

# ENCORE

## education

c o r p o r a t i o n

## Board Meeting Agenda

March 04, 2019

6:00 p.m.

Encore Education Corporation

Phone: (760) 949-2036

Fax (760) 956-3338

[www.encorehighschool.com](http://www.encorehighschool.com)

Sites:

### Hesperia

MEETING AT: 16955 Lemon Street, Hesperia, CA  
92345 – CLASSROOM F 29

### Riverside

MEETING AT: 3460 Orange Street,  
Riverside, CA 92501 – CLASSROOM H1

### Board Members:

Lenny Esposito, Board President  
Suzanne Cherry, Board Vice President  
Kelly Ahmed, Board Secretary/Treasurer  
Rob Gabler, Board Member  
Paula Gharib, Board Member  
Mari Miller, Board Alternate\*  
Kathy Nielson, Board Alternate\*

*The Order of Business may be changed without notice: Notice is hereby given that the order of consideration of matters on this agenda may be changed without prior notice.*

*Reasonable Limitations May be placed on public testimony: The Governing Board's presiding officer reserves the right to impose reasonable time limits on public testimony to ensure that the agenda is completed. For any person requiring a translator, this time will be doubled to account for translation time.*

*Special Presentation may be made: Notice is hereby given that, consistent with the requirements of the Bagley-Keene Open Meeting Act, special presentations not mentioned in the agenda may be made at this meeting. However, any such presentation will be for information only.*

*Reasonable Accommodation for any individual with a Disability: Pursuant to the Rehabilitation Act of 1973, any individual with a disability who requires reasonable accommodation to attend or to participate in this meeting of the Governing board may request assistance by contacting the EEC (760) 949-2036.*

*Public Documents relating to Open Session Agenda items are available for review by the public at the Reception Desk at Encore Education Corporation's Executive office or on the internet at [www.encorehighschool.com](http://www.encorehighschool.com). For more information concerning this agenda, please contact EEC (760) 949-2036.*

**1.0 CALL TO ORDER.** The meeting was called to order at \_\_\_\_\_ (time).

**2.0 OPEN GENERAL SESSION**

<b>ROLL CALL</b>	<b>Present</b>	<b>Absent</b>
Lenny Esposito	_____	_____
Kelly Ahmed	_____	_____
Suzanne Cherry	_____	_____
Rob Gabler	_____	_____
Paula Gharib	_____	_____
Mari Miller	_____	_____
Kathy Nielsen	_____	_____

**3.0 APPROVAL OF THE AGENDA**

**MOTION:** \_\_\_\_\_ **Second:** \_\_\_\_\_ **Vote:** \_\_\_\_\_

<b>ROLL CALL</b>	<b>AYE</b>	<b>NAY</b>	<b>ABSTENTION</b>	<b>ABSENT</b>
Lenny Esposito	_____	_____	_____	_____
Suzanne Cherry	_____	_____	_____	_____
Kelly Ahmed	_____	_____	_____	_____
Rob Gabler	_____	_____	_____	_____
Paula Gharib	_____	_____	_____	_____
Mari Miller*	_____	_____	_____	_____
Kathy Nielsen*	_____	_____	_____	_____

**4.0 INVITATION TO ADDRESS THE BOARD, OPEN SESSION ITEMS.** This is the time and place for the general public to address the Board of Directors on any matter within jurisdiction of the Board. Comments should be limited to 3 minutes. Unless an item has been placed on the published agenda in accordance with the Brown Act, there shall be no action taken, nor should there be comments on, responses to, or discussion of a topic not on the agenda. The Board members may: (1) acknowledge receipt of information/report; (2) refer to staff with no direction as to action or priority; or (3) refer the matter to the next agenda.

**5.0 CONSENT ITEMS.** It is recommended that the board considers approving a number of agenda items as a consent list. These items are routine in nature and can be enacted in one motion without further discussion. Consent items may be called up by any member at the meeting for clarification, discussion, or change.

**5.1** CEO Expense Report – Denise Griffin

**5.2** DOJ Report – Ashlin Barkdull

**6.0 INFORMATION ITEMS.** There are no actions needed for any of these items. These items are presented for informational purposes.

- 6.1 ASB PRESIDENT REPORT** – Nathan Zini, ASB President Hesperia
- 6.2 ASB PRESIDENT REPORT** – Sophia Wolfe, ASB President Riverside
- 6.3 STAFF LIAISON REPORT** – Jamie Waggoner, Hesperia
- 6.4 STAFF LIAISON REPORT** – Ramsey Hassen, Riverside
- 6.5 DEAN OF ACADEMICS REPORT** – Cindy Roach and Jessica Meyer
- 6.6 DEAN OF STUDENTS REPORT** – Steve Nutter, Hesperia
- 6.7 DEAN OF STUDENTS REPORT** – John Griffin, Riverside
- 6.8 CEO Verbal Report** – Denise Griffin
- 6.9 COO Verbal Report** – John Griffin
- 6.10 Enrollment** – Jenna Snowball, Riverside, Lin Ahmed, Hesperia
- 6.11 Approved A-G Courses** – Denise Griffin

**7.0 ACTION ITEMS.**

**7.1 Vote for Approval – LOW-PERFORMING STUDENTS BLOCK GRANT SPENDING PLAN.** 2018-2019 Block Grant - Provides funds for LEAs serving students identified as low-performing on state English language arts or math assessments, who are not otherwise identified for supplemental grant funding under the LCFF, or eligible for special education services. (Exhibit 7.1)

<b>MOTION:</b> _____	<b>Second:</b> _____	<b>Vote:</b> _____		
<b>ROLL CALL</b>	<b>AYE</b>	<b>NAY</b>	<b>ABSTENTION</b>	<b>ABSENT</b>
Lenny Esposito	___	___	___	___
Suzanne Cherry	___	___	___	___
Kelly Ahmed	___	___	___	___
Rob Gabler	___	___	___	___
Paula Gharib	___	___	___	___
Mari Miller*	___	___	___	___
Kathy Nielsen*	___	___	___	___

**7.2 Vote for Approval –SECOND INTERIM BUDGET. (Exhibit 7.2)**

<b>MOTION:</b> _____	<b>Second:</b> _____	<b>Vote:</b> _____		
<b>ROLL CALL</b>	<b>AYE</b>	<b>NAY</b>	<b>ABSTENTION</b>	<b>ABSENT</b>
Lenny Esposito	___	___	___	___
Suzanne Cherry	___	___	___	___
Kelly Ahmed	___	___	___	___
Rob Gabler	___	___	___	___
Paula Gharib	___	___	___	___
Mari Miller*	___	___	___	___
Kathy Nielsen*	___	___	___	___

**8.0 BOARD COMMENTS / REPORTS.** The Governing Board will take comments/updates from fellow board members, and the EEC Executive Administration for future agenda issues.

**9.0 ADJOURN TO CLOSED SESSION**

Pursuant to Government code section 54957, the Board may adjourn to closed session at any time during the meeting to discuss staff/student personnel matters, negotiations, litigation, and/or acquisition of land or facilities. The board will adjourn to closed session in a private area for discussion and may take action on the following closed session items.

A. Student Discipline appeals. Due to the confidential nature of discipline appeals, all student discipline appeals take place in closed session.

***Parent request and student(s) #5697 and #6843 - Hesperia***  
***Parent request and student #10209 - Hesperia***

B. Pending Litigation. Due to the confidential nature of any litigation that may come against the corporation, issues relating specifically to pending legal issues are orders of closed session.

***Update on Rodriguez vs Encore.***

C. Real Estate Negotiation. In the intent of fair and legal bargaining power, issues related to real estate negotiations are discussed in closed session.

***There are no updates at this time.***

D. Employee Actions. Any actions that may take place in regards to employees including disciplinary and corrective actions are discussed within closed session.

**10.0 RECONVENE AFTER CLOSED SESSION.**

At the conclusion of closed session, the Board will reconvene in open session for the purposes of disclosing in public session any actions taken during closed session regarding the outlined scope of closed session.

**11.0 ADJOURNMENT**

<b>MOTION:</b> _____		<b>Second:</b> _____	<b>Vote:</b> _____	
<b>ROLL CALL</b>	<b>AYE</b>	<b>NAY</b>	<b>ABSTENTION</b>	<b>ABSENT</b>
Lenny Esposito	___	___	___	___
Suzanne Cherry	___	___	___	___
Kelly Ahmed	___	___	___	___
Rob Gabler	___	___	___	___
Paula Gharib	___	___	___	___
Mari Miller*	___	___	___	___
Kathy Nielsen*	___	___	___	___

The meeting adjourned at \_\_\_\_\_ (time).

The next meeting will be held, Monday, April 8 at 6:00 pm





Exhibit  
5.2

March 4, 2019

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**INFO:**

DOJ Report – Ashlin Barkdull



**Human Resources:**

**D.O.J. Reporting – March 04 – 2019**

All new hires have been cleared through the DOJ. Nothing new to report.

Ashlin Barkdull  
Human Resources



Exhibit  
6.1

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**INFO:**

**ASB President Report –Nathan Zini, Hesperia**



Exhibit  
6.2

March 4, 2019

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**INFO:**

**ASB President Report –Sophia Wolfe, Riverside**



Exhibit  
6.3

March 4, 2019

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Kathy Nielson, Board Alternate\*

**INFO:**

Staff Liaison Report Report –Jamie Waggoner, Hesperia



Ashlin Barkdull <abarkdull@encorehighschool.com>

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## Staff Liaison Report

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Jamie Waggoner <jwaggoner@encorehighschool.com>  
To: Ashlin Barkdull <abarkdull@encorehighschool.com>

Sun, Mar 3, 2019 at 4:02 PM

There really is nothing to report at this time. I have had no employees come to me.

[Quoted text hidden]

--

- Jamie Waggoner  
Certificated Spanish Teacher  
Encore Education Corporation  
[www.encorehighschool.com](http://www.encorehighschool.com)

"Where academics and arts grow together."

18955 Lemon Street  
Hesperia, CA 92345  
760-956-2632

Help support our school: [donorschooise.org](http://donorschooise.org)

*CONFIDENTIALITY STATEMENT: This electronic message contains information from Encore Junior Senior High School for the performing and visual arts and may be confidential or privileged. The information is intended solely for the use of the individual(s) or entity(ies) named above. If you are not the intended recipient, be aware that any disclosure, copying, distribution or use of the contents of this message is prohibited. If you have received this e-mail in error, please notify us immediately by telephone at (760) 956-2632 or by e-mail reply and delete this message. Thank you.*



Exhibit  
6.4

March 4, 2019

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**INFO:**

Staff Liaison Report – Ramsey Hassen, Riverside

Board Meeting: Staff Liaison Report – 3/4/19

Riverside Staff Liaison: Ramsey Hassen

During the past couple of weeks Ms. Jessica Meyer conducted formal observations for our academic and art teachers. Overall, it was a positive and productive learning experience for our staff members. For some teachers this may have been the first time their classroom had been observed so extensively. Our team appreciated the constructive feedback because it gave teachers a clearer understanding of their strengths, while also identifying where there may have room for improvement. Based off of our teachers' response, I believe it would be of value to have routine assessments like this in the future. Once at the beginning of the year, as a benchmark for individual strengths and weaknesses, and once again at the end to measure improvement.

Our staff and colleagues appreciate the positive recognition and encouragement from administration; a little can go a long way. For example, there has been a lot of positive feedback from colleagues in regards to staff/teacher of the month. Other events during holidays such as the winter holiday party organized by ASB was also successful in recognizing our teachers and staff members. Events like these are important because they encourage our entire team to bond, which is an uncommon occurrence due to the nature of our open campus.

Lastly, during my time in the office as Acting Dean, some of our teachers expressed a misunderstanding of the discipline hearing process. Especially first time participants that took on the role as lead. Though this is just a minor issue, I propose that administration hold a training session for all teachers that outline the discipline hearing procedures.

I was not approached by any team member with any direct complaints to be brought up at this board meeting. We look forward to hearing a response from administration in regards to the points that were discussed today. This concludes my report. Thank you!





Exhibit  
6.5

March 4, 2019

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**INFO:**

Dean of Academics Report –  
Cynthia Roach, Hesperia and Jessica Meyer, Riverside

## Board Meeting Report

March 4, 2019

**Hesperia Dean of Academics: Cynthia Roach**

**Riverside Dean of Academics: Jessica Meyer**

- Staff:
  - Riverside
    - English Teacher 11<sup>th</sup> & 12 – Jodi Consten was hired.
  - Both: Deans are conducting observations/evaluations of all employees to be completed and turned in to Mrs. Griffin by March 10<sup>th</sup>.
  - Roach & various admin/board members will be attending the CCSA conference in Sacramento March 11<sup>th</sup>-14<sup>th</sup>. (one Dean will remain on each campus)
- WASC Prep:
  - Hesperia:
    - 1 Day Visit is set for April 18
  - Riverside:
    - WASC Pre-visit this last month. It went very well. Looking forward to working with this new chair. Detailed planning in the upcoming weeks.
    - Meyer is on a WASC Visiting Committee this week.
- State Testing
  - March Madness Test Prep begins this week with review in core testing subjects with teachers reviewing approx. 15 min each class as warm up
    - Teachers will be using released test questions as sample problems, practice SBAC, & TOMS resources to gain familiarity with testing during March prior to testing beginning in April
  - Schedule has been created. We plan to take three weeks and then extended for makeups. Each grade level will test each week: 11/12<sup>th</sup>, 8<sup>th</sup>, and 7<sup>th</sup>.
    - Riverside is planning on using an outside venue to administer testing for the Jr High groups since they are larger.
  - Chromebooks checked out to student will be used for testing. IT is going to remotely set the chrome books up for each grade level testing for each week.
  - Student Incentives for each day testing with raffles and end of testing week for each grade level and a larger event at end of all test weeks (TBD).
- Academic Rallies
  - Riverside has had two successful months of Student of the Month. January awards were in Math and February awards were in History.
  - Employee and Teacher of the Month is also announced at the rallies so students can show support for our staff.
    - January: Employee: Crystal Anguiano (Sped Reception) and Teacher: Casandra Valme (Chemistry)
    - February: Employee: Eric Tellefson (Sped Aide) and Teacher: George Freeman (7<sup>th</sup> Math & Science)
  - Hesperia: had January awards (Math) and are collecting names for February (History) to be awarded at the Rally on Friday (8<sup>th</sup>)
    - Teacher of the Month: Sophia Munoz (Math)
    - Employee of the Month: Midiam Martinez-Hernandez

- TestWiz:
  - Working on setting it up
- Counseling:
  - Riverside completed the NAEP Testing in February and is preparing for the PSAT in March.
  - Hesperia:
    - 10<sup>th</sup> grade PSAT—April 17<sup>th</sup>
    - Submitted AP Language & Comp for Retro active A-G approval on Feb 1<sup>st</sup> when window re-opened. It was accepted.
      - Many other Arts courses have been A-G approved during this current submitting window
  - Gearing up for our 1<sup>st</sup> Master Schedule Scramble right before spring break
    - Students not currently in a conservatory will have opportunity to audition tomorrow (Tue, March 5<sup>th</sup>)



Exhibit  
6.6

March 4, 2019

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**INFO:**

Dean of Students Report –  
Mr. Nutter, Hesperia

**February 2018 Discipline Report**

<b>Demerits</b>	<b>Bus Citations</b>
32	0

**Behavior Traffic School**

<b>Assigned</b>	<b>Attended</b>	<b>% Attended</b>
6	5	0.00%
<b>% OF ATTENDANCE =</b>		<b>83.33%</b>

**Saturday School**

<b>Assigned</b>	<b>Attended</b>	<b>% Attended</b>
28	15	0.00%
<b>% OF ATTENDANCE =</b>		<b>53.57%</b>

**Academic/Behavior/Attendance Contracts**

<b>Academic</b>	<b>Behavior</b>	<b>Attendance</b>
0	15	

**Suspensions**

<b>On- Campus</b>	<b>Off Campus</b>	<b>Dismissals</b>	<b>Expulsions</b>
16	9	3	3

**Suspension Days**

<b>On-Campus</b>	<b>Off-Campus</b>
18	22



Exhibit  
6.10

March 4, 2019

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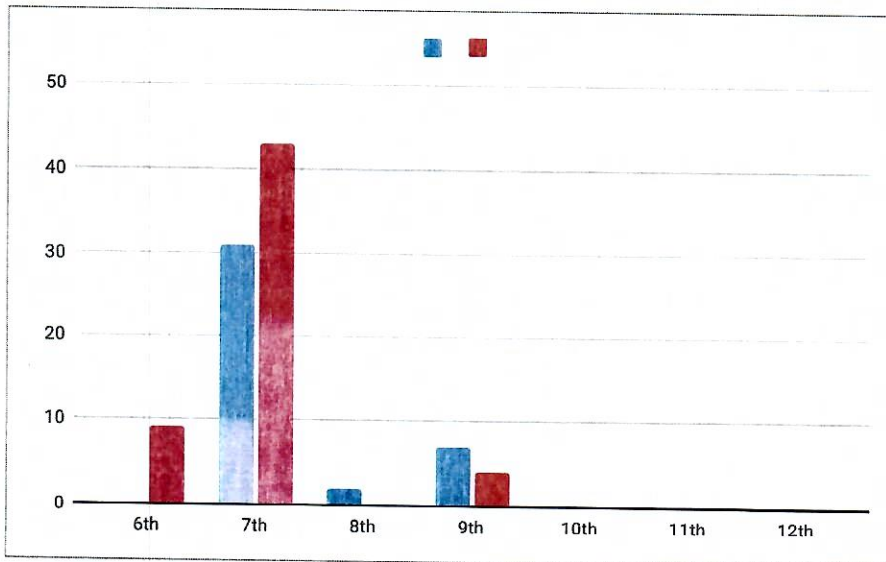
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**INFO:**

Enrollment Update Report –  
Lin Ahmed, Hesperia and Jenna Snowball, Riverside

New Enrollment as of 2/28/20018		As of 2/28/2019	
6th		6th	9
7th	31	7th	43
8th	2	8th	
9th	7	9th	4
10th		10th	
11th		11th	
12th		12th	







Ashlin Barkdull <abarkdull@encorehighschool.com>

## Enrollment Report

1 message

Jenna Snowball <jsnowball@encorehighschool.com>

Mon, Mar 4, 2019 at 2:26 PM

To: John Griffin <jgriffin@officerteam.com>, Ashlin Barkdull <abarkdull@encorehighschool.com>, Denise Rae Griffin <dg@officerteam.com>

Grade	As of 03/01/2018	As of 03/01/2019
7	69	54
8	4	4
9	11	15
10	0	0
11	1	0
12	0	0
Total:	85	73

--  
**Jenna Snowball**  
**Enrollment/Marketing Manager**  
**Encore Education Corporation**  
3800 Main St.  
Riverside, CA 92501  
(951)824-1358  
[www.encorehighschool.com](http://www.encorehighschool.com)

"Where academics and arts grow together."

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# **ENCORE**

## **education**

**c o r p o r a t i o n**

Exhibit  
6.11

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**INFO:**

Approved A-G Courses –  
English I/II Honors  
English I  
Production Choir (Production X)  
College Skills/Admissions Skills  
Biology  
Dance Technique  
Ground Arts I  
Aerialist I

# English I/II Honors

Submitted: Feb 15, 2019

Decision: Feb 28, 2019

# English I / II Honors

Encore Education Corporation

## Submission Feedback

**APPROVED**

### Basic Course Information

School(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)	
Encore Jr. Sr. High School for the Performing and Visual Arts (054307)	Classroom Based	Abbreviation	Course Code
		Eng I/II Honors	
Encore High School for the Arts - Riverside (050268)	Classroom Based	Abbreviation	Course Code
		Eng I/II Honors	

**Title:** English I / II Honors

**Length of course:** Two Years

**Subject area:** English (B) / English

**UC honors designation?** Yes

**Non-honors equivalent course:** English II

**Prerequisites:** English (Required)

**Co-requisites:** None

**Integrated (Academics / CTE)?** No

**Grade levels:**

## Course Description

### Course overview:

This course is an accelerated English course that requires students to complete portions of the class in summer school, fall, winter, and spring breaks. At the conclusion of this course, students will have completed both English I and English II in preparation for AP English courses in their junior and senior year of high school.

