. The replacement of the current instant messaging platform is a prerequisite to the planned Microsoft Exchange 2010 upgrade. The project will address the key information technology issues related to the implementation process for Microsoft OCS 2007 R2:

- Environment Preparation
- Installation and Configuration
- Client Installations and Configurations
- Training
- Project Management

ROLES AND RESPONSIBILITIES

Based on our understanding of the project, *CLIENTFIRST* will work in conjunction with District IT personnel to reach the goal of migrating to Microsoft OCS 2007 R2. The roles and responsibilities between *CLIENTFIRST* and District IT staff are defined in the table below:

Step	Colton Joint Unified School District OCS 2007 R2 Roles and Responsibilities	ClientFirst	District Personnel
IT Environment Preparation			
1	Physical setup of one server		X
2	VMWare ESX setup	X	
3	Install two (2) virtual Windows 2008 Servers; OCS and SQL Server	X	
4	Prepare Active Directory Domain Services for OCS 2007 R2	X	
5	Migrate Active Directory to Windows 2003 Native mode	X	
6	Schema Preparation (SetupEE.exe & LcsCmd.exe)	X	
7	Forest Preparation (SetupEE.exe & LcsCmd.exe)	X	
8	Domain Preparation (SetupEE.exe & LcsCmd.exe)	X	
9	ClientFirst Support	X	
Installation and Configuration			
10	Install Setup SQL Back-end Server	X	
11	Deploy OCS 2007 R2 Server	X	
12	Install and configure OCS 2007 R2 Sever		
13	Configure SQL server for Office Communication Server	X	
14	Create and verify DNS records for OCS server	X	
15	Deploy OCS Communicator Web Access		
16	Configure IIS for OCS 2007 R2	X	
17	Setup web access components	X	
18	Exchange Outlook Web App integration	X	
19	Deploy OCS Archiving Server		
20	Install and configure archiving server	X	
21	Configure users for Archiving	X	
22	Configure and verify security restrictions for internal use only	X	
23	ClientFirst Support	X	
OCS Client Installation			
24	Configure msi installation according to CJUSD installation settings	X	X
25	Installation testing		X
26	Deploy msi file with Altiris		X
27	ClientFirst Support	X	
Training			
28	Develop Training		X
29	Provide Training		X
Project Management			
30	Project Management	X	

COST

WORKPLAN

Step	Colton Joint Unified School District OCS 2007 R2 Implementation Services	Brian K.
IT Environment Preparation		
1	Physical setup of one server	-
2	VMWare ESX setup	4
3	Install two (2) virtual Windows 2008 Servers: OCS and SQL Server	4
4	Prepare Active Directory Domain Services for OCS 2007 R2	
5	Migrate Active Directory to Windows 2003 Native mode	1
6	Schema Preparation (SetupEE.exe & LcsCmd.exe)	1
7	Forest Preparation (SetupEE.exe & LcsCmd.exe)	1
8	Domain Preparation (SetupEE.exe & LcsCmd.exe)	1
9	ClientFirst Support	4
Installation and Configuration		
10	Install Setup SQL Back-end Server	4
11	Deploy OCS 2007 R2 Server	6
12	Install and configure OCS 2007 R2 Sever	
13	Configure SQL server for Office Communication Server	2
14	Create and verify DNS records for OCS server	2
15	Deploy OCS Communicator Web Access	
16	Configure IIS for OCS 2007 R2	2
17	Setup web access components	2
18	Exchange Outlook Web App integraton	2
19	Deploy OCS Archiving Server	
20	Install and configure archiving server	4
21	Configure users for Archiving	2
22	Configure and verify security restrictions for internal use only	2
23	ClientFirst Support	4
OCS Client Installation		
24	Configure msi installation according to CJUSD installation settings	2
25	Installation testing	-
26	Deploy MSI file with Altiris	-
27	ClientFirst Support	4
Training		
28	Develop Training	-
29	Provide Training	-
Project Management		
30	Project Management	15
<i>Note - Services listed with Brian K's time as "-" will be performed by District IT staff</i>		
	Total Hours	69
	Billing Rates	\$150.00
	Total Estimated Project Cost	\$10,350.00

FEES

Our fees are based upon actual time spent on a project at our standard rates. We estimate this project to require 69 hours. Our standard billing rates for these types of services are \$150 -175 per hour, depending on type and level of the engineer's skill sets. The estimated fee for this engagement is \$10,350. **It is our intention to contract for this engagement on a fixed-fee basis (i.e., not-to-exceed amount).**

Our fee estimate is based upon the scope and approach outlined in this proposal. If, during the course of the project, the nature or scope of our work should be requested to change, we would discuss such matters and their effect on our fees with the District prior to proceeding. Our normal policy is to bill monthly as the project proceeds.

TIMING

We can begin the initial activities related to this project, such as project coordination and scheduling within 2-3 weeks of finalizing an agreement for accepting this proposal.

We anticipate the total elapsed project time for the Information Technology Assessment and Plan to take approximately 3 weeks, depending on District staff availability.

REPORTING/DELIVERABLES

We will keep you informed concerning our progress throughout the engagement. By the conclusion of the project you will have received:

- ✓ Detailed Microsoft OCS 2007 R2 Physical & Logical Design
- ✓ Detailed Project Plans with Milestones
- ✓ Project Management Timelines & Gantt Charts
- ✓ Status Reporting at Major Milestones
- ✓ Knowledge Transfer from ClientFirst to District IT Staff

All deliverables will be provided in hard copy with official *CLIENTFIRST* transmittal letters. All deliverables will also be provided electronically in the Acrobat Reader (PDF), MS Word, MS Excel, Microsoft Project, and/or MS PowerPoint file formats.

PROJECT STAFFING

The people selected to fill the roles on projects are vital to its success. We have formed a team that possesses the capabilities and experience that are indispensable for this engagement.

BRIAN KINDRED – MANAGER, IT INFRASTRUCTURE & TECHNICAL SERVICES

Brian Kindred specializes in the design, configuration, implementation, and support of network infrastructure, security infrastructure, desktop management, and server operating systems for all versions of Microsoft Server 2000, 2003, and 2008. Brian's experience includes school districts, city government, medical facilities, and the private sector.

Brian is highly experienced in all aspects of IT Infrastructure, including Layer-2 networking, Layer-3 networking, remote access, routing protocols, network management, infrastructure security, and virtualization. Specifically, Brian has designed, installed, and configured Foundry, Cisco, and HP networks. The sizes of the networks range from single- to fifty-site locations with over 10,000 nodes.

Brian Kindred also specializes in government procurement mechanisms and funding resources, particularly in E-Rate planning processes, forms management, and E-Rate regulatory management. His experience and knowledge is a result of working in the educational environment and managing *CLIENTFIRST* E-Rate processes for our clients.

Brian earned his Bachelor of Science degree in Information Technology and has obtained the following certifications:

- CCNA, CCDA, CCNP, CCDP, Cisco Voice specialization
- 3Com Voice Specialist
- Foundry Certified Specialist
- MCSE and MCP certifications

Some of Mr. Kindred's recent and past projects include:

- **Corona-Norco Unified School District** – While working for CNUUSD, Brian was able to procure, design, and implement Active Directory and Microsoft Exchange throughout 48 sites that included over 20,000 objects in Active Directory. He assisted with the design and implementation of an IP video surveillance system across five schools that included over 400 IP cameras. Mr. Kindred was also responsible for the design, configuration, and implementation of a 10-site wireless area network, configured using machine authentication over PEAP. Mr. Kindred also managed all E-Rate processes as a funding resource for the school district.
- **El Monte Union High School District** – Brian designed and implemented the wide area network for EMUHSD, which included 10 sites configured in a redundant mesh topology, all connected via 1-Gbps fiber links utilizing Foundry core and edge switches. Brian also assisted with the design, configuration, and installation of a 10-site voice-over-IP (VoIP) phone system.
- **City of Victorville** – Mr. Kindred configured and installed two Cisco CallManagers and Unity voicemail servers in a centralized environment that interconnected all VoIP phones throughout all city facilities serving more than 500 users.
- **Kaiser Permanente** – While working for Kaiser Permanente, Brian Kindred was able to assist with the implementation and operational support of all encryption needs: full-disk,

removable-media, and database. Mr. Kindred also assisted with all desktop management engineering efforts that included patch management, vulnerability management, security configuration, spyware, antivirus, asset management, software distribution, configuration management, and software license management for over 200,000 workstations and servers.

REFERENCES

We believe that our existing and past clients are our best salespeople. *CLIENTFIRST* specializes in governmental clients. Our engineers have provided services to governments of all types and sizes, including districts, municipal, county, and state government agencies. The references listed below are examples of our engineers' services for governmental clients with similar needs. As you can see, each of these clients has been happy with our performance and continued to retain our services again and again for their needs. We pride ourselves on client satisfaction and maintaining a long-term relationship as partners with our clients.



Steppenwolf Theatre Company

1650 N. Halsted Street, Chicago, IL 60614

Scott Macoun, IT Manager

312.654.5683

smacoun@steppenwolf.org

Lead Engineer: Brian Kindred

- Exchange 2010 Implementation Assistance



Romoland School District

25900 Leon Rd., Homeland, CA 92548

Gene Garcia, Coordinator of Information Technology

951.926.9244

ggarcia@romoland.k12.ca.us

Lead Engineer: Brian Kindred

- Wireless Network Design



Naperville School District 203

203 West Hillside Road, Naperville, IL 60540

Craig Williams, Chief Information Officer

630.420.6473

cmwilliams@naperville203.org

Lead Engineer: Tom Jakobsen, Brian Kindred

- Ongoing IT Project Management
- IT Capital Planning & Budgeting
- Storage Area Network Selection
- VoIP System Selection
- VoIP Implementation Project Management
- Metropolitan Area Network Implementation Project Management
- Wide Area Network Design
- E-Rate Funding
- Telecommunications Billing Analysis and Cost Savings
- Disaster Recovery Planning

**Cucamonga Valley Water District**

10440 Ashford Street, Rancho Cucamonga, CA 91730-2799

Jay Trunnell, IT Officer**909.987.2591**

JayT@cvwdwater.com

Lead Engineer: Tom Jakobsen

- IT Assessment
- IT Strategic Planning
- IT Security Review
- Telecommunications System RFP

**City of Naperville, IL**

400 South Eagle Street, Naperville, IL 60566

Tom Urbas, Manager, IT Infrastructure**630.548.2993**

urbast@naperville.il.us

Lead Engineer: Tom Jakobsen

- Exchange 2007 upgrade design and RFP
- Helped establish purchasing consortium for voice and data services that included the City, two school districts, the park district, and the library
- Negotiated new telecommunications contracts
- Fiber-optic metropolitan area network upgrades, conversion to Exchange, and VoIP systems implementation project oversight

COMPANY OVERVIEW

CLIENTFIRST's engineers have been assisting school districts, higher education institutions and other public-sector organizations with innovative technology solutions for many years. Their risk-averse technology planning and services have gained the confidence of many agencies, resulting in long-term business relationships.

We have practices in California, Chicago, and Denver, serving our clients throughout the United States. Our office in California will be managing this project.

BUSINESS MANAGEMENT APPROACH

We understand that executives are not necessarily versed in the latest technology issues and opportunities. Therefore, our approach and deliverables provide a business management perspective that **allows the layperson the ability to fully understand the technology issues, strategies, and potential solutions.**

PRACTICAL APPROACH

We believe in using technology as a tool to meet your business objectives, not applying technology just for technology's sake. We are very serious in our quest to provide clients with practical, fully functional technology solutions that meet client requirements, not biased recommendations based upon profit margins from selling equipment and software. In some cases, the proper solution may include cutting-edge technology. Oftentimes, however, a cost-effective, practical solution using proven technology that is customized to meet specific client criteria is most beneficial.

GENERAL QUALIFICATIONS

Some of our engineers are nationally recognized for our work by many of the industry's leading vendors. They appreciate our fairness and objectivity when dealing with their organizations. We pride ourselves in the strength of our client base and the fact that the majority of our business is generated through existing clients.

We adhere to providing complete and detailed customer service, utilizing best-business practices. Our staff and risk-averse technology assessment and planning have gained the confidence of our clients that has resulted in these strong and ongoing relationships.

CLIENTFIRST ADVANTAGES

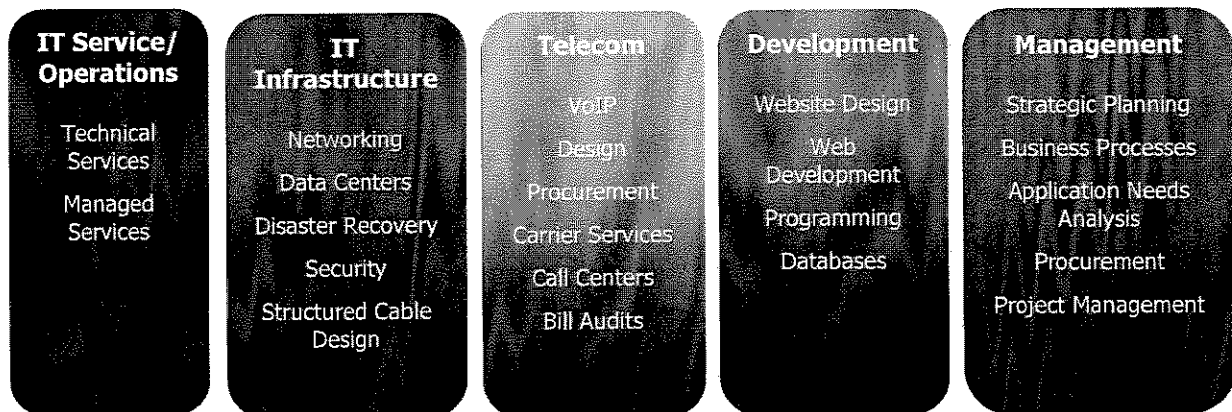
A number of important factors contribute to good, productive working relationships between clients and their engineers. These factors include the skills and personalities of the persons assigned to an engagement, the quality of the services delivered, experience, costs, and more. We believe we have special qualities that distinguish us from other technology firms, as described below.

Engineers with the specific experience needed for selected projects will work actively with your agency to assure its successful completion.

We have extensive experience with a wide variety of higher education organizations in a broad range of processing environments. In addition, we have significant market knowledge regarding software and hardware providers and are well informed with respect to vendor and industry developments.

INTEGRATED TECHNOLOGY SOLUTIONS GROUPS

CLIENTFIRST is a diversified group of IT consultants, technicians, systems engineers, designers, and developers. Whatever your project(s), we offer a unique combination of experts in their given disciplines to provide end-to-end services (when necessary) including strategy, planning, design, procurement, installation, and ongoing technical support.