#### English I -

Aligned with the *California State Common Core and Content Standards and the English-Language Arts Framework for California Public Schools*, grade level appropriate coursework and expectations are followed in this introduction to various English/Language Arts concepts. With rigor, depth, and breadth of content and assignments and through directed reading and writing assignments, students focus on the mechanics of language and essay assignments. Students will gain experience with fiction, nonfiction, short stories, folklore/fairy tales, technical and informational texts, literary devices, grammar and critical thinking and are asked to read and demonstrate their understanding of literary works, such as *Sunrise Over Fallujah* by Walter Dean Myers. *English I* also introduces students to a variety of topics related to the study of English. Students will gain experience with fiction, nonfiction, short stories, drama, the research process, historical literature, speeches, interviewing techniques, media literacy and oral communication. Students will read and demonstrate their understanding of significant literary works like *Farewell to Manzanar*, *Romeo and Juliet*, and *West Side Story*.

#### English II -

This course is designed to introduce students to various concepts related to English literacy and to develop critical analysis skills through reading a variety of perspectives and genres. Students read selected short stories, Classical and Norse mythology, poetry, historical literature, novels, nonfiction, and extensive material that address Internet and library research processes and The Writing Process. Through directed reading and writing, students focus on the mechanics of language, literary characteristics and devices, vocabulary and grammar development, and critically evaluate and analyze recurring patterns and connections within the literature presented. Students will read extended literary works such as *An O. Henry Reader* and *Of Mice and Men* by John Steinbeck.

Aligned with the *California State Common Core and Content Standards and the English-Language Arts Framework for California Public Schools*, this course introduces students to critical analysis of literature through a variety of perspectives and genres including short stories, myths and legends (Native American, American), novels, and speeches. Students study the literary characteristics of fiction, nonfiction, oral communication, figurative language, Internet and library research, and learn to evaluate and deliver narrative, persuasive, and descriptive speeches. Students will read literary selections, including *Night* and *To Kill a Mockingbird*.

### Course content:

- 5 pull ups on trapeze
- 25 push ups
- right split
- left split
- center split
- straight headstand 10 seconds
- 9 minute mile
- 1 roll up

Students take part in a lab based class where they physically and artistically work on beginning techniques for aerialist artistry. This lab takes place 90 times over the course of the year for 60 minutes.

Students also take part in an academic session within the class that meets 90 times over the course of the year for 30 minutes.

## **UNIT 6 - Introduction to Aerial Lyra**

### **ARTISTIC BACKGROUND:**

Using the California State Standards, 3.0 Historical and Cultural Context students will explore a variety of works of aerial lyra by major choreographers and artists within the circus field. They will create comparisons and contrasts between artistic lyra pieces.

Aerial hoop (lyra, ring, cerceaux) is the basis for this unit.

Students will work on new aerial skills using the lyra. Skills taught will include:

- bow and arrow
- clock split
- blade
- bird's nest
- single knee hang

### **CONDITIONING:**

Students will continue preparing for the end of year assessment test in conditioning.

### **TISSU CHOREOGRAPHY:**

Students will work in small groups to create a Tissu routine that can be performed in unison to be performed in front of a live audience. Students will use skills taught in the first four units of this course.

### **Unit Assignment(s):**

#### **ARTISTIC ASSIGNMENT:**

Students will be shown how to do each skill on the aerial lyra and then asked to provide a written description and drawing of what each skill is including:

- bow and arrow

## Unit 1 - Grammar and Mechanics Review

This Unit focuses on a review of grammar/parts of speech, language mechanics, and sentence structure, including:

- Reading and Vocabulary Strategies – reviews and defines independent reading and discusses the importance of reading fluency, vocabulary development, and critical thinking.
- Understanding Words – reviews literal and figurative words, multiple word meanings, prefixes/suffixes, and commonly confused words.
- Parts of Speech – reviews nouns, verbs, pronouns, modifiers, and conjunctions.
- Sentences – reviews sentence structure, punctuation, and mechanics.

**Goals:** By completing this Unit, students will:

- know how language functions in different contexts, including literal and figurative word meanings.
- analyze how claims in promotional and functional texts are introduced and developed.
- determine the meaning of words and phrases as they are used in a text, including figurative and technical meanings.
- understand the purpose, meaning, and structure of texts, analyze the rhetoric used in them, and cite evidence from the texts to support their assertions.
- demonstrate command of the conventions of English grammar and usage.
- improve fluency, vocabulary, and comprehension skills.

### Unit Assignment(s):

Over the course of this unit,

- Students will complete thirty one activity exercises on a computer based curriculum (equivalent of a hard copy worksheet).
- They participate in a reading fluency test where they read the same passage three times for improved speed and understanding
- Students will watch 16 short videos about the parts of speech
- Students will take 4 quizzes
- Students will take a Unit Final exam
- They will also keep a reading log for daily reading skills
- They will create online content with a project.

### **EXAMPLE: Project Game Time**

**Directions:** Pretend you have been hired by a toy manufacturing company, and they have asked you to design a game that would help students understand the following parts of speech: nouns, pronouns, verbs, adjectives, and adverbs.

- Step 1: Create your game. Decide what it will look like, what the rules will be, how the game will be played and won, etc. The important thing to remember is that it needs to be designed so people understand how nouns, pronouns, verbs, adjectives, and adverbs function in sentences. You might create a game board with dice and game pieces, or choose to design something like Scrabble that uses letters, or even a game that would be played on the computer.

- Step 2: Using the Presentation, Website, or the Video tool, create a presentation or website or record and upload a commercial for the toy company that shows how your game works and how it teaches people about grammar. Try to use images, video, and audio in your presentation or website when possible and appropriate.

When you've completed your own Project, search for Projects other students have completed about your topic and comment on their work. If you find a Project on a topic that you've researched, you may want to engage in a discussion about that topic with other students. Check your own Project often and reply to students that have commented on your topic.

## **Unit 2 - Fiction and Nonfiction**

This Unit begins with a review of reading, language, and vocabulary strategies and focuses on both fiction and nonfiction literature, including:

- Reading, Fluency, and Language Strategies – continues to review and define independent reading, discusses the importance and implication of reading fluency and continuous practice including vocabulary development and words with multiple meanings.
- Fiction – explains the characteristics of fiction and promotes vocabulary and fluency in the reading of a literary selection, Poe's "Cask of Amontillado".
- Nonfiction – explains features of informational texts and promotes vocabulary and fluency in the reading of a literary selection, "Apollo 13".

**Goals:** By completing this Unit, students will:

- know how language functions in different contexts, including literal and figurative word meanings.
- analyze how claims in promotional and functional texts are introduced and developed.
- determine the meaning of words and phrases as they are used in a text, including figurative and technical meanings.
- understand the purpose, meaning, and structure of texts, analyze the rhetoric used in them, and cite evidence from the texts to support their assertions.
- demonstrate command of the conventions of English grammar and usage.
- improve fluency, vocabulary, and comprehension skills.

### **Unit Assignment(s):**

Over the course of this unit:

- Students will complete 22 activities and various reading excerpts on a computer based program (the equivalent of a hard copy worksheet)
- They participate in a reading fluency test
- They watch 6 short videos related to parts of speech
- Students read short stories including: "The Cask of Amontillado", poetry from Edgar Allan Poe, and "Apollo 13"
- Students have three quizzes and one unit final
- Students keep a daily reading log

- Students complete one project

#### EXAMPLE:

##### Description

**Directions:** As explained in the Unit, the main difference between fiction and nonfiction is that fiction comes from the imagination of the author whereas informational texts are based on facts that can be proven as true or historically accurate. This distinction applies to areas other than literature as well.

For example, think about the presidential election of 2016, where the two main candidates were Republican nominee Donald Trump and Democratic nominee Hillary Clinton. During the election, both sides accused the other of lying or "stretching the truth" to make themselves seem more worthy of being president. For this Project, you will be exploring this election and determining when and why the candidates made factual statements and when and why they chose to make fictional ones. (NOTE: This Project is not about who you would vote for, who you think should have won the election, why you think one candidate was better than the other, etc.; it is about making the distinction between fact and fiction in the real world.)

With this in mind, complete the following steps:

- Learn as much as you can about the election of 2016; you might want to find news articles, watch videos, review social media from the candidates, etc.
- Find video of one of the three presidential debates where the two candidates answered questions and explained their views on a variety of subjects.
- As you review the information and watch one of the debates, pay close attention to the places where the candidates make statements that are exactly the opposite of one another (for example, Donald Trump stated he believed climate change was not a real threat, while Hillary Clinton felt it was).
- Pretend you are a "fact checker" for the debate and you've been assigned to determine when the candidates were stating information that can be supported by fact and considered to be true, when they were "mostly" telling the truth but perhaps twisting the facts a bit, or when they were making statements that can be considered fiction.
- Once you have done this, create a Presentation or a Website that demonstrates your findings. Show specific examples of instances where candidates were being factually accurate and when they weren't, and explain why you think the candidates chose to make fictitious statements over being truthful. Also, be sure to explain whether or not you believe that political candidates should be allowed to use both fact and fiction during their campaigns and why. Use images, video, and audio clips when possible and appropriate.

When you've completed your own Project, search for Projects other students have completed about your topic and comment on their work. If you find a Project on a topic that you've researched, you may want to engage in a discussion about that topic with other students. Check your own Project often and reply to students that have commented on your topic.

### Unit 3 - Dance Hall of the Dead

The focus of this Unit is *Dance Hall of the Dead*, by Tony Hillerman. Reading and analyzing this novel promotes improved reading and writing skills, reading fluency, and provides a basis for the study of the English language and literature.



- Reading, Fluency, and Language Strategies – continues to review and define independent reading and discusses the importance and implication of reading fluency, continuous vocabulary practice with words having multiple meanings, etc.
- *Dance Hall of the Dead* – promotes a focus on the characteristics of fiction, vocabulary, mechanics, fluency practice, and a Response to Literature essay.

**Goals:** By completing this Unit, students will:

- know how language functions in different contexts.
- determine the meaning of words and phrases as they are used in a text, including figurative meanings.
- understand the meaning and structure of fictional texts, analyzing elements like character, theme, plot, figurative language, etc.
- understand what a text says explicitly, make inferences when necessary, and be able to use evidence from the text to support assertions.
- read and comprehend literature in the 9-CCR complexity band independently and proficiently (with an emphasis on reading fluency).
- demonstrate command of the conventions of standard English grammar and usage, producing clear and coherent writing for a variety of tasks and purposes.
- determine or clarify the meaning of unknown and multiple meaning words and phrases choosing from a wide range of strategies independently and proficiently.
- improve fluency, vocabulary, and comprehension skills.

#### **Unit Assignment(s):**

Over the course of this unit:

- students will complete 34 computer based activities
- read the novel *Dance Hall of the Dead*
- Take three Unit quizzes
- Take a Final Unit Test
- Identify and write vocabulary words associated with the novel
- participate in a Reading Fluency Test
- read every day and keep a reading log
- complete a 2 part project on Native Americans Today

Example:

**Directions:** One of the major themes of the novel *Dance Hall of the Dead* is the cultural conflict with identity that some Native Americans experience in modern society. Historically, Native Americans were forced to leave lands they considered to be their homes and move to areas the U.S. government sanctioned as reservations. For this Project, you will need to choose a specific tribe from the Southwestern region of the U.S. and research what life is like for Native Americans who live on reservations today. Some questions to think about to help guide your research include:

- How is the modern reservation organized (schools, governments, police, etc.)?
- How is Native American culture shared on the reservation (do they have special events, traditions, holidays, etc.)? How do these cultural traditions help to shape their identities?
- What sort of challenges do they face living on the reservation (poverty, addiction, violence, suicide, etc.)?

- What kinds of conflicts do Native Americans face when it comes to celebrating or sacrificing their cultural identities in modern society?

Use the Internet or your school library to find out information that will help you answer these questions. Be sure to use the Research Grid below to keep track of your information and sources, as you will be using it in Part 2 of this Project.

#### Unit 4 - Informational Texts

This Unit focuses on informational texts – promotional materials, functional documents, and technical directions, including:

- Reading, Fluency, and Language Strategies – continues to review and define independent reading and discusses the importance and implication of reading fluency and continuous practice including vocabulary development and words with multiple meanings.
- Promotional Materials – teaches about promotional materials in a rhetorical framework of analyzing the written word; continues with vocabulary, mechanics, and fluency practice.
- Functional Informational Documents – presents graphs, business letters, credit card applications, technical directions; continues with vocabulary, mechanics, and fluency.

**Goals:** By the end of this Unit, the student will:

- know how language functions in different contexts, including literal and figurative word meanings.
- analyze how claims in promotional and functional texts are introduced and developed.
- determine the meaning of words and phrases as they are used in a text, including figurative and technical meanings.
- understand the purpose, meaning, and structure of texts, analyze the rhetoric used in them, and cite evidence from the texts to support their assertions.
- demonstrate command of the conventions of English grammar and usage.
- improve fluency, vocabulary, and comprehension skills.

#### Unit Assignment(s):

Over the course of this unit:

- Students will take a reading fluency test
- Complete 23 computer based activities (the equivalent of a hard copy worksheet)
- Take three unit exams
- Watch 6 short videos relating to content
- Read short excerpts including promotional materials
- Write a business letter
- Complete a project on analyzing advertisements
- Complete a sample credit application

EXAMPLE:

**Directions:** In this chapter, information about analyzing promotional materials based on the rhetorical framework was presented. Find three different advertisements from three different sources (i.e.: television, the Internet, magazines, a billboard, etc.) and analyze them according to the rhetorical framework. How are they designed and why? How is the creator of the ad attempting to influence the audience to believe something is true, correct, believable, etc.? How do you know? What particular words and phrases are used to influence the audience, and what is their effect?

After analyzing the ads, complete ONE of the following Projects:

- Film a television commercial or record a radio commercial for a product of your choice using some of the same techniques used in the ads you analyzed. After you present your commercial, explain why you made the choices you did, and how you were deliberately trying to influence your audience to believe your message. Consider the rhetorical framework and think of the best way to promote your product with the most credible or believable ethos. Use the Video or Podcast tool to upload your Project to Cyber High.
- Use the Story tool to write your own advertisement similar to the FatTRIM example about an issue or product using some of the same techniques you noticed in the ads you analyzed. Use specific examples from the ads to support your assertions. Explain why you made the choices you did, and how you were deliberately trying to influence your audience to believe your message. Consider the rhetorical framework while writing and think of the best way to promote your product with the most credible or believable ethos.
- Using the Presentation tool, create a presentation that shows the different ads you found as well as one you create for a product of your choosing. The presentation should show your analysis of the ads with specific examples from them supporting your conclusions, and an explanation showing how your own version uses some of the same techniques. Use graphics, audio, or video when possible and appropriate. Consider the rhetorical framework and think of the best way to promote your product with the most credible or believable ethos.

## Unit 5 - Sunrise Over Fallujah

This focus of this Unit is *Sunrise Over Fallujah*, by Walter Dean Myers, including:

- Reading, Fluency, and Language Strategies – continues to review and define independent reading and discusses the importance and implication of reading fluency and continuous practice including vocabulary development and words with multiple meanings.
- Introduction to *Sunrise Over Fallujah* -- promotes a focus on the characteristics of fiction, the author, historical and contemporary social context and reading tips for reading about characters, plot, and structure, and promotes vocabulary and fluency practice.
- *Sunrise Over Fallujah* – continues chunking the novel and demonstrating comprehension through various activities, such as journal summaries, written reflections, fluency and vocabulary activity practice, and an essay assignment.

**Goals:** By completing this Unit, students will:

- know how language functions in different contexts and determine the meaning of words and phrases as they are used in a text.
- understand the meaning and structure of fictional texts, analyzing elements like character, theme, plot, figurative language, etc.
- understand what a text says explicitly, make inferences when necessary, and be able to use evidence from the text to support assertions.
- read and comprehend literature in the 9-CCR complexity band independently and proficiently (with an emphasis on reading fluency).
- demonstrate command of the conventions of standard English grammar and usage, producing clear and coherent writing for a variety of tasks and purposes.
- determine or clarify the meaning of unknown and multiple meaning words and phrases choosing from a wide range of strategies independently and proficiently.
- improve fluency, vocabulary, and comprehension skills.

### Unit Assignment(s):

Over the Course of this unit:

- Students will take a reading fluency test
- Students will read the novel *Sunrise Over Fallujah*
- Students will complete 27 computer based activities (the equivalent of a hard copy worksheet)
- Four unit quizzes are given to the students
- Students take a Unit Final Quiz
- Students watch five short videos related to the unit
- Students complete a Unit Project

### EXAMPLE:

**Directions:** The characters in *Sunrise Over Fallujah* often mention that they get most of their information about the war through the television news rather than through official military communications. The problem that they begin to see with this method is that the news does not always accurately reflect what is happening in the war or it is biased, as in the reporting of Jessica Lynch's experience.

For this project, you will choose an event that takes place in the novel and put together your own media report using information from the novel. Use the presentation, website, or video tool to pretend you are a reporter who is reporting the details of the event to the audience at home. Think about what facts your audience needs to know and what kind of language and tone you should use to capture their attention and reflect the mood of the event. Incorporate images, video clips, or audio clips if possible, into your presentation, giving credit to the author if needed. You may want to answer some or all of the following questions in your report:

- Who was involved?
- What happened according to the details you have available?
- Are there unanswered questions about what happened? If so, why?

Be sure to also give background on the conflict in Iraq. For example:

- Why is the military there?
- What are the larger objectives?
- Does it seem like progress has been made up to this point (when your chosen event occurs)?

## Unit 6 - Farewell to Manzanar

This Unit tells the story one of the numerous ethnic groups that has helped formed the population of the United States: Japanese-Americans. World War II was a dark time in U.S. history, but it was particularly so for Japanese-Americans. *Farewell to Manzanar* is the story of one family's experience during this time in history as remembered by the author, Jeanne Wakatsuki Houston, including:

- Reading, Fluency, and Language Strategies – reviews and defines independent reading and discusses the importance of reading fluency, vocabulary development, words with multiple meanings, and critical thinking.
- Introduction to *Farewell to Manzanar* – explains characteristics of nonfiction, relates information about the author and historical background information, and analyzes documents; continues with fluency and vocabulary practice; invites short written reflections; and an essay assignment.
- *Farewell to Manzanar* – continues chunking the novel and demonstrating comprehension through various activities, such as journal summaries, written reflections, fluency and vocabulary activity practice, and students write a Response to Literature essay.

**Goals:** By completing this Unit, students will:

- understand how language functions literally and figuratively in different contexts, and determine the meaning of words and phrases as they are used in a text.
- understand the meaning and structure of *Farewell to Manzanar*, analyzing its development of main ideas and themes, its narrative structure and purpose, its use of figurative language, etc.
- understand what a text says explicitly, make inferences when necessary, and be able to use evidence from the text to support assertions.
- read and comprehend nonfiction literature in the 9-CCR complexity band independently and proficiently (with an emphasis on reading fluency).
- demonstrate command of the conventions of standard English grammar and usage, producing clear and coherent writing for a variety of tasks and purposes.
- determine or clarify the meaning of unknown and multiple meaning words and phrases choosing from a wide range of strategies independently and proficiently.