CLIENTFIRST'S INTEGRATED TECHNOLOGY SERVICES

CLIENTFIRST has assembled a team of professionals who can be your guide for technology decisions, planning, implementation, and management. Our team has decades of cumulative experience providing a full range of technology services, including the following:

IT SERVICES/OPERATIONS**IT Technical Services**

- **Technical Services**
 - ◆ 24/7 On-Call
 - ◆ PC Break-Fix Services
 - ◆ Routers and Switches
 - ◆ Server Install, Configuration, Troubleshooting
 - ◆ Onsite or Remote
 - ◆ Network Troubleshooting and Configuration
 - ◆ Security Systems Support
- **Managed Services**
 - ◆ Network Management
 - ◆ Event Monitoring
 - ◆ Patch Management
 - ◆ Inventory Management
 - ◆ Licensing Management
 - ◆ Software Distribution
 - ◆ Remote Network & Desktop Monitoring

IT Staffing & Outsourcing

- IT Staffing Needs Assessment & Operational Reviews
- Interim IS Management
- Outsourcing IT Management & Staff

DEVELOPMENT**Web Design**

- Strategies & Planning
- Ground-up Site Design & Re-Design
- E-Commerce
- Web 2.0 Implementation
- E-Mail Marketing
- SEO (Search Engine Optimization)
- Content Management

Programming

- Database Design, Development & Implementation
- Report Customizations
- Data Mining & Warehousing
- Database Administration

IT INFRASTRUCTURE**Networking**

- Assessment, Design & Installation
- System Selection & Contract Negotiations
- Replication & Redundancy Strategies
- Virtualization
- Cloud Computing

Disaster Recovery

- Risk Assessment & Business Impact Analysis
- Disaster Recovery Planning
- Hot-site and Recovery Services Evaluation
- Storage Area Networking

Security

- Internet & Firewall Security Reviews
- IT Security Reviews & Audits
- Security Policy & Controls Development
- Intrusion Testing

Structured Cabling System Design

- Cabling System Assessment and Certification
- Structured Cabling System Design
- System and Vendor Selection
- Installation Project Management
- Documentation of New and Existing Systems
- CADD Design and Layout

TELECOMMUNICATIONS

- Billing Audits and Cost Reviews
- VoIP Readiness Reviews
- Competitive RFP Development & Evaluations
- Implementation Project Management
- Carrier Services Cost Analysis
- Continuing Education

MANAGEMENT

- Business Process Reviews
- Application Requirements Definition
- Current System Needs Analysis & Improvement
- New Software Selection Assistance
- Strategic Master Technology Planning
- Project Management & Oversight
- Conversion Assistance & Planning
- Contract Reviews

TECHNICAL CERTIFICATIONS

CLIENTFIRST engineers collectively possess an extensive portfolio of certifications, revealing their commitment to ongoing professional training, assuring our clients of access to the latest information in the field.



CLIENTFIRST TEAM MEMBERS

The people selected to fill the roles on projects are vital to its success. We have formed a team that possesses the capabilities and experience that are indispensable.

CLIENTFIRST Team Members

David Krout
Principal

Tom Jakobsen
Principal

Application/Business Process Consulting

Loren H.
Management
Consultant

Angus F.
Management
Consultant

Joe H.
Management
Consultant

Jonathan B.
Senior
Consultant

Jan J.
Senior
Consultant

Edward S.
Senior
Consultant

Telecommunications Consulting

Tom Weiman
Practice Leader

Bernie S.
Senior
Consultant

Marcia S.
Senior
Consultant

Tim T.
Senior
Consultant

Security

Kelvin Walker
Security
Practice Leader

Ken L.
Security
Consultant

Paul D.
Management
Consultant

Web Development / Programming / DBA

Mike B.
Senior Design
Consultant

Tim H.
Developer/
Programmer

Adam F.
Programmer

Chris H.
Programmer/
DBA

Doug B.
Programmer/
DBA

Client Relations

Paul L.
Director

Debi W.
Business
Analyst

Technical Services & IT Infrastructure Consulting

Brian Kindred
IT Infrastructure
Manager

Pete G.
Senior Network
Engineer

Donovan M.
Senior
Consultant

John M.
Project
Manager

Lesley T.
Project
Manager

Tom D.
Senior Network
Engineer

Mike A.
Network
Engineer

Brian C.
IT Support
Specialist

Kevin K.
IT Support
Specialist

David T.
IT Support
Specialist

Howell B.
IT Support
Specialist

Steve C.
IT Support
Specialist

Mark E.
IT Support
Specialist

Erin B.
IT Support
Specialist

Marek K.
IT Support
Specialist

Cable Infrastructure Design

Frank C.
Management
Consultant

Bob S.
Senior
Consultant

John L.
Management
Consultant

Administrative Support

Keith W.
Office Manager

Kathie P.
Administrative
Support

Emily A.
Administrative
Support

Amy L.
Administrative
Support

BOARD AGENDA

REGULAR MEETING
September 2, 2010
ACTION ITEM

TO: Board of Education

PRESENTED BY: Mike Snellings, Assistant Superintendent, Student Services

SUBJECT: Approval of Agreement with Lifesigns to Provide Sign Language Interpreter Services (2010-11)

GOAL: Communication/Support Services and Budget Planning

STRATEGIC PLAN: Strategy #1 – Communications

BACKGROUND: A hearing-impaired, special education student requires the assistance of a sign language interpreter during core-subject instructional time. Lifesigns provides interpreters that are certified by either the National Association of Deaf (NAD) or the Registry of Interpreters for the Deaf (RID).

The services are necessary to provide this student with a Free Appropriate Public Education (FAPE).

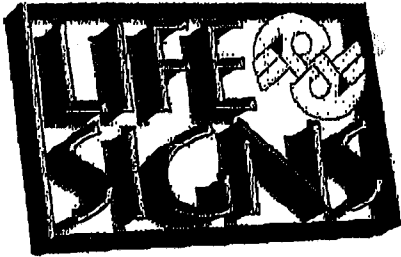
BUDGET IMPLICATIONS: Special Education Fund Expenditure: \$65 per hour. Not to exceed \$58,500.

RECOMMENDATION: That the Board approve the agreement with Lifesigns to provide sign language interpreter services (2010-11).

ACTION: On motion of Board Member _____ and _____, the Board approved the agreement with Lifesigns to provide sign language interpreter services (2010-11).

Helen/Diana

909-876-4088



**SIGN LANGUAGE INTERPRETER SERVICE
AGREEMENT
GENERAL**

LIFESIGNS office hours are from 7:30 a.m. to 5 p.m. from Monday through Friday only. We observe all state holidays.

Please contact your local LIFESIGNS office for information related to service assignments.

**Los Angeles, Antelope Valley, Orange,
Kern and Ventura Counties:**

2222 Laverna Avenue
Los Angeles CA 90041
Phone: (888) 930.7776
TTY: (323) 550.4224
FAX: (323) 550.4215

Riverside and San Bernardino Counties:

Phone: (951) 275.5035
TTY: (951) 275.0650
FAX: (951) 275.5065

For all and any billing inquiries contact (323) 550.4242

**ALL AFTER HOURS EMERGENCY ONLY 800/633.8883
(POLICE/HOSPITAL ER ONLY- Please no requests or messages)**

Specifications and Responsibilities:

1. Intent

LIFESIGNS, Inc. provides communication services to remove communication barriers to both parties involved, also to individuals, businesses and organizations who are covered by Section 504 of the Rehabilitation Act, Americans with Disabilities Act and similar state and federal laws requiring the provision of auxiliary aids and services as necessary to ensure effective communication with deaf, hard of hearing or deaf-blind persons.

Subject to the availability of interpreters, LIFESIGNS agrees to provide communication services upon request to REQUESTER. CUSTOMER agrees to the following conditions, rates and services listed below. The following conditions, rates, and services apply for communication services provided by LIFESIGNS on an as-needed basis.

2. Definitions

After-hours: Monday through Friday after 5:00 p.m. and before 8:30 a.m., weekends, and holidays.

Business hours: Monday through Friday, between 8:30 a.m. to 5:00 p.m. *excluding weekends and holidays.*

Emergency Interpreting: Interpreting services requested by medical, mental health or law enforcement with less than 24- hour notice, and including last minute requests for the same day will be treated as such.