### Unit Assignment(s):

Over the course of the unit:

- Students will take a reading fluency test
- Students will journal a reading log
- Students will read *Farewell to Manzanar*
- Students will complete 33 computer based activities (equivalent to a hard copy worksheet)
- Students will complete 4 unit quizzes and on Unit Final test
- Students will watch 4 short videos relating to the unit
- Students will complete an online project on The US and War

EXAMPLE:

**Directions:** Think about what happened to the Japanese in the U.S. during World War II. Basically, they lost their right to live in certain places and to own their own property or businesses if they lived along the West Coast. Using the information you have read about in this Unit and outside Internet research when necessary, choose ONE of the following projects. Using the Presentation tool:

- Compare the Japanese Internment and World War II with September 11th and laws like Patriot Act and explain how the rights of citizens change during wartime. Do you think it is necessary that these changes are made or are they unfair restrictions on our freedom? Why do you feel that way?
- Propaganda is a form of communication that is designed to influence a group of people to believe a certain message. It usually only contains one side of an argument, and, especially during war, propaganda can be racist. For example, during World War II, different groups created flyers where Japanese people were represented as rats. Using the Internet, find different examples of propaganda from World War II. Explain how and why this propaganda was created and the effect it was meant to have on people who saw it.

Use images, video, and audio clips when possible and appropriate, but be sure to cite your sources and tell where you find your information in your presentation.

## Unit 7 - Oral Communication

This Unit focuses on communications and begins with a review of reading, language, and vocabulary, including:

- Reading, Fluency, and Language Strategies – continues to review and define independent reading, discusses the importance and implication of reading fluency and continuous practice including vocabulary development and words with multiple meanings.
- Introduction to Speeches – explains/defines informative, narrative, and persuasive speeches, promotes purpose, audience, fluency practice, rhetorical devices, and message.
- Analyzes Historical Speeches – analyzes historical speeches through context and comprehension activities; continues with vocabulary activities and fluency practice.
- Writing and Delivering a Speech – instructs in patterns of organization and activities of a speech and delivering a speech.

**Goals:** By completing this Unit, students will:

- understand how language functions literally and figuratively in different contexts, and determine the meaning of words and phrases as they are used in a text.
- analyze the central ideas of a text, how they are structured and developed, and how they interact over the course of the text.
- understand what a text says explicitly, make inferences when necessary, and be able to use evidence from the text to support assertions.
- evaluate how a speaker utilizes rhetoric to advance a particular purpose, argument, or point of view, and incorporate those strategies into an oral presentation.
- read and comprehend nonfiction literature in the 9-CCR complexity band independently and proficiently (with an emphasis on reading fluency).
- demonstrate command of the conventions of standard English grammar and usage, producing clear and coherent writing for a variety of tasks and purposes.

- determine or clarify the meaning of unknown and multiple meaning words and phrases choosing from a wide range of strategies independently and proficiently.

### Unit Assignment(s):

Over the course of the unit:

- Students will complete a reading fluency test
- Keep a reading journal
- Complete 21 computer based activities (the equivalent of a hard copy worksheet)
- Read presidential speeches from President Carter and President Reagan
- Complete 4 unit quizzes and a Final Exam
- Complete a unit project

#### EXAMPLE:

**Directions:** In this Unit, you were given information about effective methods of oral communication, rhetoric, writing and delivering speeches, etc. Using the Internet or other electronic resources in your local or school library, research a speech delivered by a notable historical figure and analyze its overall effectiveness. The speech could be from someone like Martin Luther King, Jr., a U.S. President, an author, a scientist, an innovator like Steve Jobs or Bill Gates, etc. Choose someone you are interested in, and who you feel delivers an exceptional speech that demonstrates many of the elements (rhetorical devices, style, etc.) covered in this Unit.

Once you have identified a speech, complete ONE of the following tasks:

- Create a Presentation where you analyze the effectiveness of the speech. Explain why you chose it, why it is an example of an outstanding speech, and how the rhetoric affects you. Use images, audio or video clips from the speech, links to outside resources, etc. when possible and appropriate.
- Using the Story tool, explain why you chose the speech. Then, try to improve the speech by rewriting it yourself. What language would you change? Could you make the rhetoric more effective or current? Would you add any visual aids to enhance the presentation? If so, what? Once you have rewritten the speech, explain why you made the changes you did, and why you feel it is more effective.
- Record video or audio of yourself delivering the same speech, but improving on any areas you feel could be done more effectively. When possible, enhance the speech with appropriate visual aids. After you have delivered your version, explain why you chose that particular speech, and why your version is an improvement on the original. Upload your video or audio clips to Cyber High using the Video or Podcast tools.

### Unit 8 - Drama

The main focus of this Unit is drama in the “voice” of a play. Drama is a *genre* of literature. Students read *Romeo and Juliet* and *West Side Story*. The selections improve reading and writing skills and provide a basis for the study of the English language and literature.

- Reading, Fluency, and Language Strategies – continues to review and define independent reading and discusses the importance and implication of reading fluency, continuous vocabulary practice with words having multiple meanings, etc.
- Introduction to *Romeo and Juliet* – discusses characteristics of dramas and provides background study for reading the selection; fluency practice continues.
- *Romeo and Juliet* – enables considerable practice with vocabulary and fluency; presents journal readings and summaries and various comprehension activities.
- *West Side Story* – reviews background plot summary and tips of the presented story; presents journal readings and summaries and various comprehension activities and fluency practice.
- Essay Assignment – compares and contrasts *Romeo and Juliet* and *West Side Story*.

**Goals:** By completing this Unit, students will:

- know how language functions in different contexts and determine the meaning of words and phrases as they are used in a text.
- understand the meaning and structure of dramas, analyzing elements like character, theme, plot, figurative language, etc. and examine how a text borrows from and expands upon a source text.
- understand what a text says explicitly, make inferences when necessary, and be able to use evidence from the text to support assertions.
- read and comprehend literature in the 9-CCR complexity band independently and proficiently (with an emphasis on reading fluency).
- demonstrate command of the conventions of standard English grammar and usage, producing clear and coherent writing for a variety of tasks and purposes.
- determine or clarify the meaning of unknown and multiple meaning words and phrases choosing from a wide range of strategies independently and proficiently.

#### **Unit Assignment(s):**

Over the course of the unit:

- Students will take a reading fluency test
- Keep a reading journal
- Complete 31 computer based unit activities (the equivalent of a hard copy worksheet)
- Read *Romeo & Juliet*
- Read *West Side Story*
- Take 4 unit quizzes and 1 Unit Final Test
- Complete a Unit Project on Understanding Drama

**EXAMPLE:**

**Directions:** Now that you have read both of the plays, imagine what they might look like on the stage. What do the characters look like? The costumes? The stage? Now it is your chance to participate in the creative process of performing a drama. Complete ONE of the following projects:

- Pretend you are the costume designer for a production of either *Romeo and Juliet* or *West Side Story*. Using images from the Internet or your own drawings and the Presentation tool, create a presentation in which you show what the costumes would look like for each main character. You'll want to include images of your designs as well as an explanation of why you chose to dress the character that way. Use video clips when possible and appropriate, and be sure to cite where you find any media you use from the Internet.



- Sometimes, people produce plays that use the same source text dialogue and/or plot but show the events taking place in a different time period. For example, think about various film versions of the play *Romeo and Juliet*. The play has been set during the 1950s, in the 1990s with Claire Danes and Leonardo DiCaprio, and even as a musical in *West Side Story*! Have you ever seen a version of a play that is set in a different time period than it was originally written to occur? Using the Presentation tool, show what historical time period you think would be interesting to set either *Romeo and Juliet* or *West Side Story*, what the costumes would look like given this change of period, what the stage would look like, etc. Explain why you chose the period you did and how/why you think the themes in the play you chose apply to society during the period you chose. Use images, audio, and video clips when possible and appropriate.
- Pretend you are the director of a production of either *Romeo and Juliet* or *West Side Story* and you get to make decisions about what the stage looks like, who the actors are, how they are dressed, etc. Record a video of a scene from the play showing how you would direct it on the stage. Include your friends or family members playing characters, and once they have performed the scene, record someone interviewing you so you can explain the creative choices you made. Use the Video tool to upload your finished product to Cyber High.
- Pretend you are working for a museum and you have been asked to create an online exhibit about Shakespeare. Using the Website tool, create a site in which people can go to learn about Shakespeare, his plays, his contributions to the English language, etc. Include links to outside sources, images, video, audio, etc. when possible and appropriate.

## Unit 9 - Writing Strategies

This Unit focuses on writing, specifically on the Writing Process, establishing a set of guidelines designed to assist struggling students to put pencil to paper, so-to-speak, in an organized manner, including:

- Reading, Fluency, and Language Strategies – continues to review and define independent reading and discusses the importance and implication of reading fluency and continuous practice including vocabulary development and words with multiple meanings.
- Writing Strategies – instructs and reviews the purpose, structure, voice, tone, and word choice in writing sentences; continues fluency practice.
- The Writing Process – reviews strategies of prewriting, drafting, revising, editing, and publishing; more fluency practice.

**Goals:** By completing this Unit, students will:

- know how language functions in different contexts and determine the meaning of words and phrases as they are used in a text.
- utilize the Writing Process to produce clear and coherent explanatory texts in which the development, organization, and style are appropriate to the task, purpose, and audience.
- demonstrate command of the conventions of standard English grammar and usage, producing writing for a variety of tasks and purposes.
- determine or clarify the meaning of unknown and multiple meaning words and phrases, choosing from a wide range of strategies independently and proficiently.

## Unit Assignment(s):

Over the course of this unit:

- Students will complete a reading log
- Students will take a reading fluency test
- Complete 23 computer based unit activities (the equivalent of a hard copy worksheet)
- Take 3 unit quizzes and 1 Unit Final Exam
- Students will watch 8 short videos regarding the unit

### EXAMPLE:

**Directions:** Read and answer the questions below. Review the information if necessary.

Which of the following choices lists the 5 C's of writing?

1.  coherent, clear, content, complete, correct  
 content, considerate, correct, clear, concise  
 clear, correct, concise, complete, considerate  
 None of the choices are correct.

A peer review can be helpful to a writer because:

2.  other people might see problems that the writer does not.  
 it is an opportunity for the writer to see if the audience will understand the message he is trying to communicate.  
 a peer can offer suggestions of how to improve on the essay or help the writer correct grammar and mechanics issues.  
 All of the choices are correct.

A final, polished draft is produced during the:

3.  revision stage of the Writing Process.  
 editing stage of the Writing Process.  
 publishing stage of the Writing Process.  
 None of the choices are correct.

Place a checkmark next to each thing that is reviewed during the revision stage of the Writing Process:

4.  spelling  
 the organization of the paragraphs  
 the cohesion of the paragraphs  
 correct word usage  
 logical and smooth flow of ideas  
 an effective introduction and conclusion  
 correct sentence construction  
 a variety of sentence patterns  
 claims supported with evidence  
 the significance of the message is explained  
 a clear main topic  
 unnecessary wording or sentences

Place a checkmark next to each thing that is reviewed during the editing stage of the Writing Process:

- spelling
- the organization of the paragraphs
- the cohesion of the paragraphs
- correct word usage
- 5. logical and smooth flow of ideas
- an effective introduction and conclusion
- correct sentence construction
- a variety of sentence patterns
- claims supported with evidence
- the significance of the message is explained
- a clear main topic
- unnecessary wording or sentences

## UNIT 10 - HONORS CAPSTONE PROJECT ENGLISH I RESEARCH PAPER

This focus of this Unit revolves around how to write a persuasive, research-based essay that involves a process of gathering evidence, evaluating sources, choosing appropriate evidence, and documenting sources, including:

- Reading, Fluency, and Language Strategies – continues to review and define independent reading and discusses the importance and implication of reading fluency and continuous practice including vocabulary development and words with multiple meanings.
- Persuasive Writings – reviews purpose and structure of writing, defines an “argument” in persuasive writing and organization, transitions, and rhetorical strategies in persuasive essays; more fluency practice.
- The Research Process – discusses the importance of research in persuasive writing, how to formulate research questions, gather and use evidence, and evaluate and document sources; explains writing as a persuasive essay; continue with fluency practice.

**Goals:** By completing this Unit, students will:

- know how language functions in different contexts and determine the meaning of words and phrases as they are used in a text.
- utilize the Writing Process to produce clear and coherent persuasive texts in which the development, organization, and style are appropriate to the task, purpose, and audience.
- use effective research methods and multiple print and digital sources to gather evidence, evaluate evidence, integrate information into a text while avoiding plagiarism, and follow a standard citation format.
- demonstrate command of the conventions of standard English grammar and usage, producing writing for a variety of tasks and purposes.
- determine or clarify the meaning of unknown and multiple meaning words and phrases, choosing from a wide range of strategies independently and proficiently.

 **Unit Assignment(s):**

Students will be required to complete a research paper that includes at least 10 cited sources on a topic approved by the teacher that would require the student to write a persuasive essay. The student will have to write the report in two parts, choosing two sides of the topic and writing the essay on behalf of both "sides" of the topic.

To complete the unit, students will also complete the unit coursework.

**Objectives:** Utilizing multiple measures of assessment, as measured by rubric score, progress reports, peer/self-assessments, quizzes/exams, and/or teacher input, 95% of students who enroll in and complete all five (5) Units of this Course will demonstrate a success rate in response to the multiple measures of assessment that apply to each Unit of this course. In addition, each student will complete historical research as needed and achieve at least 70% accuracy and a score of at least "Proficient" on the final essay assignment. By the end of this Unit, the student will:

- identify and use figures of speech (idioms, oxymorons, slang, etc.).
- understand that words have multiple meanings.
- practice using context clues to determine the meanings of new vocabulary words.
- realize how purpose, audience, situation, ethos, and message affect persuasive writing.
- understand various strategies for persuasive writing, including rhetorical devices and appeals.
- understand and practice each stage of the research process, including gathering evidence, evaluating sources, and documentation and complete a persuasive, research-based essay demonstrating their understanding of the concepts presented in this Unit.
- utilize critical thinking skills when necessary.
- practice fluency through timed exercises.
- use a dictionary and thesaurus as needed.
- complete the independent reading requirement, as determined by reading logs and conferences with the teacher.
- complete the Chapter and Final Review Quizzes and the Final Exam.

## Unit 11 - The Short Stories of O. Henry

The focus of this Unit is studying fiction through reading short stories by O. Henry, including:

- Reading, Fluency, and Language Strategies – reviews and defines independent reading and discusses the importance of reading fluency, punctuation, and vocabulary strategies.
- The Characteristics of Fiction – presents various characteristics of fiction and figurative language.
- "The Cop and the Anthem" and "The Gift of the Magi" – presents an introduction to the author and activities in reading, comprehension, and vocabulary with fluency practice.
- "A Retrieved Reformation" and "The Last Leaf" – provides a continuance of activities in reading, comprehension, and vocabulary with fluency practice.

**Goals:** By the end of this Unit, students will:

- improve reading, fluency and language strategies.
- demonstrate mastery of written and oral conventions of standard English.
- understand the genre of fiction and literary devices in the Short Stories of O. Henry.
- acquire critical and contextual frameworks for approaching a literary work.

## Unit Assignment(s):

Over the course of this unit:

- Students will read *The Cop and the Anthem*, *The Gift of Magi*, *A Retrieved Reformation*, and *the Last Leaf*
- Students will take a reading fluency test
- Students will keep an independent reading log
- Students will complete 22 computer based activities related to the unit (equivalent to a hard copy worksheet)
- Students will complete 4 unit quizzes and 1 Unit Final Exam
- Students will complete a project on the art of storytelling

### EXAMPLE:

#### Description

**Directions:** The focus of this Unit is on the written form, but there are many different ways to tell a story. Think about how people visually tell stories: television shows, movies, comic books, photography, artwork, etc. The list goes on and on.

Now think about the stories you have read in this Unit and how they are structured, as well as the various characteristics of fiction they use. How does O. Henry make them interesting to readers? How does his use of figurative language affect the way in which his story is told?

Now it is your turn to be the storyteller; you will need to incorporate as many elements as you can to make your story interesting, but you will be telling this story *visually*. This means that instead of writing a story, you will be visually telling the story using the Story, Presentation, Sketch, or Video tools. The story can be about whatever topic you choose, but remember that it must be complete, have a theme, hold the interest of the "reader," etc. You can create your own or use existing images, pieces of audio, or chunks of text to help you, but remember the focus is to tell the story using as little text as possible (think of a comic book or a cartoon).

## Unit 12 - An Introduction to Greek, Roman, and Norse Mythology

The focus of this Unit is Greek, Roman, and Norse mythology, including:

- Reading, Fluency, and Language Strategies – continues to review and define independent reading and discusses the importance and implication of reading fluency and continuous practice, spelling, punctuation, and vocabulary.
- Introduction to Mythology – introduces characteristics and structure to myth, including the study of classics, fluency practice and vocabulary development.
- Classical Creation and Nature Mythology – continues with the myths, fluency practice, and vocabulary development.
- Classical Heroes, War, and the Roman Connection – introduces classical heroes, the Trojan War, the Roman connection, fluency and vocabulary development, specifically with roots, prefixes, and suffixes.
- Norse Mythology – introduces Norse myths, research, writings, and continues with fluency practice and vocabulary development.

**Goals:** By the end of this Unit, students will:

- improve reading, fluency and language strategies.
- demonstrate mastery of written and oral conventions of standard English.
- read and understand various classical Greek, Roman and Norse myths.
- acquire critical and contextual frameworks for approaching a literary work.

**Unit Assignment(s):**

Over the course of the unit:

- Students will take a reading fluency test
- Complete an independent reading log
- Complete 28 computer based unit activities (the equivalent of a hard copy worksheet)
- Students complete five unit quizzes and one final unit exam
- Students will watch six short videos pertaining to the unit
- Students will complete a Project that has two parts

**EXAMPLE:**

**Description**

**Directions:** As mentioned in the chapter, the Romans borrowed heavily from the Greeks when creating their own mythology. To begin this Project, research some similarities between Greek and Roman mythology. Focus on how the Roman stories were most likely based on, or at least inspired by, the Greek myths. You might want to research two specific heroes like Aeneas and Odysseus who have similar stories, or make more general comparisons, like between the nature myths of both cultures. Use the Research Grid below to help you keep track of the resources you find. Once you have finished, proceed to Part 2 of this Project on the next page.

### Unit 13 - Understanding Poetry

The focus of this Unit is poetry introduction, including:

- Reading and Vocabulary Strategies – provides additional review of independent reading strategies, fluency, and vocabulary development.
- An Introduction to Poetry – introduces poetry characteristics, terms, reading, and vocabulary.
- Love Poems and Words of Wisdom – presents lessons on various well-known poetry selections.
- Nature – presents poems dealing with nature, personification, imagery, and historical narrative and analysis; continues with vocabulary development.

**Goals:** By the end of this Unit, students will:

- improve reading, fluency and language strategies.
- demonstrate mastery of written and oral conventions of standard English.
- understand and appreciate the various characteristics of poetry.
- acquire critical and contextual frameworks for approaching a literary work.

## ☐ Unit Assignment(s):

Over the course of unit:

- Students will complete a reading fluency test
- Students will keep an independent reading log
- Students will complete 23 computer based activities (the equivalent of a hard copy worksheet)
- There are 4 unit quizzes and one final unit exam
- Students read *No Longer Mourn for Me When I am Dead*, *The Road Not Taken*, *Solitude*, *I Wandered Lonely as a Cloud*, *The Enchanted Shirt*, and *The Wreck of Hesperus*

EXAMPLE:

**Directions:** Think about another genre of literature you have read that shares a similar theme to one of the poems presented in this chapter. Then think about how that theme was presented in each of them. What similarities and differences can you identify between the way the poem presents a theme in comparison to the other genre? How does the difference in form or the usage of literary devices affect the way in which a theme is communicated? Use the Text Editor to document your ideas. Be sure to offer specific examples to support your opinion.

## Unit 14 - Of Mice and Men

The focus of this Unit is the novel *Of Mice and Men*, including:

- Reading and Vocabulary Strategies – continues to review independent reading strategies, fluency, and vocabulary development.
- Background Information – reviews characteristics of literature and figurative language.
- Reading novel – presents guided reading of the recommended novel.
- Reading, Fluency, Writing Skills, and Vocabulary Development – continues review of all components.

**Goals:** By the end of this Unit, students will:

- improve reading, fluency, and language strategies.
- demonstrate mastery of written and oral conventions of standard English.
- analyze for meaning the characteristics of fiction and compose an essay about the novel.
- acquire critical and contextual frameworks for approaching a literary work.

## ☐ Unit Assignment(s):

Over the course of the unit:

- Students will take a reading fluency test
- Students will keep an independent reading log
- Students will complete 31 computer based activities (equivalent of a hard copy worksheet)
- Students will read *Of Mice and Men*
- Students will write an essay on *Of Mice and Men*
- Four Unit quizzes and One final unit test

- Two part Project

**EXAMPLE:**

**Directions:** Migrant workers like George and Lennie have been in California for decades. In the 1950s and 1960s, farm workers were still not treated fairly and worked for very low pay. Labor leaders like César Chávez and Dolores Huerta fought for the rights of farm workers through non-violent protests and strikes. Chávez and Huerta helped start the United Farm Workers organization (the UFW), which still works today to fight against unfair labor practices and to protect farm workers. Choose ONE of the following Projects to complete:

- Using this information and additional research you do on your own, write or contribute to a Wiki about one of the topics you select from the dropdown menu below.
- Think about issues facing your own community today. Are any of them similar to those faced by farm workers in the 50s and 60s? Think of a group of people who you feel are being treated unfairly in society and pretend you are going to create an organization to help them fight for their civil rights. Think of a name for your organization and the things you would do to help. Then, create a Website that tells people what your organization was about, describes the people who need help, and explain the things your organization plans to do to help them. Be sure to use graphics, audio, and video clips when possible (although be sure to indicate where the information is from and give credit to the original authors or creators).

**Unit 15 - Nonfiction**

The focus of this Unit is nonfiction in the form of biographies and autobiographies, including:

- Reading and Vocabulary Strategies – continues to review independent reading strategies, fluency, punctuation and spelling, and vocabulary development.
- Biographies – provides an understanding of nonfiction, reading suggested selections, and continues development of reading, fluency, vocabulary, and writing skills.
- Biography – reviews background information and reads excerpt from Helen Keller's story; continues with review of vocabulary development.

**Goals:** By the end of this Unit, students will:

- improve reading, fluency, and language strategies.
- demonstrate mastery of written and oral conventions of standard English.
- analyze excerpts from various biographies and autobiographies for meaning and structure.
- acquire critical and contextual frameworks for approaching a literary work.

**Unit Assignment(s):**

Over the course of this unit:

- Students will take a reading fluency test
- Students will keep an independent reading journal
- There are 24 computer based activities in this unit
- 3 Unit quizzes and 1 Final Unit Exam



- Students will read *The Elephant Man*, *The Escape of Henry "Box" Brown*, and *The Story of My Life*
- Student will complete a Unit Project.

**EXAMPLE:**

**Directions:** Helen Keller was both deaf and blind. What do you think that would be like? Here's your chance to get a glimpse of some of the challenges she might have faced in her daily life.

For this Activity, you will need a bandanna or scarf to use as a blindfold, earphones with a portable stereo or MP3 player, and at least one friend or family member to assist you. Read through the directions below and your project options before you begin.

1. Fold the scarf or bandanna into a strip and tie it over your eyes behind your head. Secure it over your eyes so you are completely blindfolded and make sure that you cannot see anything.
2. Try walking around your home for 10 minutes doing some of your daily activities. (Keep your friend or family member with you to make sure you don't hurt yourself). How do you feel? Do you feel disoriented or nervous? Is it easier or harder to do things? Why?
3. Remain blindfolded, put on the headphones, and turn up the music so you cannot hear anything going on around you. (If you don't have access to earphones or an MP3 player, use earmuffs or anything that will cover your ears and make it difficult for you to hear). Walk around your home again for 10 minutes with your friend or family member still watching out for you and try doing some of your daily activities. How do you feel now that you are both "blind" and "deaf"? Would you be able to do some of your favorite activities if you were both blind and deaf? What is the most difficult for you to do?
4. Remaining both blindfolded and with your ears covered, walk around your home again for another 10 minutes, this time without speaking. Ask your friend to lead you around and try to get you to do things, but neither of you can speak out loud to one another. How do you communicate? Do you feel helpless without the use of any of your physical senses? Why or why not?

Does this activity give you a better understanding of the challenges Helen Keller faced in her life? Do you see her as someone to admire? Why or why not? After completing the activity, complete ONE of the projects below:

- Using the Presentation tool, describe your "experience" in Keller's world highlighting what you think is most important for people to know. Include images, audio, video, etc. when possible and appropriate.
- Using the Website tool, create a site that demonstrates some of the challenges people with disabilities like Keller face in today's society. Include links to information and other sites about her specific disabilities and what people are doing to help those who suffer from them. Include images, audio, video, etc. when possible and appropriate.
- Record yourself completing the activity and once you are done, ask the friend or family member to interview you about your experience and your reactions to it, then upload the video to Cyber High using the Video tool.

**Unit 16 - Night**

The focus of this Unit is the Holocaust memoir *Night*. Students are introduced to the characteristics of memoir through background information and study the different tools an author uses to communicate meaning and to make a story interesting to a reader. Reading and analyzing this information will not only aid in the comprehension of the story but will also help to improve reading skills, increase comprehension of etymology and word origin, and provide a basis for the study of the English language, including:

- Reading and Vocabulary Strategies – reviews and defines independent reading and discusses the importance of reading fluency, vocabulary development, root word knowledge, and critical thinking.
- Characteristics of Literature and Figurative Language – presents a review of various characteristics of fiction and figurative language, comprehension skills and activities, and fluency and vocabulary development and practice.
- Comprehension, Reading, Writing, and Vocabulary Skill Development – continues to review activities in reading, comprehension, and vocabulary with fluency practice.
- Writing Response to Literature and Oral Presentation.

**Goals:** By the end of this Unit, students will:

- improve reading skills and increase comprehension of etymology and word origin, all of which provide a basis for the study of the English language.
- increase reading abilities through independent reading.
- learn how to better use the English language to select the most appropriate words that enhance both spoken and written communication (i.e.; understand how words and language function with basic language conventions).
- read and analyze the novel, practice vocabulary, answer various types of questions, analyze the text for meaning and structure, and write a longer essay and oral presentation in response to the literature.
- build reading speed through fluency checks to increase fluency and comprehension.

#### **Unit Assignment(s):**

Over the course of the unit:

- Students will read *Night*
- Students will take a reading fluency test
- Students will keep an independent reading log
- 27 computer based activities (equivalent of a hard copy worksheet)
- 4 unit quizzes and 1 final unit exam
- Unit Project

#### **EXAMPLE:**

**Directions:** *Night* is Elie Wiesel's story of his experience being isolated, relocated, and then imprisoned in concentration camps during World War II. Many other survivors have spoken out and shared their stories of internment in various forms. For Part I of this project you will do research online and do the following:

- Locate and watch a video interview with a Holocaust survivor. As you watch the video, take the following notes: What is the speaker's name? Where was he or she from originally? What concentration camp was the survivor relocated to? What aspects of the experience were most impressionable to you? Also note your experience listening to the survivor's story. How does it make you feel? Is listening to the story different than reading *Night*? What are the differences in listening to an interview and reading a text?

- Locate a photograph online of a piece of art created by a Holocaust survivor that is in some related to that person's experience during World War II. Write down what kind of art it is (painting, sculpture, etc.), and describe what it looks like. Write down your impressions of it as well. How does it make you feel? Does the visual art have a different impact than reading *Night* or listening to the survivor's interview?

## Unit 17 - To Kill A Mockingbird

The focus of this Unit is on fiction and the novel *To Kill a Mockingbird*. Students continue to study the different parts of a fictional short story through background information relating to the historical context of this book, as well to review the characteristics of fiction previously presented by the author to communicate meaning and to make a story interesting to a reader, including:

- Reading and Vocabulary Strategies – continues to review and define independent reading and discusses the importance of reading fluency, vocabulary development, root word knowledge, and critical thinking.
- Characteristics of Literature and Figurative Language – presents a review of various characteristics of fiction and figurative language, comprehension skills and activities, and fluency and vocabulary development and practice.
- Comprehension, Reading, Writing, and Vocabulary Skill Development – continues to review activities in reading, comprehension, and vocabulary with fluency practice.
- Essay Assignment.

**Goals:** By the end of this Unit, students will:

- improve reading skills and increase comprehension of etymology and word origin, all of which provide a basis for the study of the English language.
- increase reading abilities through independent reading.
- learn how to better use the English language to select the most appropriate words that enhance both spoken and written communication (i.e.; understand how words and language function with basic language conventions).
- read and analyze the novel, practice vocabulary, answer various types of questions, analyze the text for meaning and structure, and write a longer essay and oral presentation in response to the literature.
- build reading speed through fluency checks to increase fluency and comprehension.

### Unit Assignment(s):

Over the course of this unit:

- Reading Fluency Test
- Student Independent Reading Log
- Complete 36 computer based activities (equivalent of a hard copy worksheet)
- Read *To Kill a Mockingbird*
- Three Unit quizzes and one final unit exam
- Complete Unit Project

**Directions:** In the previous chapter, you were directed to write a Wiki about an issue involving the treatment of African Americans before the Civil Rights Movement. Think about what you learned in that Project, as well as the themes from the novel.

Now think about your own community, the country, or the world, and identify a group of people who are being treated unfairly or who are currently fighting for their own civil rights. Using the Video, Presentation, Podcast, or Song tool, explain how this group of people is being treated unfairly and convince people that they should become involved to help stop the injustice.

## Unit 18 - Oral Communication

The focus of this Unit presents information about writing and delivering effective speeches and presentations. Students will exam historical speeches by Abraham Lincoln, Martin Luther King, Jr., and Robert F. Kennedy. By analyzing their words and determining what makes them memorable, students will learn to apply specific techniques to their own speeches and presentations. After reading over the material in the Unit, practicing some techniques of oral communication, and writing a narrative essay, students will also be asked to give a narrative speech of their own, including:

- Reading and Vocabulary Strategies – reviews and defines independent reading and discusses the importance of reading fluency, vocabulary development, root word knowledge, and critical thinking.
- Elements of Oral Communication – introduces rhetoric and rhetorical devices through comprehension activities, vocabulary development, fluency practice, and the development of various reading and writing skills.
- Historical Speeches – presents various well-known speeches for analysis, comprehension, vocabulary, and fluency activities through the development of reading, speaking, and writing skills.
- Writing and Delivering a Speech – presents instruction in graphic organizers, outlines, and patterns, word choice, visual aid usage, fluency practice, and writing and narrative presentations.

### Unit Assignment(s):

Over the course of unit:

- Reading Fluency Test
- Student Independent Reading Log
- 17 computer based activities (equivalent of a hard copy worksheet)
- Read *The Gettysburg Address*, the speech of Martin Luther King Jr, and the speech of Robert F. Kennedy
- Four unit quizzes and one unit final exam
- Students draft, write, and deliver a speech

### EXAMPLE:

**Directions, Part 1:** Think about the information about the Civil Rights movement, and then pretend you were in the audience during Martin Luther King, Jr.'s speech and use the Text Editor to answer the following questions:

- How do you think you would feel?

- Would the wording in the quotes you read have an effect on you? Why or why not?
- How does the setting and the purpose of the speech contribute to its message?
- How do those things affect the emotions of the audience?
- What words and devices would make you feel that way? Use specific examples from the text to help illustrate your opinion.

**Directions, Part 2:** Now pretend you were in the audience for Kennedy's speech about the assassination of Martin Luther King, Jr. and again use the Text Editor to answer the following questions:

- How do you think you would feel?
- Would the wording in the speech have an effect on you? Why or why not?
- What specific words or phrases appeal to you? Why?
- How does the setting and the purpose of the speech contribute to its message?
- How do those things affect the emotions of the audience?

## Unit 19 - Folklore: Myths, Legends, and Fables

The focus of this Unit is on myths, legends, and fables. Serving as an integral part of various societies, these cultural heritage readings explain and/or expose natural phenomena through commentary on human behavior, including:

- Reading and Vocabulary Strategies – continues to review and define independent reading and discusses the importance of reading fluency, vocabulary development, root word knowledge, and critical thinking.
- American Myths, Legends, and Fables – presents various reading selections for analysis, comprehension, vocabulary, and fluency activities through the development of reading, speaking, and writing skills.

### Unit Assignment(s):

Over the course of the unit:

- Reading Fluency Test
- Student Independent Reading Log
- 22 Computer based activities (equivalent of a hard copy worksheet)
- Three unit quizzes and one final unit test.
- Read "The Daughter of the Sun", "The Meeting of the Wild Animals", select Aesop's Fables, 12 International Fables, and "The Legend of Pecos Bill"

EXAMPLE:

**Directions:** Pretend you have been asked by a book publisher to write a modern fable similar to some of Aesop's fables that you've read. First, think of a moral or theme you'd like your fable to express. You may choose an original moral that you created or you may choose to rewrite a tale about a moral that Aesop wrote

about. Think of your own characters and circumstances to communicate this moral to your audience. Remember, be as creative as you can; there are thousands of animal (and human) characters you can use. Use the Text Editor to write your fable.

## Unit 20 - Informational Texts - HONORS CAPSTONE PROJECT

The focus of this Unit is informational texts or any type of a document that is meant to inform people, explain topics, or give some kind of directions to people. It is crucial that students understand the various features of these documents, their functions, structures, and designs. Technical documents belong in this group and are important in order to be well-prepared to enter into a workplace. Additionally, expository essay writing, including essay writing (organization, thesis statement, the importance of evidence, and logical structure), is integral to the integration of information of writing, including:

- Reading and Vocabulary Strategies – continues to review and define independent reading and discusses the importance of reading fluency, vocabulary development, root word knowledge, and critical thinking.
- Reading Informational Texts – presents general features, workplace, technical, and research documents.
- Informational Text: Expository Writing – explains organizing and composing expository writing and the writing of research and development of documentation.

### Unit Assignment(s):

Students will be required to complete a research paper that includes at least 10 cited sources on a topic approved by the teacher that would require the student to write an informational research paper. Students will be required to cite their sources and provide a multimedia presentation that includes a five page written report and a 3-5 minute oral presentation of the topic.

Students will also be required to complete the regular coursework for Unit 20.

**Objectives:** Utilizing multiple measures of assessment, as measured by rubric score, progress reports, peer/self-assessments, quizzes/exams, and/or teacher input, 95% of students who enroll in and complete all five (5) Units of this Course will demonstrate a success rate in response to the multiple measures of assessment that apply to each Unit of this course. In addition, each student will complete historical research as needed and achieve at least 70% accuracy and a score of at least “Proficient” on the final essay assignment. By the end of this Unit, the student will:

- review and understand the features of workplace documents including graphics, headers, graphs and charts, etc.
- read and analyze informational texts for research purposes.
- understand and write technical directions.
- read and understand information about expository essay writing including organization, thesis statements, using evidence, structure, transitions, etc.
- understand and perform the research process including evaluating sources, integrating in-text quotes and citations, and documentation.

## Honors Final Exam Details:

The Comprehensive Final comprises of three parts:

**PART ONE:** Written final for both English I and English II. This written final includes multiple choice questions about the entire course and then a written essay based on one of the themes covered within the course.

**PART TWO:** Group Project - Students will create a multimedia presentation of one of the concepts covered within the course that is approved by the teacher. This multimedia presentation will include cited sources and use skills taught within the class. Students will present the finished project during class.

**PART THREE:** Critical Class Discussion - Students will take part in a discussion about the novels read over the course of the class. They will discuss similarities and differences between the novels and provide critiques for the works.

## Course Materials

### Textbooks

Title	Author	Publisher	Edition	Website	Primary
English 1A	Fresno County Office of Education	Cyber High	2018	cyberhigh.org	Yes
English 1B	Fresno County Office of Education	Cyber High	2018	cyberhigh.org	Yes
English 2A	Fresno County Office of Education	Cyber High	2018	cyberhigh.org	Yes
English 2B	Fresno County Office of Education	Cyber High	2018	cyberhigh.org	Yes

### Literary Texts

Title	Author	Publisher	Edition	Website	Read in entirety
O. Henry Reader	O. Henry	Globe Fearon	2014	[ empty ]	Yes
Of Mice and Men	John Steinbeck	Mass Market Paperback	1993	[ empty ]	Yes

# English I



Submitted: Feb 15, 2019

Decision: Mar 1, 2019

# English I

Encore Education Corporation

## Submission Feedback

**APPROVED**

## Basic Course Information

School(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)	
Encore Jr. Sr. High School for the Performing and Visual Arts (054307)	Classroom Based	Abbreviation	Course Code
		English I	76
Encore High School for the Arts - Riverside (050268)	Classroom Based	Abbreviation	Course Code
		English I	76

**Title:** English I

**Length of course:** Full Year

**Subject area:** English (B) / English

**UC honors designation?** No

**Prerequisites:** None

**Co-requisites:** None

**Integrated (Academics / CTE)?** No

**Grade levels:** 9th

## Course Description

## Course overview:

**SEMESTER 1** - Aligned with the *California State Common Core and Content Standards and the English-Language Arts Framework for California Public Schools*, grade level appropriate coursework and expectations are followed in this introduction to various English/Language Arts concepts. With rigor, depth, and breadth of content and assignments and through directed reading and writing assignments, students focus on the mechanics of language and essay assignments. Students will gain experience with fiction, nonfiction, short stories, folklore/fairy tales, technical and informational texts, literary devices, grammar and critical thinking and are asked to read and demonstrate their understanding of literary works, such as *Sunrise Over Fallujah* by Walter Dean Myers.

**SEMESTER 2** - Aligned with the *California State Common Core and Content Standards and the English-Language Arts Framework for California Public Schools*, grade level appropriate coursework and expectations are followed in this second semester introduction to various English/Language Arts concepts. With rigor, depth, and breadth of content and assignments and through directed reading and writing assignments, students focus on the mechanics of language and essay assignments. *English 1B* introduces students to a variety of topics related to the study of English. Students will gain experience with fiction, nonfiction, short stories, drama, the research process, historical literature, speeches, interviewing techniques, media literacy and oral communication. Students will read and demonstrate their understanding of significant literary works like *Farewell to Manzanar*, *Romeo and Juliet*, and *West Side Story*.

*English I* presents strategies that will help students learn how to become successful readers and how to use English language conventions effectively. Information about reading, fluency, vocabulary, and language is presented in every Unit so that students can continue to work on their fluency and build upon their existing reading and writing skills as they progress through the course. Providing rich media in multiple formats for ease of use and to address diverse student needs, this course reflects a bias-free and multi-culturally sensitive environment.

## Course content:

### Unit 1: Grammar and Mechanics Review

This unit focuses on a review of grammar/parts of speech, language mechanics, and sentence structure, including:

- Reading and Vocabulary Strategies – reviews and defines independent reading and discusses the importance of reading fluency, vocabulary development, and critical thinking.
- Understanding Words – reviews literal and figurative words, multiple word meanings, prefixes/suffixes, and commonly confused words.
- Parts of Speech – reviews nouns, verbs, pronouns, modifiers, and conjunctions.
- Sentences – reviews sentence structure, punctuation, and mechanics.