3. Communication Services

Sign Language Interpreting: LIFESIGNS staff and subcontracting interpreters are certified by either the National Association of the Deaf (NAD) or Registry of Interpreters

for the Deaf (RID). Most certificate holders have completed professional interpreter training and have extensive professional interpreting experience.

LIFESIGNS reserves the right to determine if an assignment based on its length or complexity requires two interpreters rotating at intervals of 20 to 30 minutes. Generally, assignments exceeding 2 hours or continuous non-stop presentations, meeting, groups and/or legal type meetings where two (2) separate parties are represented with two (2) different sides/points of view will require team (2) interpreters due to the conflict of story.

DK educational interpreting requires only one (1) interpreter
Emergency Interpreting: Emergency requests for life threatening medical, mental health and law enforcement situations are given top priority. SIGN LANGUAGE INTERPRETERS ARE ON CALL 24/7 SPECIFICALLY FOR LIFE THREATENING EMERGENCIES.

For EMERGENCY/LAST MINUTE REQUESTS during business hours, please call local area numbers. To request EMERGENCY SERVICES after-hours for life threatening medical, mental health and law enforcement situations, please call (800) 633-8883. Please do not call after-hours emergency line to make appointments or to leave messages for the dispatchers. After-hours emergency line is for emergencies that require immediate response, for life-threatening situations ONLY.

It is recommended that the request be made immediately. Cost of service is incurred to CUSTOMER only when an interpreter is dispatched. Due to the high demand of interpreters, all efforts will be made to provide interpreter as soon as possible.

4. Fee Schedule:

Sign Language & Oral: \$65.00 per hour with a 2-hour minimum.

Tactile (for deaf/blind): \$70.00 per hour with a 2-hour minimum.

Tri-Lingual Interpreter: Spanish, English and ASL: \$70.00 per hour with a two-hour minimum.

EMERGENCY INTERPRETING/LAST MINUTE REQUESTS MADE FOR THE SAME OR NEXT DAY:: \$75.00 per hour with a two-hour minimum.

- 5. Policies and Procedures for CUSTOMER Communication Services Request:** Due to the high demand for communication services, LIFESIGNS strongly encourage that all requests must be made with a minimum of 5 to 7 working days advance notice. LIFESIGNS cannot guarantee interpreters for any request made in less than the required notice however every effort will be made to secure an interpreter.

When requesting an interpreter, please provide the following information:

1. Date of service needed.
2. Time span of service (start time and we must have end time).
3. Address of assignment (including cross street, room numbers, building, parking location and fees or any other pertinent information).
4. Contact person at the interpreting site and direct phone/cell number.
5. Nature of the assignment (1-1 meeting, computer training, new employee orientation, parent/teacher conference, etc.)
6. Billing information (authorized person, attention to whom and PO# if required).

2

Due to tight schedules and our commitment to provide service to as many clients as possible, we highly suggest you secure interpreter for the exact time you anticipate to complete your request. In the event that an assignment goes over original time requested, excess time will be billed at **EMERGENCY RATE**. Due to the commitment of other appointments, assignments, and obligations, it cannot always be promised that your interpreter will be able to stay over the original time requested. It is suggested that your appointments are prompt and completed as originally requested.

Cancellation: Cancellation for assignments lasting two hours or less will require **25-business hour** advance notice of cancellation. Cancellation for assignments lasting longer than two hours will require a **49-business hour** advance notice of cancellation.

****BUSINESS HOURS: LIFESIGNS office hours are 8:30 a.m. to 5 p.m. Monday through Friday. We observe all State and National holidays.**

Cancellation must be made during business hours. Cancellations made during non-business hours and/or during holiday(s) will not be honored. If the cancellation is not made within the specified amount of time, the **CUSTOMER/REQUESTOR** will be billed for the total amount of time requested. Weekend and holidays are not considered regular business hours. We request that all cancellations be made via **FAX** using the original faxed request with the work **CANCELLATION** written diagonally across the request and **RE-FAXED** to **LIFESIGNS**. **ALWAYS** call to verify that fax was received. If request was made by phone, please submit via **FAX** the following information: Date, time, location and patient's name of appointment/request that is being cancelled with the words "PLEASE CANCEL REQUEST."

LIFESIGNS LOS ANGELES FAX: 323/550.4215

LIFESIGNS RIVERSIDE FAX: 951/275-5065

No-Show Policy: The event of deaf **CONSUMER/PATIENT/CLIENT** failure to appear for scheduled appointment will not release the **CUSTOMER/REQUESTOR** from responsibility of full payment for services.

Remittance for Service

Payment of invoice(s) is required within 30 days of receipt by **CUSTOMER** of invoices.

Independent Contractor Status

The parties hereto are independent contractors at all times and neither shall be considered the employee, agent or partner of the other.

Grievance Procedures

Suggestions for improving **LIFESIGNS** are always welcome. At some time during the contractual period, the **CUSTOMER** may have a complaint, suggestion or question regarding **LIFESIGNS** Policies and Procedures or services. Good-faith complaints, questions and suggestions are also of concern to **LIFESIGNS**. Please use the following guidelines when addressing concerns:

1. Within a week of the occurrence, please inform the Director of **LIFESIGNS** who will then investigate and attempt to provide a solution or explanation. If the complaint is regarding the Director, the **CUSTOMER** has the right to bring the situation to the attention of the CEO of the Greater Los Angeles Agency on Deafness, Inc. (subsidiary of **LIFESIGNS**).

2. **CUSTOMER** may also state the concern in writing and present it to the Director of LIFESIGNS.

In order to resolve an issue through grievance procedures, a written statement must contain the following:

- Provide a specific complaint, suggestion or question.
- Describe what took place.
- Furnish date(s) of incident(s). Include names and title of individuals who are part of the grievance, suggestion or question.
- Include all supporting documentation.

Termination of Services

Either party may terminate this Agreement without cause effective 30 days after receipt of written notice provided to the other party by the terminating party.

Either party may terminate this Agreement with cause for any material breach of this Agreement upon notice served to the other party specifying the nature of the breach.

Hold Harmless: The parties hereto shall, and hereby do, indemnify and hold harmless the other party, its respective officers, directors, agents, representatives and employees from and against all liabilities, claims, losses, obligation, actions, demands, costs and expenses (including without limitation actual attorneys fees) liabilities resulting from their own acts or omissions in connection with the performance of this agreement.

Each party hereto shall, at its own sole cost and expense, procure and maintain such policies of professional liability and/or errors and omissions insurance, and other insurance as shall be necessary to insure them and their employees, agents or affiliates against any claim or claims for damages arising by reason of the performance by wither party of the obligations required by this agreement.

Amendments

This Agreement may be amended in whole or in part by mutual agreement of both parties. Such modifications shall be made in writing and must be signed by each party hereto. All such amendments shall be attached hereto and shall become a part of this Agreement immediately upon full execution of each amendment.

Any provisions required to be in this Agreement by any applicable law or regulation shall bind both parties to this Agreement, whether or not expressly provided in this Agreement. Either party shall notify the other party of such requirement in writing at least 30 days before the effective date of such law or regulation.

If you have any question(s), please do not hesitate to contact us.