**Goals:** By completing this Unit, students will:

- know how language functions in different contexts, including literal and figurative word meanings.
- analyze how claims in promotional and functional texts are introduced and developed.
- determine the meaning of words and phrases as they are used in a text, including figurative and technical meanings.
- understand the purpose, meaning, and structure of texts, analyze the rhetoric used in them, and cite evidence from the texts to support their assertions.

- demonstrate command of the conventions of English grammar and usage.
- improve fluency, vocabulary, and comprehension skills.
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### ☐ Unit Assignment(s):

Over the course of this unit,

- Students will complete thirty one activity exercises on a computer based curriculum (equivalent of a hard copy worksheet).
- They participate in a reading fluency test where they read the same passage three times for improved speed and understanding
- Students will watch 16 short videos about the parts of speech
- Students will take 4 quizzes
- Students will take a Unit Final exam
- They will also keep a reading log for daily reading skills
- They will create online content with a project.

### **EXAMPLE: Project Game Time**

**Directions:** Pretend you have been hired by a toy manufacturing company, and they have asked you to design a game that would help students understand the following parts of speech: nouns, pronouns, verbs, adjectives, and adverbs.

- Step 1: Create your game. Decide what it will look like, what the rules will be, how the game will be played and won, etc. The important thing to remember is that it needs to be designed so people understand how nouns, pronouns, verbs, adjectives, and adverbs function in sentences. You might create a game board with dice and game pieces, or choose to design something like Scrabble that uses letters, or even a game that would be played on the computer.
- Step 2: Using the Presentation, Website, or the Video tool, create a presentation or website or record and upload a commercial for the toy company that shows how your game works and how it teaches people about grammar. Try to use images, video, and audio in your presentation or website when possible and appropriate.

When you've completed your own Project, search for Projects other students have completed about your topic and comment on their work. If you find a Project on a topic that you've researched, you may want to engage in a discussion about that topic with other students. Check your own Project often and reply to students that have commented on your topic.

## Unit 2: Fiction and Nonfiction

This Unit begins with a review of reading, language, and vocabulary strategies and focuses on both fiction and nonfiction literature, including:

- Reading, Fluency, and Language Strategies – continues to review and define independent reading, discusses the importance and implication of reading fluency and continuous practice including vocabulary development and words with multiple meanings.
- Fiction – explains the characteristics of fiction and promotes vocabulary and fluency in the reading of a literary selection, Poe's "Cask of Amontillado".
- Nonfiction – explains features of informational texts and promotes vocabulary and fluency in the reading of a literary selection, "Apollo 13".

**Goals:** By completing this Unit, students will:

- know how language functions in different contexts, including literal and figurative word meanings.
- analyze how claims in promotional and functional texts are introduced and developed.
- determine the meaning of words and phrases as they are used in a text, including figurative and technical meanings.
- understand the purpose, meaning, and structure of texts, analyze the rhetoric used in them, and cite evidence from the texts to support their assertions.
- demonstrate command of the conventions of English grammar and usage.
- improve fluency, vocabulary, and comprehension skills.

#### **Unit Assignment(s):**

Over the course of this unit:

- Students will complete 22 activities and various reading excerpts on a computer based program (the equivalent of a hard copy worksheet)
- They participate in a reading fluency test
- They watch 6 short videos related to parts of speech
- Students read short stories including: "The Cask of Amontillado", poetry from Edgar Allan Poe, and "Apollo 13"
- Students have three quizzes and one unit final
- Students keep a daily reading log
- Students complete one project

**EXAMPLE:**

Description

**Directions:** As explained in the Unit, the main difference between fiction and nonfiction is that fiction comes from the imagination of the author whereas informational texts are based on facts that can be proven as true or historically accurate. This distinction applies to areas other than literature as well.

For example, think about the presidential election of 2016, where the two main candidates were Republican nominee Donald Trump and Democratic nominee Hillary Clinton. During the election, both sides accused the other of lying or "stretching the truth" to make themselves seem more worthy of being president. For this Project, you will be exploring this election and determining when and why the candidates made factual statements and when and why they chose to make fictional ones. (NOTE: This Project is not about who you would vote for, who you think should have won the election, why you think one candidate was better than the other, etc.; it is about making the distinction between fact and fiction in the real world.)

With this in mind, complete the following steps:

- Learn as much as you can about the election of 2016; you might want to find news articles, watch videos, review social media from the candidates, etc.
- Find video of one of the three presidential debates where the two candidates answered questions and explained their views on a variety of subjects.
- As you review the information and watch one of the debates, pay close attention to the places where the candidates make statements that are exactly the opposite of one another (for example, Donald Trump stated he believed climate change was not a real threat, while Hillary Clinton felt it was).
- Pretend you are a "fact checker" for the debate and you've been assigned to determine when the candidates were stating information that can be supported by fact and considered to be true, when they were "mostly" telling the truth but perhaps twisting the facts a bit, or when they were making statements that can be considered fiction.
- Once you have done this, create a Presentation or a Website that demonstrates your findings. Show specific examples of instances where candidates were being factually accurate and when they weren't, and explain why you think the candidates chose to make fictitious statements over being truthful. Also, be sure to explain whether or not you believe that political candidates should be allowed to use both fact and fiction during their campaigns and why. Use images, video, and audio clips when possible and appropriate.

When you've completed your own Project, search for Projects other students have completed about your topic and comment on their work. If you find a Project on a topic that you've researched, you may want to engage in a discussion about that topic with other students. Check your own Project often and reply to students that have commented on your topic.

### Unit 3: Dance Hall of the Dead

The focus of this Unit is *Dance Hall of the Dead*, by Tony Hillerman. Reading and analyzing this novel promotes improved reading and writing skills, reading fluency, and provides a basis for the study of the English language and literature.

- Reading, Fluency, and Language Strategies – continues to review and define independent reading and discusses the importance and implication of reading fluency, continuous vocabulary practice with words having multiple meanings, etc.

- *Dance Hall of the Dead* – promotes a focus on the characteristics of fiction, vocabulary, mechanics, fluency practice, and a Response to Literature essay.

**Goals:** By completing this Unit, students will:

- know how language functions in different contexts.
- determine the meaning of words and phrases as they are used in a text, including figurative meanings.
- understand the meaning and structure of fictional texts, analyzing elements like character, theme, plot, figurative language, etc.
- understand what a text says explicitly, make inferences when necessary, and be able to use evidence from the text to support assertions.
- read and comprehend literature in the 9-CCR complexity band independently and proficiently (with an emphasis on reading fluency).
- demonstrate command of the conventions of standard English grammar and usage, producing clear and coherent writing for a variety of tasks and purposes.
- determine or clarify the meaning of unknown and multiple meaning words and phrases choosing from a wide range of strategies independently and proficiently.
- improve fluency, vocabulary, and comprehension skills.

#### **Unit Assignment(s):**

Over the course of this unit:

- students will complete 34 computer based activities
- read the novel *Dance Hall of the Dead*
- Take three Unit quizzes
- Take a Final Unit Test
- Identify and write vocabulary words associated with the novel
- participate in a Reading Fluency Test
- read every day and keep a reading log
- complete a 2 part project on Native Americans Today

Example:

**Directions:** One of the major themes of the novel *Dance Hall of the Dead* is the cultural conflict with identity that some Native Americans experience in modern society. Historically, Native Americans were forced to leave lands they considered to be their homes and move to areas the U.S. government sanctioned as reservations. For this Project, you will need to choose a specific tribe from the Southwestern region of the U.S. and research what life is like for Native Americans who live on reservations today. Some questions to think about to help guide your research include:

- How is the modern reservation organized (schools, governments, police, etc.)?
- How is Native American culture shared on the reservation (do they have special events, traditions, holidays, etc.)? How do these cultural traditions help to shape their identities?
- What sort of challenges do they face living on the reservation (poverty, addiction, violence, suicide, etc.)?
- What kinds of conflicts do Native Americans face when it comes to celebrating or sacrificing their cultural identities in modern society?

Use the Internet or your school library to find out information that will help you answer these questions. Be sure to use the Research Grid below to keep track of your information and sources, as you will be using it in Part 2 of this Project.

#### Unit 4: Informational Texts

This Unit focuses on informational texts – promotional materials, functional documents, and technical directions, including:

- Reading, Fluency, and Language Strategies – continues to review and define independent reading and discusses the importance and implication of reading fluency and continuous practice including vocabulary development and words with multiple meanings.
- Promotional Materials – teaches about promotional materials in a rhetorical framework of analyzing the written word; continues with vocabulary, mechanics, and fluency practice.
- Functional Informational Documents – presents graphs, business letters, credit card applications, technical directions; continues with vocabulary, mechanics, and fluency.

**Goals:** By the end of this Unit, the student will:

- know how language functions in different contexts, including literal and figurative word meanings.
- analyze how claims in promotional and functional texts are introduced and developed.
- determine the meaning of words and phrases as they are used in a text, including figurative and technical meanings.
- understand the purpose, meaning, and structure of texts, analyze the rhetoric used in them, and cite evidence from the texts to support their assertions.
- demonstrate command of the conventions of English grammar and usage.
- improve fluency, vocabulary, and comprehension skills.

#### Unit Assignment(s):

Over the course of this unit:

- Students will take a reading fluency test
- Complete 23 computer based activities (the equivalent of a hard copy worksheet)
- Take three unit exams
- Watch 6 short videos relating to content
- Read short excerpts including promotional materials
- Write a business letter
- Complete a project on analyzing advertisements
- Complete a sample credit application

**EXAMPLE:**

**Directions:** In this chapter, information about analyzing promotional materials based on the rhetorical framework was presented. Find three different advertisements from three different sources (i.e.: television, the Internet, magazines, a billboard, etc.) and analyze them according to the rhetorical framework. How are

they designed and why? How is the creator of the ad attempting to influence the audience to believe something is true, correct, believable, etc.? How do you know? What particular words and phrases are used to influence the audience, and what is their effect?

After analyzing the ads, complete ONE of the following Projects:

- Film a television commercial or record a radio commercial for a product of your choice using some of the same techniques used in the ads you analyzed. After you present your commercial, explain why you made the choices you did, and how you were deliberately trying to influence your audience to believe your message. Consider the rhetorical framework and think of the best way to promote your product with the most credible or believable ethos. Use the Video or Podcast tool to upload your Project to Cyber High.
- Use the Story tool to write your own advertisement similar to the FatTRIM example about an issue or product using some of the same techniques you noticed in the ads you analyzed. Use specific examples from the ads to support your assertions. Explain why you made the choices you did, and how you were deliberately trying to influence your audience to believe your message. Consider the rhetorical framework while writing and think of the best way to promote your product with the most credible or believable ethos.
- Using the Presentation tool, create a presentation that shows the different ads you found as well as one you create for a product of your choosing. The presentation should show your analysis of the ads with specific examples from them supporting your conclusions, and an explanation showing how your own version uses some of the same techniques. Use graphics, audio, or video when possible and appropriate. Consider the rhetorical framework and think of the best way to promote your product with the most credible or believable ethos.

## Unit 5 - Sunrise Over Fallujah

This focus of this Unit is *Sunrise Over Fallujah*, by Walter Dean Myers, including:

- Reading, Fluency, and Language Strategies – continues to review and define independent reading and discusses the importance and implication of reading fluency and continuous practice including vocabulary development and words with multiple meanings.
- Introduction to *Sunrise Over Fallujah* -- promotes a focus on the characteristics of fiction, the author, historical and contemporary social context and reading tips for reading about characters, plot, and structure, and promotes vocabulary and fluency practice.
- *Sunrise Over Fallujah* – continues chunking the novel and demonstrating comprehension through various activities, such as journal summaries, written reflections, fluency and vocabulary activity practice, and an essay assignment.

**Goals:** By completing this Unit, students will:

- know how language functions in different contexts and determine the meaning of words and phrases as they are used in a text.
- understand the meaning and structure of fictional texts, analyzing elements like character, theme, plot, figurative language, etc.



- understand what a text says explicitly, make inferences when necessary, and be able to use evidence from the text to support assertions.
- read and comprehend literature in the 9-CCR complexity band independently and proficiently (with an emphasis on reading fluency).
- demonstrate command of the conventions of standard English grammar and usage, producing clear and coherent writing for a variety of tasks and purposes.
- determine or clarify the meaning of unknown and multiple meaning words and phrases choosing from a wide range of strategies independently and proficiently.
- improve fluency, vocabulary, and comprehension skills.

### Unit Assignment(s):

Over the Course of this unit:

- Students will take a reading fluency test
- Students will read the novel *Sunrise Over Fallujah*
- Students will complete 27 computer based activities (the equivalent of a hard copy worksheet)
- Four unit quizzes are given to the students
- Students take a Unit Final Quiz
- Students watch five short videos related to the unit
- Students complete a Unit Project

### EXAMPLE:

**Directions:** The characters in *Sunrise Over Fallujah* often mention that they get most of their information about the war through the television news rather than through official military communications. The problem that they begin to see with this method is that the news does not always accurately reflect what is happening in the war or it is biased, as in the reporting of Jessica Lynch's experience.

For this project, you will choose an event that takes place in the novel and put together your own media report using information from the novel. Use the presentation, website, or video tool to pretend you are a reporter who is reporting the details of the event to the audience at home. Think about what facts your audience needs to know and what kind of language and tone you should use to capture their attention and reflect the mood of the event. Incorporate images, video clips, or audio clips if possible, into your presentation, giving credit to the author if needed. You may want to answer some or all of the following questions in your report:

- Who was involved?
- What happened according to the details you have available?
- Are there unanswered questions about what happened? If so, why?

Be sure to also give background on the conflict in Iraq. For example:

- Why is the military there?
- What are the larger objectives?
- Does it seem like progress has been made up to this point (when your chosen event occurs)?

This Unit tells the story one of the numerous ethnic groups that has helped formed the population of the United States: Japanese-Americans. World War II was a dark time in U.S. history, but it was particularly so for Japanese-Americans. *Farewell to Manzanar* is the story of one family's experience during this time in history as remembered by the author, Jeanne Wakatsuki Houston, including:

- Reading, Fluency, and Language Strategies – reviews and defines independent reading and discusses the importance of reading fluency, vocabulary development, words with multiple meanings, and critical thinking.
- Introduction to *Farewell to Manzanar* – explains characteristics of nonfiction, relates information about the author and historical background information, and analyzes documents; continues with fluency and vocabulary practice; invites short written reflections; and an essay assignment.
- *Farewell to Manzanar* – continues chunking the novel and demonstrating comprehension through various activities, such as journal summaries, written reflections, fluency and vocabulary activity practice, and students write a Response to Literature essay.

**Goals:** By completing this Unit, students will:

- understand how language functions literally and figuratively in different contexts, and determine the meaning of words and phrases as they are used in a text.
- understand the meaning and structure of *Farewell to Manzanar*, analyzing its development of main ideas and themes, its narrative structure and purpose, its use of figurative language, etc.
- understand what a text says explicitly, make inferences when necessary, and be able to use evidence from the text to support assertions.
- read and comprehend nonfiction literature in the 9-CCR complexity band independently and proficiently (with an emphasis on reading fluency).
- demonstrate command of the conventions of standard English grammar and usage, producing clear and coherent writing for a variety of tasks and purposes.
- determine or clarify the meaning of unknown and multiple meaning words and phrases choosing from a wide range of strategies independently and proficiently.

#### Unit Assignment(s):

Over the course of the unit:

- Students will take a reading fluency test
- Students will journal a reading log
- Students will read *Farewell to Manzanar*
- Students will complete 33 computer based activities (equivalent to a hard copy worksheet)
- Students will complete 4 unit quizzes and on Unit Final test
- Students will watch 4 short videos relating to the unit
- Students will complete an online project on The US and War

**EXAMPLE:**

**Directions:** Think about what happened to the Japanese in the U.S. during World War II. Basically, they lost their right to live in certain places and to own their own property or businesses if they lived along the West Coast. Using the information you have read about in this Unit and outside Internet research when necessary, choose ONE of the following projects. Using the Presentation tool:

- Compare the Japanese Internment and World War II with September 11th and laws like Patriot Act and explain how the rights of citizens change during wartime. Do you think it is necessary that these changes are made or are they unfair restrictions on our freedom? Why do you feel that way?
- Propaganda is a form of communication that is designed to influence a group of people to believe a certain message. It usually only contains one side of an argument, and, especially during war, propaganda can be racist. For example, during World War II, different groups created flyers where Japanese people were represented as rats. Using the Internet, find different examples of propaganda from World War II. Explain how and why this propaganda was created and the effect it was meant to have on people who saw it.

Use images, video, and audio clips when possible and appropriate, but be sure to cite your sources and tell where you find your information in your presentation.

## Unit 7: Oral Communication

This Unit focuses on communications and begins with a review of reading, language, and vocabulary, including:

- Reading, Fluency, and Language Strategies – continues to review and define independent reading, discusses the importance and implication of reading fluency and continuous practice including vocabulary development and words with multiple meanings.
- Introduction to Speeches – explains/defines informative, narrative, and persuasive speeches, promotes purpose, audience, fluency practice, rhetorical devices, and message.
- Analyzes Historical Speeches – analyzes historical speeches through context and comprehension activities; continues with vocabulary activities and fluency practice.
- Writing and Delivering a Speech – instructs in patterns of organization and activities of a speech and delivering a speech.

**Goals:** By completing this Unit, students will:

- understand how language functions literally and figuratively in different contexts, and determine the meaning of words and phrases as they are used in a text.
- analyze the central ideas of a text, how they are structured and developed, and how they interact over the course of the text.
- understand what a text says explicitly, make inferences when necessary, and be able to use evidence from the text to support assertions.
- evaluate how a speaker utilizes rhetoric to advance a particular purpose, argument, or point of view, and incorporate those strategies into an oral presentation.
- read and comprehend nonfiction literature in the 9-CCR complexity band independently and proficiently (with an emphasis on reading fluency).
- demonstrate command of the conventions of standard English grammar and usage, producing clear and coherent writing for a variety of tasks and purposes.
- determine or clarify the meaning of unknown and multiple meaning words and phrases choosing from a wide range of strategies independently and proficiently.

## ☐ Unit Assignment(s):

Over the course of the unit:

- Students will complete a reading fluency test
- Keep a reading journal
- Complete 21 computer based activities (the equivalent of a hard copy worksheet)
- Read presidential speeches from President Carter and President Reagan
- Complete 4 unit quizzes and a Final Exam
- Complete a unit project

### EXAMPLE:

**Directions:** In this Unit, you were given information about effective methods of oral communication, rhetoric, writing and delivering speeches, etc. Using the Internet or other electronic resources in your local or school library, research a speech delivered by a notable historical figure and analyze its overall effectiveness. The speech could be from someone like Martin Luther King, Jr., a U.S. President, an author, a scientist, an innovator like Steve Jobs or Bill Gates, etc. Choose someone you are interested in, and who you feel delivers an exceptional speech that demonstrates many of the elements (rhetorical devices, style, etc.) covered in this Unit.

Once you have identified a speech, complete ONE of the following tasks:

- Create a Presentation where you analyze the effectiveness of the speech. Explain why you chose it, why it is an example of an outstanding speech, and how the rhetoric affects you. Use images, audio or video clips from the speech, links to outside resources, etc. when possible and appropriate.
- Using the Story tool, explain why you chose the speech. Then, try to improve the speech by rewriting it yourself. What language would you change? Could you make the rhetoric more effective or current? Would you add any visual aids to enhance the presentation? If so, what? Once you have rewritten the speech, explain why you made the changes you did, and why you feel it is more effective.
- Record video or audio of yourself delivering the same speech, but improving on any areas you feel could be done more effectively. When possible, enhance the speech with appropriate visual aids. After you have delivered your version, explain why you chose that particular speech, and why your version is an improvement on the original. Upload your video or audio clips to Cyber High using the Video or Podcast tools.

## Unit 8 - Drama

The main focus of this Unit is drama in the “voice” of a play. Drama is a *genre* of literature. Students read *Romeo and Juliet* and *West Side Story*. The selections improve reading and writing skills and provide a basis for the study of the English language and literature.

- Reading, Fluency, and Language Strategies – continues to review and define independent reading and discusses the importance and implication of reading fluency, continuous vocabulary practice with words having multiple meanings, etc.
- Introduction to *Romeo and Juliet* – discusses characteristics of dramas and provides background study for reading the selection; fluency practice continues.

- *Romeo and Juliet* – enables considerable practice with vocabulary and fluency; presents journal readings and summaries and various comprehension activities.
- *West Side Story* – reviews background plot summary and tips of the presented story; presents journal readings and summaries and various comprehension activities and fluency practice.
- Essay Assignment – compares and contrasts *Romeo and Juliet* and *West Side Story*.

**Goals:** By completing this Unit, students will:

- know how language functions in different contexts and determine the meaning of words and phrases as they are used in a text.
- understand the meaning and structure of dramas, analyzing elements like character, theme, plot, figurative language, etc. and examine how a text borrows from and expands upon a source text.
- understand what a text says explicitly, make inferences when necessary, and be able to use evidence from the text to support assertions.
- read and comprehend literature in the 9-CCR complexity band independently and proficiently (with an emphasis on reading fluency).
- demonstrate command of the conventions of standard English grammar and usage, producing clear and coherent writing for a variety of tasks and purposes.
- determine or clarify the meaning of unknown and multiple meaning words and phrases choosing from a wide range of strategies independently and proficiently.

#### **□ Unit Assignment(s):**

Over the course of the unit:

- Students will take a reading fluency test
- Keep a reading journal
- Complete 31 computer based unit activities (the equivalent of a hard copy worksheet)
- Read *Romeo & Juliet*
- Read *West Side Story*
- Take 4 unit quizzes and 1 Unit Final Test
- Complete a Unit Project on Understanding Drama

**EXAMPLE:**

**Directions:** Now that you have read both of the plays, imagine what they might look like on the stage. What do the characters look like? The costumes? The stage? Now it is your chance to participate in the creative process of performing a drama. Complete ONE of the following projects:

- Pretend you are the costume designer for a production of either *Romeo and Juliet* or *West Side Story*. Using images from the Internet or your own drawings and the Presentation tool, create a presentation in which you show what the costumes would look like for each main character. You'll want to include images of your designs as well as an explanation of why you chose to dress the character that way. Use video clips when possible and appropriate, and be sure to cite where you find any media you use from the Internet.
- Sometimes, people produce plays that use the same source text dialogue and/or plot but show the events taking place in a different time period. For example, think about various film versions of the play *Romeo and Juliet*. The play has been set during the 1950s, in the 1990s with Claire Danes and Leonardo

DiCaprio, and even as a musical in *West Side Story*! Have you ever seen a version of a play that is set in a different time period than it was originally written to occur? Using the Presentation tool, show what historical time period you think would be interesting to set either *Romeo and Juliet* or *West Side Story*, what the costumes would look like given this change of period, what the stage would look like, etc. Explain why you chose the period you did and how/why you think the themes in the play you chose apply to society during the period you chose. Use images, audio, and video clips when possible and appropriate.

- Pretend you are the director of a production of either *Romeo and Juliet* or *West Side Story* and you get to make decisions about what the stage looks like, who the actors are, how they are dressed, etc. Record a video of a scene from the play showing how you would direct it on the stage. Include your friends or family members playing characters, and once they have performed the scene, record someone interviewing you so you can explain the creative choices you made. Use the Video tool to upload your finished product to Cyber High.
- Pretend you are working for a museum and you have been asked to create an online exhibit about Shakespeare. Using the Website tool, create a site in which people can go to learn about Shakespeare, his plays, his contributions to the English language, etc. Include links to outside sources, images, video, audio, etc. when possible and appropriate.

## Unit 9 - Writing Strategies

This Unit focuses on writing, specifically on the Writing Process, establishing a set of guidelines designed to assist struggling students to put pencil to paper, so-to-speak, in an organized manner, including:

- Reading, Fluency, and Language Strategies – continues to review and define independent reading and discusses the importance and implication of reading fluency and continuous practice including vocabulary development and words with multiple meanings.
- Writing Strategies – instructs and reviews the purpose, structure, voice, tone, and word choice in writing sentences; continues fluency practice.
- The Writing Process – reviews strategies of prewriting, drafting, revising, editing, and publishing; more fluency practice.

**Goals:** By completing this Unit, students will:

- know how language functions in different contexts and determine the meaning of words and phrases as they are used in a text.
- utilize the Writing Process to produce clear and coherent explanatory texts in which the development, organization, and style are appropriate to the task, purpose, and audience.
- demonstrate command of the conventions of standard English grammar and usage, producing writing for a variety of tasks and purposes.
- determine or clarify the meaning of unknown and multiple meaning words and phrases, choosing from a wide range of strategies independently and proficiently.

 Unit Assignment(s):

Over the course of this unit:

- Students will complete a reading log
- Students will take a reading fluency test
- Complete 23 computer based unit activities (the equivalent of a hard copy worksheet)
- Take 3 unit quizzes and 1 Unit Final Exam
- Students will watch 8 short videos regarding the unit

EXAMPLE:

**Directions:** Read and answer the questions below. Review the information if necessary.

Which of the following choices lists the 5 C's of writing?

1.  coherent, clear, content, complete, correct  
 content, considerate, correct, clear, concise  
 clear, correct, concise, complete, considerate  
 None of the choices are correct.

A peer review can be helpful to a writer because:

2.  other people might see problems that the writer does not.  
 it is an opportunity for the writer to see if the audience will understand the message he is trying to communicate.  
 a peer can offer suggestions of how to improve on the essay or help the writer correct grammar and mechanics issues.  
 All of the choices are correct.

A final, polished draft is produced during the:

3.  revision stage of the Writing Process.  
 editing stage of the Writing Process.  
 publishing stage of the Writing Process.  
 None of the choices are correct.

Place a checkmark next to each thing that is reviewed during the revision stage of the Writing Process:

4.  spelling  
 the organization of the paragraphs  
 the cohesion of the paragraphs  
 correct word usage  
 logical and smooth flow of ideas  
 an effective introduction and conclusion  
 correct sentence construction  
 a variety of sentence patterns  
 claims supported with evidence  
 the significance of the message is explained  
 a clear main topic  
 unnecessary wording or sentences

Place a checkmark next to each thing that is reviewed during the editing stage of the Writing Process:

- spelling
- the organization of the paragraphs
- the cohesion of the paragraphs
- correct word usage
- 5. logical and smooth flow of ideas
- an effective introduction and conclusion
- correct sentence construction
- a variety of sentence patterns
- claims supported with evidence
- the significance of the message is explained
- a clear main topic
- unnecessary wording or sentences

### **Unit 10 Persuasive Writing and the Research Process**

This focus of this Unit revolves around how to write a persuasive, research-based essay that involves a process of gathering evidence, evaluating sources, choosing appropriate evidence, and documenting sources, including:

- Reading, Fluency, and Language Strategies – continues to review and define independent reading and discusses the importance and implication of reading fluency and continuous practice including vocabulary development and words with multiple meanings.
- Persuasive Writings – reviews purpose and structure of writing, defines an “argument” in persuasive writing and organization, transitions, and rhetorical strategies in persuasive essays; more fluency practice.
- The Research Process – discusses the importance of research in persuasive writing, how to formulate research questions, gather and use evidence, and evaluate and document sources; explains writing as a persuasive essay; continue with fluency practice.

**Goals:** By completing this Unit, students will:

- know how language functions in different contexts and determine the meaning of words and phrases as they are used in a text.
- utilize the Writing Process to produce clear and coherent persuasive texts in which the development, organization, and style are appropriate to the task, purpose, and audience.
- use effective research methods and multiple print and digital sources to gather evidence, evaluate evidence, integrate information into a text while avoiding plagiarism, and follow a standard citation format.
- demonstrate command of the conventions of standard English grammar and usage, producing writing for a variety of tasks and purposes.
- determine or clarify the meaning of unknown and multiple meaning words and phrases, choosing from a wide range of strategies independently and proficiently.

 **Unit Assignment(s):**



Students will be required to complete a research paper that includes at least 10 cited sources on a topic approved by the teacher that would require the student to write a persuasive essay. The student will have to write the report in two parts, choosing two sides of the topic and writing the essay on behalf of both "sides" of the topic.

To complete the unit, students will also complete the unit coursework.

**Objectives:** Utilizing multiple measures of assessment, as measured by rubric score, progress reports, peer/self-assessments, quizzes/exams, and/or teacher input, 95% of students who enroll in and complete all five (5) Units of this Course will demonstrate a success rate in response to the multiple measures of assessment that apply to each Unit of this course. In addition, each student will complete historical research as needed and achieve at least 70% accuracy and a score of at least "Proficient" on the final essay assignment. By the end of this Unit, the student will:

- identify and use figures of speech (idioms, oxymorons, slang, etc.).
- understand that words have multiple meanings.
- practice using context clues to determine the meanings of new vocabulary words.
- realize how purpose, audience, situation, ethos, and message affect persuasive writing.
- understand various strategies for persuasive writing, including rhetorical devices and appeals.
- understand and practice each stage of the research process, including gathering evidence, evaluating sources, and documentation and complete a persuasive, research-based essay demonstrating their understanding of the concepts presented in this Unit.
- utilize critical thinking skills when necessary.
- practice fluency through timed exercises.
- use a dictionary and thesaurus as needed.
- complete the independent reading requirement, as determined by reading logs and conferences with the teacher.
- complete the Chapter and Final Review Quizzes and the Final Exam.

## Course Materials

### Textbooks

Title	Author	Publisher	Edition	Website	Primary
English Ia	Fresno County Office of Education	Cyber High	2018	cyberhigh.org	Yes
English IB	Fresno County Office of Education	Cyber High	2018	cyberhigh.org	Yes

### Literary Texts

<b>Title</b>	<b>Author</b>	<b>Publisher</b>	<b>Edition</b>	<b>Website</b>	<b>Read in entirety</b>
Farewell to Manzanar	Jeanne Wakatsuki Houston	Young Readers Paperback	2017	[ empty ]	Yes
Dance Hall of the Dead	Tony Hillerman	Harper	2019	[ empty ]	Yes
Sunrise Over Fallujah	Walter Dean Myers	Scholastic Press	2009	[ empty ]	Yes
Romeo and Juliet	William Shakespeare	CreateSpace Independent Publishing	2018	[ empty ]	Yes
West Side Story	Irving Shulman	Mass Market Paperback	1990	[ empty ]	Yes

## Additional Information

Denise Griffin  
 Administrator  
 ceo@officerteam.com  
 7609492036 ext.

**Course Author:**

# Production Choir (Production X)

# Production Choir (Production X)

Encore Education Corporation

New Course  
Approved



Mar 1, 2019  
Denise Griffin

## Basic Course Information

School(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)				
Encore Jr. Sr. High School for the Performing and Visual Arts (054307)	Classroom Based	<table border="1"> <tr> <td>Abbreviation</td> <td>Course Code</td> </tr> <tr> <td colspan="2">Prod. Choir</td> </tr> </table>	Abbreviation	Course Code	Prod. Choir	
Abbreviation	Course Code					
Prod. Choir						
Encore High School for the Arts - Riverside (050268)	Classroom Based	<table border="1"> <tr> <td>Abbreviation</td> <td>Course Code</td> </tr> <tr> <td colspan="2">Prod. Choir</td> </tr> </table>	Abbreviation	Course Code	Prod. Choir	
Abbreviation	Course Code					
Prod. Choir						

**Title:** Production Choir (Production X)

**Length of course:** Half Year

**Subject area:** Visual & Performing Arts (F) / Music

**UC honors designation?** No

**Prerequisites:** Successful Audition (Required)

**Co-requisites:** Madrigals (Recommended)  
Vocal Tech (Recommended)

**Integrated (Academics / CTE)?** No

**Grade levels:** 9th, 10th, 11th, 12th

# Course Description

## Course overview:

In this course, students will work in a lab setting to produce a twenty minute competition production that will involve advanced elements of vocal music and musical theater dance. Students will participate in self evaluations and group critiques, then perform through a competition season with the competition piece that is developed within the class.

## Course content:

### Unit 1 - Historical Research of a Musical Production

California State Standard for Music  
3.0 Historical and Cultural Context

Students will take part in origins and context of a specific musical themed group of pieces for the purpose of developing a production. Within the unit students will:

- Study the type of music to be used in the production and compare and contrast the music type from current pop music.
- Research costuming to fit with the time period that matches the production.
- Participate in a critical discussion about why the music chosen within this particular production is important and what the role is that the music has played in history / culture.

#### Unit Assignment(s):

Students will work in small groups to help the class come up with a theme for the production. Each group will bring forward an idea that will be presented in front of the class that includes all of the elements described for Unit 1.

### Unit 2 - Rehearsal Methods for Vocal and Dance Skills

Students will work in a lab setting to learn a musical production for the purposes of competing.

The unit will incorporate California State Standards for performing arts in music and dance from:

- 2.0 Creative Expression (creating, performing, and participating in music)
- 2.2 Sing music written in three or four parts with and without accompaniment
- 2.3 Sing in small ensembles, with one performer for each part.

**2.1 Create a body of works of dance demonstrating originality, unity, and clarity of intent.**

**☐ Unit Assignment(s):**

In class, students will be taught and will participate in creating choreography that combines both song and dance techniques.

Students will be graded on participation and mastery of choreography.

Students will complete a self evaluation and participate in a group panel critique of the completed piece.

**Unit 3 - Connections, Relationships, Applications**

With the competition piece completed, students will compete with the production and participate in review of adjudication and other judges' critiques of the finished product. Based on the critiques, students will work on mastering the content and quality of their production.

Using California State Standards for Arts:

5.0 Students develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills.

**☐ Unit Assignment(s):**

Students will continue to rehearse and refine material.

Students will compete at a variety of song & dance competitions.

Students will take part in critical discussions based on the adjudications and judges' critiques.

Students will work on refining and perfecting material based on the growth between competitions.

**Unit 4 - End of Season Self Evaluation**

Using California State Standard for performing arts:

4.0 Aesthetic Valuing - Responding to, Analyzing, and making judgements about works of performance arts.

5.0 Connections, Relationships, Applications

Students will create a presentation to the class that will be presented at the end of the competition season. Students will use the following standards to create their verbal presentation

4.1 Describe how the qualities of a theatrical production contribute to the success of a dance performance.

4.3 Defend personal preferences about dance styles and choreographic forms

5.3 Explain how performance art presents opportunities and challenges to maintain physical and emotional health and how to apply that information to current training and lifelong habits.

5.4 Explain how participation in performance arts develops creative skills for lifelong learning and well-being that are interpersonal and intrapersonal.

**Unit Assignment(s):**

**FINAL PRESENTATION**

The end of the semester course will require each student to perform their entire musical production in front of a live audience and then create a written critique of their performance.

**FINAL CLASS PROJECT**

Each student will create a verbal speech that they will present to the class that addresses the four state standards outlined in the unit. (4.1,4.3,5.3,5.4)

## Course Materials

### Literary Texts

Title	Author	Publisher	Edition	Website	Read in entirety
Studying Musical Theatre: Theory and Practice	M. Taylor and D. SYmonds	Palgrave	2014	[ empty ]	No

# College Skills



# College Skills / Admissions Skills

Encore Education Corporation

Submitted: Feb 12, 2019

Decision: Feb 26, 2019

## Submission Feedback

**APPROVED**

## Basic Course Information

School(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)
Encore Jr. Sr. High School for the Performing and Visual Arts (054307)	Classroom Based	Abbreviation Course Code College Sk
Encore High School for the Arts - Riverside (050268)	Classroom Based	Abbreviation Course Code College Sk

**Title:** College Skills / Admissions Skills

**Length of course:** Full Year

**Subject area:** College-Preparatory Elective (G) / Interdisciplinary

**UC honors designation?** No

**Prerequisites:** None

**Co-requisites:** None

**Integrated (Academics / CTE)?** Yes

**Grade levels:** 11th, 12th

## Course Description

## Course overview:

**SEMESTER 1 COLLEGE SKILLS:** This course is designed to walk students through how to select the correct college for after high school success and how to maneuver everything needed to get in and go to college. This course covers everything from student aid, scholarships, SAT, and how to choose a college path.

**SEMESTER 2 SAT / ACT TEST PREP:** This course is designed to help students prepare for college entrance exams including the SAT and the ACT.

The goal of this course is to appropriately prepare high school students for success in college and in life.

## Course content:

### UNIT 1 - Getting on Course

This course covers basic study skills for success, and a personality quiz for career coaching. Students will also identify what kinds of colleges they might be interested in and what their college and career goals are.

#### Unit Assignment(s):

Students will complete the: RIASEC Psychometrics test

Using data collected from the RIASEC test, students will complete topical research for colleges that interest them and create a personal project of what kind of college and career they can see themselves succeeding in.

Students will also complete a Chapter on college success study skills.

Students will start their personal college portfolio that will end up being used as their "go to" for when they start applying for colleges.

### UNIT 2 - College Search Step-By-Step

Students will work through a variety of virtual tours of colleges. They will create critiques of the different colleges, then research and report admissions requirements for each college. Students will create a list of deadlines for colleges that they are interested in attending.

#### Unit Assignment(s):

Students will continue to build their personal college portfolio. They will complete a list of colleges that they would like to apply to and the deadlines and requirements needed to attend their college of choice.

### **UNIT 3 - Financial Aide**

With help from outside college counselors and the school counselors, students will walk through step by step requirements for planning how to afford college and how to search for and apply for various types of financial aide including FAFSA.

#### **Unit Assignment(s):**

Students will continue to build their personal college portfolio. They will complete a list of financial aide streams that are available to them including deadlines and requirements.

Each student will be required to complete the application for at least one scholarship.

### **UNIT 4 - The College Application**

Students will be introduced to a variety of tools needed when applying for college admissions. With the help from college and high school counselors, students will learn how to apply for college.

#### **Unit Assignment(s):**

Students will complete a college application and a college admissions essay. Students will receive critique of their essays and be given coaching on how to improve their college essay. Students will also participate in mock auditions and interviews that will help them prepare for college entry auditions and interviews based on the admissions requirements for the colleges that they are choosing.

At the end of Unit 4, students will present their completed college portfolio. They will host a parent night in their class where students will present what they have learned to their parents.

### **UNIT 5,6,7,8 - SAT Test preparation**

The purpose of Units 5 - 8 are to appropriately prepare for the SAT and ACT test. Students will engage in a series of study sessions using the SAT PREMIUM EDITION preparation book from Princeton Review to prepare for the SAT test.

#### **Unit Assignment(s):**

Students will take a practice SAT test as a benchmark exam and then work through the workbook, **CRACKING THE SAT** by Princeton Review.

They will take the practice SAT test at the end of each Unit (about once a month) to see how their benchmark progress is helping.

Students will work in small study teams and take part in class activities to help improve study skills for the SAT.

### UNIT 9 - Final Exams and Project

**FINAL PROJECT:** Students will create a Powerpoint presentation about themselves using the information in their college portfolio

**FINAL EXAM:** Students will take a practice SAT test and measure the growth of their test scores by taking the class.

**Unit Assignment(s):**

Students will complete a final exam and a personal multimedia project related to the content from this course.