For your convenience, a quick recap of the points of our Service Agreement

- **Our regular rate is \$65 per hour with a 2 hour minimum**
- **Our Trilingual & Tactile rate is \$70 per hour with a 2 hour minimum**
- **Our Emergency rate (we have minimal time to obtain interpreter) is \$75 per hour with a 2 hour minimum**
- **Cancellation must occur more than 25 hours before a 2 hour assignment and 49 hours before an assignment longer than 2 hours.**
- **Cancellation must occur during business hours (M-F 8:30a- 5p EXCLUDES holidays and weekends)**
- **Please verify all contact via fax, by phone or email to be sure fax arrived legibly!**
- **No-show of deaf client still encumbers agency to pay for our services.**

AUTHORIZING AND BILLING INFORMATION

Agency Name _____

Billing Address _____

City, State, Zip _____

PRINT Authorized Agent Name _____ Title _____ Direct Phone Number _____

Signature of Authorized Agent _____

Alyce DeMers
Director of LIFESIGNS
2222 Laverna Ave
Los Angeles, CA 90041
ardemers@gladinc.org
Video Relay 866/603.9144

LIFESIGNS, INC.
Tax ID: 95-4044564
LOS ANGELES DISPATCH:
323/550.4210v
888/930.7776 toll-free
323/550.4215 fax
RIVERSIDE DISPATCH: 951-275-5035v
FAX: (951) 275.5065
www.gladinc.org
www.codie.org
Sep-09

BOARD AGENDA

REGULAR MEETING
September 2, 2010

ACTION ITEM
Second Reading

- TO:** **Board of Education**
- PRESENTED BY:** James A. Downs, Superintendent
- SUBJECT:** **Approval of Adoption of Board Policies and Administrative Regulations:**
BP 5000 Series – Students
- GOAL:** Community Relations
- STRATEGIC PLAN:** Strategy #1 – Communication
- BACKGROUND:** The Administration is updating Board Policies and Administrative Regulations under the guidelines of the California School Boards’ Association. The following matrix outlines the proposed policies and states the recommendation for each policy and regulation.
- The proposed and existing board policies and administrative regulations along with the recommendations will be made available at the Board of Education Meeting.
- RECOMMENDATION:** That the Board approve the adoption of Board Policies and Administrative Regulations:
BP 5000 Series – Students
- ACTION:** On motion of Board Member _____ and _____ the Board approve the adoption of the Board Policies and Administrative Regulations, as presented.

BOARD POLICY AND ADMINISTRATIVE REGULATION RECOMMENDATIONS

5000 SERIES – STUDENTS

PROPOSED BOARD POLICY / ADMINISTRATIVE REGULATION	EXISTING POLICY TO BE REPLACED	RECOMMENDATION
5116 – School Attendance Boundaries	8040 – School Attendance Areas	Replace Board Policy 8040 with revised and renumbered policy 5116.
5121 – Grades/Evaluation of Student Achievement	4040 – Examination/Grading/Rating 4110(1-3) – Progress Reports	Replace Board Policies 4040 and 4110(1-3) with revised and renumbered policy 5121.
5123 – Promotion/Acceleration/Retention	8090 – Acceleration 8100 – Elementary Retention 8110 – Secondary Promotion 4024 – Retention/Promotion of 7 th & 8 th Grade Students	Replace Board Policies 8090, 8100, 8105, 8110 and 4024 with revised and renumbered policy 5123.
5126 – Awards for Achievement	8230 - Awards 1830 – Student Awards and Incentives	Replace Board Policies 8230 and 1830 with revised and renumbered policy 5126.
5127 – Graduation Ceremonies and Activities	8240 – Participation in High School Baccalaureate Service and Graduation Ceremony 8245 – Criteria for Determination of Valedictorian and Salutatorian	Replace Board Policies 8240 and 8245 with revised and renumbered policy 5127.
5131 – Conduct	8295 – Student Responsibilities (Portions) 5131 – Electronic Signaling Devices	Replace Board Policy 8295 and consolidate with existing Board Policy 5131.
5131.1 Bus Conduct	8030 – Bus Conduct	Replace Board Policy 8030 with revised and renumbered policy 5131.1
5143 Insurance	3070 – Health and Accident Insurance	Replace Board Policy 3070 with revised and renumbered policy 5143.
5144 – Discipline	8290 – 8380 – Discipline	Replace Board Policies 8290 – 8380 with revised and renumbered policy 5144.
5144.1 – Suspension/Expulsion Due Process	8385 – Suspensions/Expulsions Due Process	Replace Board Policy 8385 with revised and renumbered policy 5144.1.
5145.11 – Questioning and Apprehension by Law Enforcement.	8190 – Law Enforcement Officers on Campus	Replace Board Policy 8190 with revised and renumbered policy 5145.11
5146 – Married/Pregnant/Parenting Students	5025 – Pregnancy/Parenting Students	Replace Board Policy 5025 with revised and renumbered policy 5146.

POLICIES RECOMMENDED FOR REPEAL PREVIOUS 8000 SERIES – STUDENTS	RECOMMENDATION
8006 – Student Fingerprinting Program	Repeal policy - program no longer in place.
8140 – Early Check-out from School	Repeal policy – language incorporated into existing policies 5113 and 5112.3.
8215 – Soliciting funds for Student Travel	Repeal policy – procedure no longer in place.
8255 – Students teaching students	Repeal policy – language incorporated into existing policy 5149.

BOARD AGENDA

**REGULAR MEETING
September 2, 2010**

**ACTION ITEM
Second Reading**

- TO:** Board of Education
- PRESENTED BY:** Mollie Gainey-Stanley, Assistant Superintendent
Educational Services Division
- SUBJECT:** **Approval of Proposed Amendment to Board Policy and
Administrative Regulation:**
BP 6146 Graduation Requirements
- GOAL:** Improved Student Performance
- STRATEGIC PLAN:** Strategy #2 – Curriculum
- BACKGROUND:** Current Board Policy require that 230 units be completed in designated areas in order to earn a high school diploma from Colton Joint Unified School District. Most of the surrounding districts require 220 units of credit. The current credit requirement creates an unnecessary barrier for students in our district and impedes our efforts to raise our graduation rate, a key element in our efforts to exit District Program Improvement status. The Board Policy amendment to **begin July 1, 2010** would reduce the credit requirement for high school graduation to 220 units (200 in the two alternative programs) and would include minor adjustments in policy language reflective of the unit requirements. Proposed changes include:
- BP 6146.1.h Reduce Elective Credits to 75-80
 - BP 6146.1.j Revise total credits to 220
 - BP 6146.1.2.a Revise total credits for Slover Mt. High School program to 200
 - AR 6146.1.h Reduce Elective Credits to 75-80
- BUDGET
IMPLICATIONS:** No cost to the District.
- RECOMMENDATION:** That the Board approve the proposed amendment to Board Policy and administrative regulation:
BP 6146 Graduation Requirements
- ACTION:** On motion of board member _____ and _____ the Board approved the amendment to board policy and administrative regulation as presented.

**Proposed Amendment to Existing Policy
Second Reading**

INSTRUCTION

6000

GRADUATION REQUIREMENTS

6146.1

The Governing Board desires to prepare all students to obtain a diploma of high school graduation to enable them to take advantage of opportunities for postsecondary education and/or employment.

Graduation is based upon completion of the required courses, semester credits, and passing scores on the California High School Exit Exam.

The district offers 9-12 diploma programs through a variety of school programs, including comprehensive high schools, continuation high school, independent study programs, and adult education. No examination or test administered by schools or armed forces, such as G.E.D. test, shall qualify for a diploma.

Students who fulfill graduation requirements but do not pass both sections of the CAHSEE will receive a Certificate of Completion and participate in commencement ceremonies and activities. The District will continue to offer courses, free of charge, designed to assist them in passing both portions of the CAHSEE for two additional years following their original, expected graduation date.

To obtain a diploma of graduation from high school, students shall complete at least the following courses/requirements in grades 9-12, with each course being one year unless otherwise specified. Credits earned above those required will be considered electives. Five semester credits may be earned for each course passed each semester. Repeat courses are not eligible for additional credit unless specified in the course description.