## Course Materials

### Manuals

Title	Author	Publisher	Edition	Website	Read in entirety
Cracking the SAT Premium Edition with 8 Practice Tests The all in one solution for your Highest Possible Score	[ empty ]	Princeton Review	2019	[ empty ]	Yes

## Additional Information

**Denise Griffin**  
**Administrator**  
**ceo@officerteam.com**  
**7609492036 ext.**

**Course Author:**

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the University of  
California**

# Biology

Submitted: Feb 15, 2019

Decision: Feb 28, 2019

# Biology

Encore Education Corporation

## Submission Feedback

**APPROVED**

### Basic Course Information

School(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)				
Encore Jr. Sr. High School for the Performing and Visual Arts (054307)	Classroom Based	<table border="1"> <thead> <tr> <th>Abbreviation</th> <th>Course Code</th> </tr> </thead> <tbody> <tr> <td>Biology</td> <td>221</td> </tr> </tbody> </table>	Abbreviation	Course Code	Biology	221
Abbreviation	Course Code					
Biology	221					
Encore High School for the Arts - Riverside (050268)	Classroom Based	<table border="1"> <thead> <tr> <th>Abbreviation</th> <th>Course Code</th> </tr> </thead> <tbody> <tr> <td>Biology</td> <td>221</td> </tr> </tbody> </table>	Abbreviation	Course Code	Biology	221
Abbreviation	Course Code					
Biology	221					

**Title:** Biology

**Length of course:** Full Year

**Subject area:** Laboratory Science (D) / Biology / Life Sciences

**UC honors designation?** No

**Prerequisites:** Math I (Required)

**Co-requisites:** Math II (Recommended)

**Integrated (Academics / CTE)?** No

**Grade levels:** 9th, 10th

### Course Description

## Course overview:

### **Semester 1 Laboratory Biology A**, College Prep

Correlated directly with the California State Content Standards and the Next Generation Science Standards, *Laboratory Biology A* begins with the study of the cell. The cell cycle and cancer are investigated. Cellular energy including respiration and photosynthesis are investigated. The pivotal role of ATP in energy transfer is studied. Mendelian genetics and genetics since Mendel are investigated. Molecular genetics including DNA analysis, DNA fingerprinting and recombinant DNA are explained. Biomolecules are studied including carbohydrates, lipids, proteins, and nucleic acids. Enzymes and the factors that affect their activity are explored. The immune system, infectious diseases, and pathogens are investigated. Students are presented with a wide variety of information, activities, and experiences related to major areas of study in the field of Biology.

### **Semester 2 Laboratory Biology B**, College Prep

Correlated directly with the *California State Content Standards* and the *Next Generation Science Standards*, *Laboratory Biology B* includes the study of the human nervous and endocrine systems, reproduction in plants and animals, the domains and kingdoms of life, the Linnaean classification system, the history of life on Earth, the evolution of life, and ecology. With rigor, depth, and breadth of content and through directed assignments, students are presented with a wide variety of information, activities, and experiences related to major areas of study in the field of Biology.

## Course content:

### **Unit 1 - Cellular Structures and Functions**

Unit 1 is an introduction to cell biology. The nature of Science and the Scientific Method will be explored. The Cell Theory states that all living things are made up of cells. The two basic types of cells, prokaryotic and eukaryotic, are explained. The complex structure of eukaryotic cells will be investigated. Students will learn to effectively operate a laboratory microscope and use it to examine a variety of cells. This unit introduces the science of Biology.

- The Cell Theory and the types of cells are explained.
- The make-up and function of genes is explored.
- Cancer is introduced and the role of mutations that upset the normal cell cycle in causing cancer is explained.

**Goals:** Upon completion of this Unit, students will:

- compare and contrast viruses and living things.
- explain how cancer cells differ from normal cells.
- explain the relationships between genes and proteins.
- explain how cancer cells differ from normal cells.
- interpret scientific data.

**Unit Assignment(s):**



**Objectives:** Utilizing multiple measures of assessment, as measured by rubric score, progress reports, peer/self-assessments, authentic assessments, quizzes/exams, official transcripts and/or teacher input, 95% of students who enroll in and complete all five (5) Units of this course will demonstrate a success rate in response to the multiple measures of assessment that apply to each Unit of this course. In addition, each student will achieve at least 70% accuracy and a score of at least 4 on the rubric for the final essay. *The wet lab component of the course is worth 20% of the student's final grade.* By the end of this Unit, the student will be able to:

- compare and contrast prokaryotic and eukaryotic cells.
- compare and contrast plant cells and animal cells.
- trace the pathway followed by proteins made in a cell to be secreted out of the cell.
- explain the role of the chloroplasts in capturing light energy and transforming it to chemical energy in glucose and other carbohydrates.
- explain the role of mitochondria in transforming chemical energy of carbohydrates into usable chemical energy in the form of ATP.
- describe the normal cell cycle and which key events occur during mitosis and interphase.
- distinguish between benign and malignant tumors.
- define and describe the replication of DNA.
- define and describe the transcription of RNA from DNA.
- define and describe the translation of mRNA to produce a protein.
- use a codon chart to determine the amino acid sequence encoded by a given mRNA sequence.
- given a 4 triplet DNA sequence, determine the sequence of the complementary DNA strand.
- given a 4 triplet DNA sequence, determine the 4 codon sequence of mRNA.
- distinguish between insertions, deletions, and substitution.
- distinguish between a substitution and frameshift mutation.
- compare and contrast missense and nonsense mutations.
- describe how the sequence of nucleotides in DNA determines the amino acid sequence in a protein.
- compare and contrast the structure of DNA and RNA.
- explain the functions of the 3 types of RNA in protein synthesis.

### **Δ Unit Lab Activities:**

#### **Lab 1: Selective Permeability: Osmosis and Diffusion**

##### **Procedures for Lab 1: Selective Permeability**

1. Obtain a 5-6 inch piece of dialysis tubing.
2. Place the tubing in water; it will quickly become soft and pliable.
3. Tie a "half hitch" knot near one end of the tubing.
4. Rub the end of the tubing opposite the knot between the thumb and index finger. Keep the tubing under water. You should be able to open the tubing.
5. Using a funnel, fill the tubing about 2/3 full with the starch/glucose mixture.
6. Leaving empty space between the liquid and the knot, tie the open end of the bag with string near the end. Notice how much liquid is in the bag.
7. Rinse the bag thoroughly under running water.
8. Place the bag in a beaker and add just enough water to cover the bag. Try to allow the end of the bag tied with the string to drape over the top of the beaker.
9. After 20-30 minutes, observe the liquid outside and inside the bag. Note the color and amount of the liquids in the bag and outside the bag.

10. Remove the bag from the beaker. Note the color and amount of liquid in the bag. Dispose of the bag.
11. Place a beaker containing about 3 inches of tap water on a hot plate and boil.
12. Pour about 1-2 inches of the water from the beaker that contained the bag into a test tube. NOTE this is water from the beaker NOT the bag.
13. Add several droppers full of Benedict's solution to the test tube. The water should be sky blue in color. If not, add more Benedict's solution.
14. Place the test tube in the beaker of boiling water. After it has boiled, observe the color. If it remains blue, no glucose has diffused out of the bag.
15. Record your observations and results in the data table.

### **Interpreting the Lab Tests**

1. Lugol's solution (iodine) is a test for starch. The color of Lugol's solution changes from yellow-brown to blue-purple/black in the presence of starch. If the color remains yellow/brown, no starch is present.
2. Benedict's solution is a test for glucose. In the presence of glucose, boiled Benedict's solution will change in color from blue to green, yellow, or orange. If boiled Benedict's solution remains blue, no glucose is present.

Lab 2: Introduction to the Microscope

Lab 3: Looking at Eukaryotic Plant and Animal cells

Lab 4: Cell Diversity

Lab 5: Mitosis

## **Unit 2: Cellular Energy, Respiration, and Circulation**

Unit 2 introduces the concept of energy for life. ATP is defined as the universal energy currency of life. The capture of solar energy by autotrophs through photosynthesis and the conversion of the chemical energy of food molecules into usable energy as ATP through cellular respiration are explored. Organ systems are defined and students are introduced to:

- The respiratory and circulatory systems.
- Photosynthesis and respiration.
- The complementary function of the respiratory and circulatory systems in delivering oxygen to all body cells while removing the carbon dioxide waste is studied.

This Unit introduces the concept of energy for life. ATP is defined as the universal energy currency of life. The capture of solar energy by autotrophs through photosynthesis and the conversion of the chemical energy of food molecules into usable energy as ATP through cellular respiration are explored. Organ systems are defined and students are introduced to the respiratory and circulatory systems. The complementary function of the respiratory and circulatory systems in delivering oxygen to all body cells while removing the carbon dioxide waste is studied.

**Goals:** Upon completion of this Unit 2, students will:

- define and identify examples of autotrophs and heterotrophs.
- explain the role of photosynthesis in making food and oxygen for all living things.
- explain the forms of cellular work and the energy role of ATP.

- explain the energy transforming roles of the chloroplasts and mitochondria.
- cite the organs and functions of the respiratory system.
- cite the organs and functions of the circulatory system.
- explain how cells are organized to higher levels of organization.

### ☐ Unit Assignment(s):

**Objectives:** Utilizing multiple measures of assessment, as measured by rubric score, progress reports, peer/self-assessments, authentic assessments, quizzes/exams, official transcripts and/or teacher input, 95% of students who enroll in and complete all five (5) Units of this course will demonstrate a success rate in response to the multiple measures of assessment that apply to each Unit of this course. In addition, each student will achieve at least 70% accuracy and a score of at least 4 on the rubric for the final essay. *The wet lab component of the course is worth 20% of the student's final grade.* By the end of this Unit, the student will be able to:

- list the types of cellular work that require ATP.
- list the 3 stages of cellular respiration and identify which stages are aerobic.
- define fermentation and explain how it is beneficial.
- describe how mitochondria use energy release from electron transfer to generate a chemiosmotic gradient and make ATP.
- list the reactants and products for cellular respiration.
- list the products and reactants for photosynthesis.
- list the products of the light-dependent stage of photosynthesis and cite the location of this stage in the chloroplasts.
- describe how the energy from electron transfer is used by the thylakoid membranes to produce a chemiosmotic gradient that ATP Synthase can use to make ATP.
- explain how plants and algae can use light, water, and carbon dioxide to make food and oxygen for themselves and autotrophs.
- explain the gas exchanges that take place in external and internal respiration.
- tell how the diaphragm causes negative pressure breathing.
- identify the chambers of the heart; tell from where each receives its blood and where to blood goes when leaving the chamber.
- list the general types of cells in the blood and the function of each type.

### ⚠ Unit Lab Activities:

#### Lab 1: Glycolysis and Fermentation

##### Procedures for Preparing Sucrose Solutions

1. Label 4 cups: 0%; 1%; 5% and 10%.
2. Add 50 mL of warm water to the cup labeled 0% (use the graduated cylinder to measure the water for each cup).
3. Weigh out 1 g of sucrose and put it in the cup labeled 1%. Add 49 mL of warm water to the cup and stir.
4. Weigh out 5 g of sucrose and put it in the cup labeled 5%. Add 45 mL of warm water to the cup and stir.

Weigh out 10 g of sucrose and put it in the cup labeled 10%. Add 90 mL of warm water to the cup and stir.

##### Procedures for Preparing Test Tubes

1. Label 5 test tubes with masking tape or a sharpie pen as follows: 0%; 1%; 5% with yeast; 5% NO yeast; 10%.
2. Using the liquid from the cup labeled 0% measure out 15 mL (use graduated cylinder) and place it in the test tube labeled 0%.
3. Using the liquid from the cup labeled 1% measure out 15 mL (use graduated cylinder) and place it in the test tube labeled 1%.  
**Be sure to rinse out the cylinder before the next step!**
4. Using the liquid from the cup labeled 5% measure out 15 mL (use graduated cylinder) and place it in the test tube labeled 5% with yeast.
5. Using the liquid from the cup labeled 5% measure out 15 mL (use graduated cylinder) and place it in the test tube labeled 5% NO yeast.  
**Be sure to rinse out the cylinder before the next step!**
6. Using the liquid from the cup labeled 10% measure out 15 mL (use graduated cylinder) and place it in the test tube labeled 10%.

### Procedures for Observing the Effects of Sucrose Concentrations on the Rate of Fermentation

1. Add 1/8 teaspoon of dry yeast to the test tube labeled 0%. Place thumb over the mouth of the tube and shake.
2. Quickly place a balloon over the mouth of this test tube.
3. Repeat steps 1 and 2 above for all the test tubes except the test tube labeled "5% NO YEAST". DO NOT ADD YEAST TO THIS TEST TUBE. Shake this test tube and add a balloon, but no yeast. This is the control to show what happens without yeast.
4. On your data table, record how the test tubes look before any time has elapsed under "0 Minutes".
5. Wait 10 minutes and measure the depth of bubbles on top of each tube in mm, using the ruler. Record this information on the data table.
6. Observe the balloons for comparative size changes due to the amount of carbon dioxide produced. Which inflated the most? Which inflated least? Record your answers to these questions on your data table.
7. Wait another 10 minutes, and repeat steps 5 and 6 above.

Lab 2: Photosynthesis and Cellular Respiration

Lab 3: Regulation of Breathing

Lab 4: Breathing Capacity

Lab 5: Blood Pressure and Heart Sounds

### **Unit 3 - Genetic Heredity, Variation, and DNA Technology**

Unit 3 delves into the branch of Biology called "Genetics." Genetics is the study of heredity. Heredity is the transmission of characteristics, or traits, from parents to their offspring. Asexual reproduction requires only one parent and produces offspring that are genetically identical to each other and the parent.

- The role of sexual reproduction in generating genetic diversity will be examined.
- A detailed study of the special cell division process of meiosis will be done.
- Karyotypes will be made and analyzed.

- Pedigrees will be analyzed.
- The structure of DNA will be investigated and the technology utilized to analyze and alter DNA will be explored.

This Unit examines the study of heredity or how traits are passed from parents to their offspring in an introduction to genetics. The study begins with the role of sexual reproduction in producing the genetic variation that allows species to adapt to changing environments. The special cell division process called meiosis is studied. How gender is determined in humans is explained and the technique of karyotyping is introduced. Then the contributions of Gregor Mendel, the father of genetics, are investigated. The different patterns of inheritance are investigated including patterns discovered after Mendel's time. Students will learn how to predict the genetic traits of offspring from the genes of their parents. DNA technology is examined including recombinant DNA production and uses and DNA fingerprinting and its uses.

**Goals:** Upon completion of this Unit, students will:

- explain the difference between mitosis and meiosis.
- compare asexual and sexual types of reproduction.
- tell how the gender of human beings is determined.
- tell why an individual animal inherits half of its DNA from each parent.
- describe the patterns of inheritance.
- define recombinant DNA and explain how it is used to benefit mankind.
- describe how a DNA fingerprint is made using restriction enzymes and gel electrophoresis.

#### **Unit Assignment(s):**

**Objectives:** Utilizing multiple measures of assessment, as measured by rubric score, progress reports, peer/self-assessments, authentic assessments, quizzes/exams, official transcripts and/or teacher input, 95% of students who enroll in and complete all five (5) Units of this course will demonstrate a success rate in response to the multiple measures of assessment that apply to each Unit of this course. In addition, each student will achieve at least 70% accuracy and a score of at least 4 on the rubric for the final essay. *The wet lab component of the course is worth 20% of the student's final grade.* By the end of this Unit, the student will be able to:

- define genetics as the study of heredity.
- distinguish between autosomes and sex chromosomes.
- explain the difference between haploid and diploid chromosome numbers; given the haploid number, determine the diploid number.
- compare the location and outcomes of mitosis and meiosis.
- classify a selection of human cells as either haploid or diploid.
- tell how the gender of humans is determined and why the male determines the gender of the offspring.
- list two ways meiosis produces genetic variation.
- define crossing-over and know that it only occurs during Prophase I of meiosis.
- recognize normal human karyotypes and recognize karyotypes with an abnormal number of chromosomes.
- using simulated human chromosome diagrams, construct a normal and abnormal karyotype.
- recognize homozygous dominant, homozygous recessive, and heterozygous genotypes.
- explain the difference between genotype and phenotype and give an example of each.
- define the following patterns of heredity and give an example of each: incomplete dominance, codominance, sex-linkage, and multiple alleles.
- given genotypes of parents and pattern of heredity, determine the genotypic and phenotypic ratios expected for offspring for each pattern above.

- explain the relationship between distance apart and crossing-over frequency for linked genes.
- define the product rule and use the product rule to determine phenotypic ratios in a dihybrid cross.
- recognize the 9:3:3:1 phenotypic ratio for a dihybrid cross.
- given a pedigree showing a genetic disorder, determine the inheritance pattern type and genotypes for the individuals shown.
- define independent assortment.
- define recombinant DNA and tell how a recombinant plasmid is made using a restriction enzyme, a human (exogenous DNA) gene, and DNA ligase.
- identify the shortest and longest DNA fragments on a DNA fingerprint resulting from gel electrophoresis.
- list at least 3 proteins being produced using recombinant DNA techniques.
- determine paternity from DNA fingerprints of parents and offspring.

### **Δ Unit Lab Activities:**

#### **Lab 1: Looking at Karyotypes**

##### **Procedures for Making a Karyotype from Normal Chromosomes:**

1. Print a copy of "Answer Sheet for Karyotypes" (see Answer Sheet tab). Label it "Normal Karyotype". Paste it into your notebook under Unit 3, Lab 1 Normal Karyotype.
2. Print a copy of the chromosomes for "A Normal Karyotype" (see Normal Karyotype tab). You will be cutting these chromosomes apart and pasting them or taping them onto your "Normal Karyotype Answer Sheet".
3. Determine if the individual is a male or female from the "A Normal Karyotype." This is easy because there will be two chromosomes that are labeled X, or one that is labeled X and another that is labeled Y. These are the sex chromosomes.
4. Refer to the **Karyotype Chromosome key** that shows the different chromosomes in their correct places (chromosome 1, 2, 3, etc.). Note that this key only shows ONE OF THE TWO matching chromosomes.
5. Look for TWO chromosome on the sheet of normal chromosomes that match chromosome number 1 on the key. **Carefully cut out** these two chromosomes and **paste or tape** them on your answer sheet for a normal karyotype in the No.1 position.
6. Continue to do this for all 22 chromosome pairs.
7. Paste or tape the sex chromosomes in the last place on the answer sheet.

##### **Observations of a Normal Karyotype:**

**Copy the following questions and answer them in your notebook under "Unit 3, Lab 1: Observations of a Normal Karyotype"**

1. Was the normal karyotype for a male or female? How do you know?
2. How many autosomes were there?

#### **Lab 2: Human Traits and Variation**

### **Unit 4 - The Digestive System and Biomolecules**

This Unit focuses on topics related to the types of biomolecules. Students will use the topic of the digestive system to explore the precursors that make up biomolecules. Biomolecules are digested to precursors and the precursors are absorbed into the blood. Macromolecules are built by bonding together precursors utilizing condensation reactions. The properties of water and its unique role in living things are examined. Students are introduced to:

- The structure and functions of the digestive system.
- The types of biomolecules, their precursors, and their functions in living systems.
- Enzyme structure and the factors that affect enzyme activity.
- Water structure and unique characteristics.

This Unit begins with a survey of the human digestive system. Mechanical and chemical digestion are introduced and the roles of the organs of the digestive system are explained. The digestive enzymes produced by each digestive organ and their functions are discussed. The important groups of biological molecules are surveyed. The monomers of these biological molecules are reviewed and their functions discussed. Finally, the structure and properties of water are explained.