The following requirements have been developed according to California Education Code and to assure that students will attain a marketable skill and/or be eligible for California State college/university entry.

1. COMPREHENSIVE HIGH SCHOOLS – Bloomington and Colton High Schools

a. English..... 40 Semester Credits

- 10 Semester Credits in English I
- 10 Semester Credits in English II
- 10 Semester Credits in English III
- 10 Semester Credits in English IV

b. History/ Social Science 30 Semester Credits

- 10 Semester Credits in World History
- 10 Semester Credits in United States History
- 5 Semester Credits in Principles of Democracy
- 5 Semester Credits in Economics

c. Science..... 20 Semester Credits

- 10 Semester credits in Biological Science
- 10 Semester credits in Physical Science

Proposed Amendment to Existing Policy
Second Reading

INSTRUCTION

6000

GRADUATION REQUIREMENTS- continued

6146.1

d. Math..... 20 Semester Credits

Education Code 51224.5 provides that, as part of the mathematics requirement, students complete coursework at least equivalent to state content standards for Algebra I. Coursework completed prior to the 9th grade that aligns with the California Standards for Algebra will be considered as having met this requirement but does not exempt the student from completing two years of math credit in grades 9-12.

e. Visual & Performing Arts.. 10 Semester Credits
or
Foreign Language 10 Semester Credits

f. Computer Literacy 5 Semester Credits (1 semester)
or Demonstrated Competence

g. Physical Education 20 Semester Credits

While all 9th graders are required to take P.E., a student may meet the second year of P.E. graduation requirements by completing four (4) semesters of Naval Science courses.

h. Electives: 75-80 ~~85-90~~ Semester Credits

Students will complete the number of credits needed and earned from any course offerings to complete the required semester credits.
Repeat courses may not receive additional credits unless specified in board approved course description.

i. California High School Exit Exam

Education Code 60850-60856 establish passing of both the English/language arts portion and the mathematics portion of the California High School Exit Exam (CAHSEE)

j. Students must earn a total of 220 ~~230~~ credits, inclusive of the requirements in a-i above.

Determining a Student's Grade Level in High School

A high school student's grade level will be determined based on the following:

<u>Year in High School</u>	<u>Grade Level</u>
First.....	9 th
Second.....	10 th
Third.....	11 th
Fourth.....	12 th

Proposed Amendment to Existing Policy
Second Reading

INSTRUCTION

6000

GRADUATION REQUIREMENTS- continued

6146.1

2. CONTINUATION HIGH SCHOOL – Slover Mountain High School

The requirements for graduation from Slover Mountain High School are the same as those for comprehensive high schools, detailed above, except:

- a. **Students must have successfully earned 200 ~~210~~ Semester Credits.**
- b. If a student earns additional semester credits in Physical Education at Slover Mountain High School beyond the 20 credits required for graduation he/she may not use those credits to meet the elective portion of the graduation requirement.
- c. If a student earned more than 20 semester credits in Physical Education prior to enrolling at Slover Mountain High School, he/she may use the additional credits towards meeting the elective credit portion of the graduation requirement.
- d. 10 Semester credits must be earned in residence.

3. ADULT EDUCATION – Washington Alternative High School

The requirements for graduation from Adult Education are the same as those for the comprehensive high schools except:

- a. **A student must have successfully earned ~~210~~ 180 semester credits**
- b. 10 Semester credits must be earned in residence
- c. A student must complete a “Petition to Graduate” form for review of the Principal
- d. An adult, after registering for admission and graduation in the District, may petition to substitute experience for elective course work. Up to forty (40) semester credits maximum is allowable. This substitution may be allowed by the adult school administrator when:
 1. The specific experience parallels classes offered in the secondary schools
 2. The specific experience can be verified
- e. Any course taken in other, accredited, adult education programs may be counted towards graduation requirements in subject areas and/or elective credits based on allowances in the prior attended program.
- f. **Semester credits beyond the required 20 semester units in physical education may not be included as electives in the 200 ~~210~~ semester credits (with the exception of category “e” above)**

Proposed Amendment to Existing Policy
Second Reading

INSTRUCTION

6000

GRADUATION REQUIREMENTS- continued

6146.1

3. ADULT EDUCATION – Washington Alternative High School- continued

- g. Through June 30, 2010- A maximum of 60 elective credits may be allowed for the successful completion of the GED test.
Effective July 1, 2010 elective credit will not be granted for passage of the GED. High School students who have passed the California High School Proficiency examination or the General Education Development Test must also meet District graduation requirements in order to participate in graduation ceremonies.

4. INDEPENDENT STUDY- Washington Alternative High School

Washington Alternative High School Independent Study program graduation requirements are the same as those for the comprehensive high schools except:

- a. Students must have successfully earned 200 ~~240~~ semester credits
- b. 10 Semester credits must be earned in residence
- c. Credit may be earned concurrently at other secondary schools with ADA to be generated from only one school/program
- d. Semester credits beyond the required 20 semester credits in physical education may not be included as electives in the 200 ~~240~~ semester credits.

ACCEPTABLE & NON-ACCEPTABLE CREDIT- All 9-12 District Programs

- ~~a. All credit must be verified by official documentation~~
- ~~b. Credits earned previously in other high schools are acceptable if the school meets the accreditation criteria in Board Policy 6146.3 *Reciprocity of Credit*~~
- ~~c. University of California High School Correspondence Courses may be accepted for a maximum of 40 semester credits as specified by the University and Education Code~~
- ~~d. By means of prior arrangement with the school principal, courses taken at a community college may be counted toward the total requirements for graduation.~~
- ~~e. United States Armed Forces Institute Credit completed by any person serving in the military will be counted fully toward graduation requirements~~
- ~~f. No credit for religion courses will be accepted~~
- ~~g. No examination or test administered by schools or armed forces, such as GED test, shall constitute an adequate substitute for the earning of a diploma by the means outlined above.~~

**Proposed Amendment to Existing Policy
Second Reading**

INSTRUCTION

6000

GRADUATION REQUIREMENTS- continued

6146.1

ACCEPTABLE & NON-ACCEPTABLE CREDIT- All 9-12 District Programs- continued

- i. ~~Work Experience, including credit granted for adult education work experience, may not exceed 40 semester credits towards meeting the requirements for graduation. 10 semester credits maximum may be earned for work experience in any semester.~~

When a student transfers from any non-accredited private, public, alternative, home or charter school, academic credit shall be subject to approval by the director of secondary education. Credits transferred from these schools shall be fully accepted when there is evidence that the course work is aligned to the California content standards and that work completed is sufficient to master those requirements and comparable to course work required within current district courses.

The district shall accept for credit full or partial coursework satisfactorily completed by students while attending a public school, a juvenile court school or nonpublic nonsectarian school or agency.
(CJUSD BP 6146.3 , Adopted 12-10-2010)

Proposed Amendment to Existing Policy
Second Reading

INSTRUCTION

6000

ADMINISTRATIVE REGULATION

6146.1(a)

GRADUATION REQUIREMENTS – Physical Education Exemption

In accordance with Education Code Section 51241, the principal may grant temporary or permanent exemption to a student from courses in physical education. Documentation to support any exemption may be requested by the principal. In all cases, no student exempted shall be permitted to attend fewer total hours of courses than if the student had not been exempted from physical education.

1. Temporary Exemption –

- a. Ill or injured and a modified program to meet the needs of the student cannot be provided.
- b. Enrolled for one-half, or less, of the work normally required of full-time students

2. Permanent Exemption –

- a. Sixteen or more years old and has been enrolled in the 10th grade for one academic year or longer.
- b. Enrolled as a post-graduate student

With the consent of a student, the board may grant an exemption from courses in physical education for two years any time during grades 10-12 inclusive.

3. Community College Courses –

- a. Physical education courses taken at San Bernardino Valley Colleges may only count towards elective credit requirements.

Proposed Amendment to Existing Policy
Second Reading

INSTRUCTION

6000

ADMINISTRATIVE REGULATION

6146.1(b)

The following list represents offerings that were board approved at the time of this policy amendment. The Director of Secondary Curriculum will maintain a current listing of courses approved by the Board of Education to meet graduation requirements.

COURSES MEETING GRADUATION REQUIREMENTS –

<u>a. English....</u>	<u>40 Semester Credits (10 from each year)</u>
First Year	English 1 Honors English I English 1- Intensive SDC English 1
Second Year	English II Honors English II SDC English II
Third Year	English III English III American Literature AP English III SDC English III
Fourth Year	English IV – Modern World Literature English IV – British Literature AP English IV SDC English IV
<u>b. History/ Social Science</u>	<u>30 Semester Credits (See section requirements below)</u>
World History (10 credits)	World History AP World History SDC World History
U. S. History (10 credits)	US History AP US History SDC US History
US Government (5 credits)	Principles of Democracy AP Principles of Democracy SDC Principles of Democracy
Economics (5 credits)	Economics AP Economics SDC Economics

**Proposed Amendment to Existing Policy
Second Reading**

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c. Science..... 20 Semester Credits (10 from each section)

- | | |
|--------------------|--|
| Biological Science | Biology
Honors Biology
AP Biology
Anatomy & Physiology
Integrated Ag. Science II (Ag. Biology) |
| Physical Science | Integrated Ag. Science I
Earth Science
Chemistry
Physics
AP Chemistry
AP Physics
Geology |

d. Math..... 20 Semester Credits

- | | | |
|----------|-------------------|----------------------------|
| | Algebra 1 ** | |
| | SDC Algebra 1 | |
| | Geometry | |
| | SDC Geometry | |
| | Honors Geometry | **Algebra I may count for |
| | Algebra II | high school math credit if |
| | Honors Algebra II | taken in grades 9-12. |
| | Pre-Calculus | |
| Calculus | Honors Calculus | |
| | AP Statistics | |
| | AP Calculus AB | |
| | AP Calculus BC | |

e. Visual & Performing Arts.. 10 Semester Credits (of *Either* section e or section f)

- | | |
|------------------|----------------------|
| Art I | Guitar |
| Art II | Chamber Choir |
| Art III | Chorus |
| Art IV | Adv. Chorale |
| Ceramics | Vocal Ensemble |
| Adv. Ceramics | Performing Arts |
| Beg. Instruments | Video Production |
| Marching Band | Acting |
| Concert Band | Adv. Acting |
| Jazz Band | Intro. To Stagecraft |
| Wind Ensemble | Stagecraft |
| Music History | AP Studio Art |
| Pep Band | |

Proposed Amendment to Existing Policy
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GRADUATION REQUIREMENTS- continued

6146.1

f. Foreign Language 10 Semester Credits (of *Either* section e or section f)

French I	Spanish I
French II	Spanish II
French III	Spanish III
French IV	AP Spanish III
AP French	Spanish IV
German I	AP Spanish IV
German II	AP Spanish Lit
German III	AP Spanish Lang.
German IV	Span. 4 Span. Spkr
AP German	Span. 4 Span. Spkr II

g. Computer Literacy 5 Semester Credits (1 semester)
or Demonstrated Competence

Keyboarding
Adv. Keyboarding
Word Processing
ROP GIS Fundamentals
ROP MS Office

h. Physical Education 20 Semester Credits

Intro. Kinesthiology (PE 9)	Cross Country
Kinesthiology (PE 10-12)	Soccer
Aerobics	Volleyball
P.E. Athletics	Tennis
Baseball	Track and Field
Basketball	Wrestling
Football- Frosh	NJROTC **
Football – JV	**While all 9 th graders are required to take
Football- Varsity	P.E., a student may meet the second year of
Softball	P.E. graduation requirements by completing
Volleyball	four (4) semesters of Naval Science courses-
Weight Training	

i. Electives: **75-80 85-90 Semester Credits**

Students will complete the number of credits needed and earned from any Board approved course offering.
Repeat courses may not receive additional credits unless specified in board approved course description.

NOTE: Sheltered courses will be counted in the same area as the above titled for the areas of History/
Social Science, Science, and Mathematics.

Proposed Amendment to Existing Policy
Second Reading

INSTRUCTION

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GRADUATION REQUIREMENTS – Granting of Variable Credits Transferring from Comprehensive Site

The following system will be used to grant credits for students who transfer (voluntary or involuntary) from a comprehensive high school within the District.

Credits will be granted and grades recorded by the comprehensive high school prior to dropping the student from enrollment.

Failing Grade at time of Check-Out

No Credit

Passing Grade at Time of Check-Out

1-9 days	No Credit/ No Grade
10-16 days	0.5 Credit per subject
17-23 days	1.0 Credit per subject
24-30 days	1.5 Credits per subject
31-37 days	2.0 Credits per subject
38-44 days	2.5 Credits per subject
45-51 days	3.0 Credits per subject
52-58 days	3.5 Credits per subject
59-65 days	4.0 Credits per subject
66-72 days	4.5 Credits per subject
73+ days	5.0 Credits per subject

Note: Days are based on total time enrolled. per education code, absences are not subtracted in the computation.

The student will be enrolled in comparable courses offered at the alternative setting and may earn a total of 5 credits for each semester course successfully completed.

**Proposed Amendment to Existing Policy
Second Reading**

INSTRUCTION

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ADMINISTRATIVE REGULATION

6146.1(d)

GRADUATION REQUIREMENTS – Granting of Variable Credits Transferring to a District Site

The following system will be used to grant credits for students who transfer from a Comprehensive, Foster Youth, Court, Juvenile Hall, or Probation school program or who have been confirmed Homeless Youth and are enrolling in any District 9-12 program. and have not been continuously enrolled during the current school year.

Credits will be granted and grades recorded by the enrolling site if not computed on the transferring school's checkout grade report.

Failing Grade at time of Check-Out

No Credit

Passing Grade at Time of Check-Out

1-9 days	No Credit/ No Grade
10-16 days	0.5 Credit per subject
17-23 days	1.0 Credit per subject
24-30 days	1.5 Credits per subject
31-37 days	2.0 Credits per subject
38-44 days	2.5 Credits per subject
45-51 days	3.0 Credits per subject
52-58 days	3.5 Credits per subject
59-65 days	4.0 Credits per subject
66-72 days	4.5 Credits per subject
73+ days	5.0 Credits per subject

Note: Days are based on total time enrolled per education code, absences are not subtracted in the computation.

Comparable Courses are Offered:

The student will be enrolled in comparable courses offered at the enrolling program and may earn a total of 5 credits for each semester course successfully completed.

If the student has received 2.5 credits or more in a previous setting for a core course, and will be unable to complete the remaining semester units to earn 5 credits, the student will be enrolled in a credit recovery program to complete the remaining units.

When comparable courses are not available:

If the student has completed 2.0 credits or less in a core course, the credits may be counted as elective units and the student will be enrolled to repeat the entire course for graduation credit.

If the student has completed less than five credits in an elective program, the units will be credited towards general electives under course code #68005 – High School Elective

After the 20th day of enrollment at a comprehensive site, the student will be provided with the best offering of courses to aid them in completing their graduation requirements.

Amended 5/22/08

BOARD AGENDA

**REGULAR MEETING
September 2, 2010**

ACTION ITEM

TO: **Board of Education**

PRESENTED BY: James A. Downs, Superintendent

SUBJECT: **Adoption of Resolution No. 11-07, *National Hispanic Heritage Month*
September 15 – October 15, 2010**

GOAL: Student Performance and Community Relations

STRATEGY Strategy #6 – Character

BACKGROUND: The California State Board of Education has designated September 15 through October 15, 2010 as National Hispanic Heritage Month. The 2010 theme is “Heritage, Diversity, Integrity and Honor: The Renewed Hope of America.” The state board has asked local school districts to involve students in appropriate lessons and activities during this time to commemorate the contributions of Hispanic individuals.

**BUDGET
IMPLICATIONS:** No Cost to the District.

RECOMMENDATION: That the Board of Education adopt Resolution No. 11-07, *National Hispanic Heritage Month*, September 15 – October 15, 2010 to recognize Hispanic contributions, past and present.

ACTION: On motion of Board Member _____ and _____, the Board adopted the above resolution as presented.

National Hispanic Heritage Month
September 15 – October 15, 2010

Resolution No. 11-07

WHEREAS, the Colton Joint Unified School District joins other organizations throughout our state and nation and reflects on the history of a people who were part of this land long before the birth of the United States; and

WHEREAS, in 1988, Congress expanded the observance to a month long celebration beginning September 15th to commemorate the independence of five Latin American countries that include: Costa Rica, El Salvador, Guatemala, Honduras and Nicaragua, in addition to Mexico and Chile on September 16th and 18th, respectively; and

WHEREAS, “Heritage, Diversity, Integrity and Honor: The Renewed Hope of America,” is the 2010 theme for National Hispanic Heritage Month; and

WHEREAS, the Colton Joint Unified School District celebrates the vibrant Hispanic-American spirit that influences our Nation’s art, music, food, and faiths, and we also celebrate the practices of commitment to family, love of country, and respect for others, virtues that transcend ethnicity, reflect the American spirit, and are nobly exemplified in the Hispanic-American community; and

WHEREAS, the Colton Joint Unified School District has a responsibility in promoting the knowledge and understanding that can be gained by all, regardless of race, through appropriate ceremonies and activities celebrating Hispanic Heritage;

THEREFORE, BE IT RESOLVED, that the Board of Education of the Colton Joint Unified School District declares September 15 through October 15, 2010 as National Hispanic Heritage Month and directs the schools in the District to participate in appropriate activities in observance of the Hispanic Heritage.

DULY ADOPTED by the Board of Education of the Colton Joint Unified School District of San Bernardino County, State of California, with a vote of ___ ayes, ___ nays, ___ absent, ___ abstentions, signed by the President and attested by the Secretary this 2nd day of September, 2010.

Mel Albiso
President, Board of Education

Attest:

James A. Downs
Secretary, Board of Education

BOARD AGENDA

**REGULAR MEETING
September 2, 2010**

ACTION ITEM

- TO:** Board of Education
- PRESENTED BY:** James A. Downs, Superintendent
- SUBJECT:** Adoption of Resolution No. 11-08, *The Education Jobs and Medicaid Assistance Act*
- GOAL:** Student Performance, Personnel Development, Facilities/Support Services, Budget Planning, School Safety & Attendance, Community Relations, & Parent Involvement
- STRATEGY**
- | | |
|-------------------------------|------------------------------|
| Strategy #1 – Communication | Strategy #4 – Facilities |
| Strategy #2 – Curriculum | Strategy #5 – College Career |
| Strategy #3 – Decision Making | Strategy #6 – Character |
- BACKGROUND:**
- The US House of Representatives and the US Senate recently passed the Education Jobs and Medicaid Assistance Act which was signed into law by President Barack Obama. The Education Jobs and Medicaid Assistance Act will provide \$10 billion in funding to save an estimated 161,000 teacher jobs in the United States, including \$1.2 billion to preserve 16,500 teacher jobs in California, according to the U.S. Department of Education.
- The Colton Joint Unified School District expects to receive approximately \$3.5 million, which would roughly impact 55 teaching positions.
- BUDGET IMPLICATIONS:** No Cost to the District.
- RECOMMENDATION:** That the Board of Education adopt Resolution No. 11-08, *The Education Jobs and Medicaid Assistance Act*.
- ACTION:** On motion of Board Member _____ and _____, the Board adopted the above resolution as presented.

Colton Joint Unified School District

The Education Jobs and Medicaid Assistance Act

Resolution No. 11-08

WHEREAS, California’s budget crisis continues to place an undue burden on educators and threatens to compromise the quality of public education in the state; and

WHEREAS, the Colton Joint Unified School District is faced with budget challenges that could force the layoffs of teachers and other critical support staff; and

WHEREAS, the Education Jobs and Medicaid Assistance Act was passed by the United States House of Representatives and the United States Senate and was signed into law by President Barack Obama; and

WHEREAS, The Education Jobs and Medicaid Assistance Act provides \$10 billion in funding to save an estimated 161,000 teacher jobs in the United States, including \$1.2 billion to preserve 16,500 teacher jobs in California, according to the U.S. Department of Education; and

WHEREAS, the Colton Joint Unified School District is expecting to receive approximately \$3.5 million, which would roughly impact 55 teaching positions; now

THEREFORE, BE IT RESOLVED, that the Board of Education of the Colton Joint Unified School District, supports The Education Jobs and Medicaid Assistance Act and urges the state of California to make the funds available to the Colton Joint Unified School District as soon as possible in order to preserve jobs serving elementary and secondary education.

□□□□□□□□□□

DULY ADOPTED by the Board of Education of the Colton Joint Unified School District of San Bernardino County, State of California, with a vote of ___ ayes, ___ nays, ___ absent, ___ abstentions, signed by the President and attested by the Secretary this 2nd day of September, 2010.

Mel Albiso
President, Board of Education

Attest:

James A. Downs
Secretary, Board of Education

BOARD AGENDA

**REGULAR MEETING
September 2, 2010**

ACTION ITEM

TO: Board of Education

PRESENTED BY: Jerry Almendarez, Assistant Superintendent, Human Resources Division

SUBJECT: Selection of Name for the New Math and Science Buildings at Bloomington High School

GOAL: Community Relations, Parent Involvement, Facilities and Support Services

STRATEGIC PLAN: Strategy #1 – Communication
Strategy #4 – Facilities

BACKGROUND: In compliance with the Board Policy 7310 Naming of School Facilities, a diverse committee was formed including parent, student, employee and board representatives. Committee members met and submitted their nominations for the name of the new Math and Science Buildings at Bloomington High School.

The names placed in nomination were researched by District Administration to establish that the board policy requirements have been met.

Based on the number of nominations for each name suggestion, the top three were identified as being “Claude ‘Bud’ Johnston,” “James A. Downs” and “Daniel Morse.”

BUDGET IMPLICATIONS: No Cost to the District.

RECOMMENDATION: That the Board select a name for the new Math and Science Buildings at Bloomington High School.

ACTION: On motion of Board Member _____ and _____, the board selected _____ as the name for the new Math and Science Buildings at Bloomington High School.

BOARD AGENDA

**REGULAR MEETING
September 2, 2010**

ADMINISTRATIVE REPORTS

TO: **Board of Education**

PRESENTED BY: Jerry Almendarez, Assistant Superintendent, Human Resources Division

SUBJECT: **Resignations**

STRATEGIC PLAN: Strategy #1 – Communication

BACKGROUND: Resignations are presented to the board as an informational item only.

I. Certificated *None*

II. Classified

1. Barrientos, Maribel DIS Tutor - PPS
Employed September 2, 2008;
resignation effective August 11,
2010. Personal reasons.

2. Hernandez, Mayra Nutrition Services Worker I - BHS
Employed May 17, 2010;
resignation effective August 28,
2010. Conflict with school
schedule.

AR-8.1