**Goals:** Upon completion of this Unit, students will:

- explain why digestion is necessary.
- label the digestive organs on a diagram.
- distinguish between mechanical and chemical digestion.
- list functions of the organs of the digestive system.
- list the monomers of the major groups of biological molecules.
- explain the relationships between enzymes, active sites, substrates, and products.
- describe the properties of water that result from the hydrogen bonding between polar water molecules.

#### **Unit Assignment(s):**

**Objectives:** Utilizing multiple measures of assessment, as measured by rubric score, progress reports, peer/self-assessments, authentic assessments, quizzes/exams, official transcripts and/or teacher input, 95% of students who enroll in and complete all five (5) Units of this course will demonstrate a success rate in response to the multiple measures of assessment that apply to each Unit of this course. In addition, each student will achieve at least 70% accuracy and a score of at least 4 on the rubric for the final essay. *The wet lab component of the course is worth 20% of the student's final grade.* By the end of this Unit, the student will be able to:

- summarize the digestion that takes place in the mouth cavity.
- explain the action of the enzyme salivary amylase.
- define peristalsis and describe its role in digestion.
- describe the secretions and digestive functions of the stomach.
- explain the role of bile in emulsification of fats and oils.
- list the secretions of the pancreas and their functions.
- list 3 modifications of the small intestine that increase its surface area for digestion and absorption.
- explain why the stomach does not normally digest itself.
- list the digestive end products that can be absorbed into the blood from the villi of the small intestine.
- summarize the functions of the large intestine.
- list the types of carbohydrates and their functions.
- identify amino acids as the monomers of proteins and list the functions of proteins.
- describe the types of lipids and their functions.

- explain that enzymes are proteins that act as catalysts and list conditions that alter enzyme activity.
- tell why excessive heat can stop an enzyme-catalyzed chemical reaction.
- list at least 4 properties of water resulting from hydrogen bonding.

### **Δ Unit Lab Activities:**

Lab 1: Surface Area

Lab 2: Looking at Amylase

Lab 3: Investigating the Properties of Water

#### **Procedures for Observing Cohesion, Part A:**

Polar molecules cling to each other (cohesion), causing surface tension. Non-polar molecules are not attracted to each other and do not cohere to each other.

1. Print a copy of **Data Chart Part A** (see Data Charts tab) and paste it into your Biology notebook under "**Unit 4, Lab 3, Cohesion Data**".
2. On a piece of wax paper, add a drop of water with the medicine dropper. Get down at eye level and look at the drop. Record how it looks on Data Chart Part A.
3. With your finger, **NOT THE MEDICINE DROPPER**, add a drop of vegetable oil to the wax paper (do not allow the 2 drops to mix!). Observe the oil drop at eye level. Note how it compares to the water drop. Record your observations on the Data Chart for Part A. On the Data Chart, state why you think the two drops look different.
4. Place a penny in the center of the wax paper. Make a prediction as to how many drops of water you can add to the top of the penny before water runs off onto the wax paper. Write this prediction on the Data Chart Part A.
5. Get down at eye level and slowly add 1 drop of water at a time. Observe how the water looks as it is placed on the penny. Count the number of drops you can add before water spills onto the wax paper. Record your observations and the number of drops the penny held on the Data Chart Part A.

#### **Procedures for Surface Tension and the Shape of Ships, Part B:**

Ships usually come in two shapes; flat like a barge and "V" shaped like ski boats. Think about why this may be and how the shape of a ship helps to serve the purpose it was designed for. **CAUTION--DO NOT LET THE DETERGENT NEAR THE WATER OR NEAR THE BOATS YOU ARE GOING TO MAKE AT THIS TIME!!**

1. Print a copy of **Data Chart Part B** (see Data Charts tab) and paste it into your Biology notebook under "**Unit 4, Lab 3, Shape of Ships Data**".
2. Put about 2 inches of water in a pan. It must be clean and detergent free!!!
3. Cut two pieces of aluminum foil into 4 inch squares. Mold one of the squares into a boat that looks like Shape A. It should be narrow and long with just a little flatness on the bottom. Shape the other piece of foil into a square that is totally flat on the bottom like Shape B.
4. Make sure each boat floats. Adjust their shapes so they do.
5. Place pennies (or other cargo that is being used) into each boat, one at a time. Keep going until the boats sink. If a boat rests on the bottom and doesn't turn over, it is considered to be sunk. Record the number of pennies each boat could hold on Data Chart Part B. Comment on the shape of the boats and why you think one shape held more pennies than the other on Data Chart Part B.
6. Remove both boats and shake off the water they have taken on.
7. Reshape the narrow boat and make sure it can still float.



8. Take the narrow boat OUT of the water. With your finger, paint a good size drop of detergent on the back of the narrow boat where a motor would sit.

**MAKE SURE NOT TO TOUCH ANY OTHER PART OF THE BOAT WITH DETERGENT.**

9. Being careful not to put the finger that had detergent on it in the water, lower the boat gently into one side of the pan. **BE SURE THAT THE END WITH THE DROP OF DETERGENT IS THE LAST PART OF THE BOAT TO ENTER THE WATER** and immediately let go. You will only be able to do this one time unless you clean out the tub and put fresh water in it. A tiny amount of detergent breaks the surface tension of water and has to be completely washed out before repeating the process.

10. Record what happened on Data Chart Part B. State why you think it happened.

## Unit 5 - Homeostasis, the Urinary System, and the Immune System

This Unit focuses on topics related to homeostasis, disease, and the body's defense mechanism against disease -- the immune system. Students will explore:

- Homeostasis and how the urinary system maintains water balance while removing nitrogenous wastes.
- Types of infectious diseases and types of pathogens.
- The immune system: defense against infections. Non specific and specific defense; active and passive immunity; cellular and humoral immunity.
- Antibiotics and their role in fighting infections.

This Unit begins with an investigation of the process of homeostasis. The role of the urinary system in maintaining homeostasis is examined. The organs and functions of the urinary system are explored. The types of pathogens that can cause infectious diseases are studied. The immune system is presented. The types of immunity are explored including humoral immunity and cellular immunity and specific and non specific immunity. The mechanism by which HIV attacks the immune system is investigated.

**Goals:** When Unit 5 has been completed, the student should be able to:

- define homeostasis.
- list the organs that comprise the urinary system.
- identify the nephron as the functional unit of kidney.
- define filtration, tubular reabsorption, and tubular secretion.
- compare and contrast specific and non specific immunity.
- list the 4 types of transmission of pathogens.
- explain the difference between antibody-mediated and cell-mediated immunity.
- explain how immunizations affect the immune system.
- describe how infection with HIV disables the immune system.

### Unit Assignment(s):

**Objectives:** Utilizing multiple measures of assessment, as measured by rubric score, progress reports, peer/self-assessments, authentic assessments, quizzes/exams, official transcripts and/or teacher input, 95% of students who enroll in and complete all five (5) Units of this course will demonstrate a success rate in response

to the multiple measures of assessment that apply to each Unit of this course. In addition, each student will achieve at least 70% accuracy and a score of at least 4 on the rubric for the final essay. *The wet lab component of the course is worth 20% of the student's final grade.* By the end of this Unit, the student will be able to:

- given the environment of a cell, predict the direction of osmosis through the cell membrane in or out of the cell.
- label a diagram of the human urinary system including the kidneys, ureters, urinary bladder, and urethra.
- label a diagram of a nephron including the glomerulus, Bowman's capsule, proximal convoluted tubule, loop of Henle, and distal convoluted tubule.
- identify the sites of reabsorption, filtration, and secretion on the diagram of the nephron.
- define pathogens and list five types of pathogens.
- compare and contrast bacteria and viruses.
- explain why bacteria are the only type of pathogens that are treated with antibiotics.
- list 4 types of transmission of pathogens and cite one example of a disease spread by each type.
- describe non-specific resistance to infection and cite examples of non-specific resistance.
- compare and contrast the origin and functions of B and T lymphocytes.
- describe the role of B lymphocytes in providing antibody-mediated immunity.
- describe the role of Killer T lymphocytes and Helper T lymphocytes in providing cell-mediated immunity.
- explain the role of the Helper T lymphocytes in directing the immune system.
- describe the relationship of an antigen to an antibody.
- explain how HIV infection results in results in a lack of immunity as a result of loss of Helper T cells.
- describe how immunizations cause a primary immune response and prepare the body for secondary immune responses.
- explain the origin and function of B and T Memory Cell.
- distinguish between active and passive immunity and recognize examples of each type.

### **⚠ Unit Lab Activities:**

Lab 1: Homeostasis

Lab 2: How Micro organisms are spread

#### **Procedures for Preparing Gelatin Nutrient Cups:**

1. Add 4 cups of water to the saucepan.
2. Bring the water to a boil and stir in 4 packets of gelatin.
3. Add the 4 beef or chicken bouillon cubes and stir until dissolved.
4. Stir in 8 teaspoons of table sugar and continue boiling until all ingredients are completely dissolved, then turn off the heat.
5. Allow the pan to cool for 5 minutes.
6. Place 8 aluminum cupcake cups in the cupcake tray. Fill each cup about 1/3 full with the gelatin mixture.
7. Cover the tray with plastic wrap and place in the refrigerator for 2 hours or overnight; this will cause the gelatin to solidify.
8. When the gelatin has solidified, keep them covered with plastic wrap.

#### **Procedures for setting up the experiment:**

1. Gently roll back the plastic wrap so **ONLY THE FIRST TWO CUPS ARE UNCOVERED.**
2. For cups 1 & 2: Without washing hands or touching anything intentionally, lightly touch two fingers to the gelatin in both cups.
3. Put each cup in its own ziplock bag and label the bags, "fingers unwashed." Use masking tape to label the bags near the edge.
4. Wipe fingers with a paper towel. **DO NOT WASH YOUR HANDS!**
5. Gently roll back the plastic wrap so **ONLY THE NEXT TWO CUPS ARE UNCOVERED. KEEP THE REMAINING CUPS COVERED.**
6. For cups 3 & 4: Rub a dollar bill across your fingers as if you were washing your hands with it. Gently touch two fingers to the surface of the gelatin in cups 3 & 4.
7. Put each cup in its own ziplock bag and label them, "money." Use masking tape to label the bags near the edge.
8. Now wash your hands with soap and hot water for 30 seconds and dry them on a **CLEAN** paper towel. Do not use a dish towel.
9. Gently roll back the plastic wrap so **ONLY THE NEXT TWO CUPS ARE UNCOVERED. KEEP THE REMAINING CUPS COVERED.**
10. For cups 5 & 6: Gently touch two fingers of your washed hands to the surface of the gelatin in both cups.
11. Put each cup in its own ziplock bag and label them, "washed hands." Use masking tape to label the bags near the edge.
12. For cups 7 & 8: **Do not touch the gelatin.** Place each cup in its own ziplock bag and label them "untouched". This is the control for this experiment.
13. Keep the cups in a warm dark place where they will not be disturbed. **DO NOT** put them in the refrigerator. For the next four days, observe the cups. Look for bacteria and fungus colonies on the surface of the gelatin. Bacteria colonies are shiny with a smooth surface. They can be off-white or colored yellow, orange, or red. Fungus colonies look fuzzy and have uneven edges. Be careful not to touch the surface of the gelatin or contaminate the cups.
14. Check for colonies for four consecutive days. Be sure to notice which cups show bacteria or fungi colonies first.
15. Count colonies on the fourth day. Each colony that appears on the gelatin came from one cell that contacted the gelatin. The more bacteria on your fingers, the more colonies will appear. Different colors of colony represent different species of bacteria.
16. **Print the data table (see Data Table tab) on the next page and paste it into your notebook.** Enter the number and different kinds of colonies you see in each cup.

## Unit 6 - Human Nervous and Endocrine Systems

This Unit is an introduction to the communication, coordination, and control systems of the body. The neuron, the basic unit of structure and function of the nervous system, is investigated. The nerve impulse is explored. The divisions of the nervous system and their functions are examined. The sensory system and motor system are investigated. Experiments are conducted to investigate the senses and reactions. The endocrine system and the various endocrine glands and their hormones are studied. The feedback mechanism utilized by the endocrine system to control body processes is examined. Students are introduced to:

- the neuron and nerve impulse.
- the central and peripheral nervous systems and their respective functions.
- the sensory and motor systems.
- the motor system and the types of muscles.
- the endocrine system and its component glands and hormones.
- endocrine vs. exocrine glands.
- feedback mechanisms.
- laboratory investigations on "Reaction Time," "Touch Receptors", "Location of Taste Buds", and "Chicken Wing Dissection."

This Unit will focus on topics related to the body's ability to detect and respond to changes in both its internal and external environments through the coordinated function of the nervous and endocrine systems. The students will examine the structures and functions of the body's nervous system. In particular, students will explore the variety of sensory systems in humans and other vertebrates. In addition, students will learn how the nervous system and the muscles of the body work together to provide an active response to changing conditions. Finally, students will understand how the hormone-based endocrine system is used to maintain homeostasis and plays a key role in development through coordination with the nervous system.

**Goals:** Upon completion of this Unit, students will:

- know that the nervous and endocrine systems coordinate and control functioning of the other body systems to maintain homeostasis.
- understand that the nervous system controls functions through nerve impulses which are extremely fast-acting and specific in their targets.
- understand that the endocrine system controls functions utilizing hormones that circulate in the blood but only affect specific target cells.
- describe the branches of the nervous system and the components of each branch.
- know that receptors are cells that change stimulus energy into nerve impulses that are sent to the brain.
- describe the different types of receptors involved in the senses of smell, taste, touch, hearing, vision, and balance.
- explain that there are three types of muscle tissue and explain where each type is located in the body.

#### **Unit Assignment(s):**

**Objectives:** Utilizing multiple measures of assessment, as measured by rubric score, progress reports, peer/self-assessments, authentic assessments, quizzes/exams, official transcripts and/or teacher input, 95% of students who enroll in and complete all five (5) Units of this course will demonstrate a success rate in response to the multiple measures of assessment that apply to each Unit of this course. In addition, each student will achieve at least 70% accuracy and a score of at least 4 on the rubric for the final essay. *The wet lab component of the course is worth 20% of the student's final grade.* By the end of this Unit, the student will be able to:

- describe the roles of the parts of a generalized neuron.
- describe the three general types of neurons and their functions.
- identify the structures/functions of the central nervous system.
- identify the structures/functions of the peripheral nervous system.
- describe the mechanism of transmission of nerve impulses.
- describe the variety of types of sensory structures and their functions, including senses such as smell, taste, touch, hearing, vision, and balance.
- distinguish between the three muscle types.

- explain the roles of actin, myosin, neurotransmitters and calcium in the generation of a muscle contraction.
- describe the structure of skeletal muscle cells.
- explain the role of hormones and receptors in regulation of blood sugar and in development of reproductive characteristics.
- describe examples of negative feedback systems.
- explain the role of the hypothalamus of the brain in linking the nervous system and the endocrine system.
- explain the difference between an endocrine gland and an exocrine gland and cite an example of each type of gland.

## **Unit Lab Activities:**

### **Lab 1 - Reaction Time**

#### **Part I: Reaction Time with a Visual Stimulus**

1. Have your partner seated with one hand extended.
2. Stand beside your partner holding the ruler with the lowest number at the bottom and the highest number at the upper end. For example, 1 cm at the bottom and 30 cm at the upper end. Hold the ruler from the top between your index finger and thumb.
3. Have your partner place their thumb and index finger of one hand near the bottom of the ruler. They are to keep their thumb and index finger about two inches apart. **THEY SHOULD NOT HAVE CONTACT WITH THE RULER.** Their index finger and thumb should "surround" the bottom end of the ruler.
4. Holding the ruler from the top, drop the ruler and have your partner "catch" the ruler between their thumb and index finger.
5. Notice the measurement on the ruler. Note the centimeters that the ruler dropped to the nearest millimeter. Measure the centimeters and millimeters at the top edge of the thumb and index finger. This is a practice run.
6. Practice two more times. Since this is a practice, **DO NOT** record results on data table.
7. Once you have practiced this activity three times, repeat these instructions for the first trial run. Record how many cm the ruler dropped in the data table.
8. Repeat 4 more times. Record the results. Add your 5 measurements and divide by 5 to get your average. Record this information in the data.
9. Change roles with your partner and repeat steps 1-8.

#### **Part II: Reaction time with an Auditory Stimulus**

1. Have your partner close his or her eyes and look away from you.
2. Hold the ruler as in part I.
3. As you drop the ruler, say "NOW!" Your partner is to catch the ruler as before. **Make sure you say "NOW" at exactly the same time as you release the ruler to drop.** Practice the process two more times.
4. Now repeat the process 5 times, recording the cm the ruler drops each time in the data table. Add your 5 measurements and divide by 5 to get your average. Record in the data.
5. Switch roles with your partner and repeat steps 1-4.

#### **Part III: Reaction time with a Tactile (Touch) stimulus**

1. Again, have your partner close his or her eyes and look away.
2. Hold the ruler and as you did in parts I and II.

3. As you drop the ruler, tap your partner lightly on the arm or leg. Be sure to tap at exactly the same time as you release the ruler.
4. Practice the process two more times.
5. Now repeat the process 5 times, recording the cm the ruler drops each time in the data table. Calculate and record your average.
6. Switch roles with your partner and repeat steps 1-5.

Lab 2 - Locating Light Touch Receptors

Lab 3 - Mapping the taste buds

Lab 4 - Chicken Wing Dissection

## Unit 7 - Reproduction

This Unit introduces the concept of reproduction. All living things must reproduce to continue to exist. There are two fundamental types of reproduction, sexual reproduction and asexual reproduction. Sexual reproduction involves the processes of meiosis and fertilization and produces genetic variation. Asexual reproduction involves only a single parent which produces genetic clones of itself. Plants have life cycles involving alternation of diploid and haploid generations. Students are introduced to:

- sexual and asexual reproduction.
- meiosis and fertilization.
- external and internal fertilization.
- sexual reproduction in plants.
- flowers, seeds, and fruits.
- plant structures and functions.
- plant tropisms.
- laboratory investigations on "Flower Structure and Function," "Classification of Fruits," "Leaf Structure and Function," "Stem Structure and Function," "Root Structure and Function," and "Geotropism."

This Unit addresses asexual and sexual reproduction in plants and animals. The advantages of asexual and sexual reproduction are considered. The vegetative propagation of agricultural tree fruits is examined. The structure and functions of the organs of the flowering plants, also known as angiosperms, is investigated. Students will complete laboratory activities on flowers, fruits, leaves, stems, and roots. Tropisms of plants are examined and a laboratory activity investigates geotropism in corn seedlings.

**Goals:** Upon completion of this Unit, students will:

- describe asexual reproductive strategies in animals.
- describe asexual reproductive strategies in plants.
- describe the roles of meiosis and fertilization in sexual reproduction.
- describe the process of asexual plant propagation.
- understand why sex is maintained as a reproductive strategy in so many organisms.
- describe the role of the flower in sexual reproduction of flowering plants.
- tell why many vegetables are actually fruits.
- list the four major organs of plants and their functions.
- compare and contrast monocots and dicots.
- define tropism and describe the geotropisms of shoots and roots.

## ☐ Unit Assignment(s):

**Objectives:** Utilizing multiple measures of assessment, as measured by rubric score, progress reports, peer/self-assessments, authentic assessments, quizzes/exams, official transcripts and/or teacher input, 95% of students who enroll in and complete all five (5) Units of this course will demonstrate a success rate in response to the multiple measures of assessment that apply to each Unit of this course. In addition, each student will achieve at least 70% accuracy and a score of at least 4 on the rubric for the final essay. *The wet lab component of the course is worth 20% of the student's final grade.* By the end of this Unit, the student will be able to:

- explain the difference between sexual and asexual reproduction.
- list four forms of asexual reproduction that occur in plants.
- list four forms of asexual reproduction that occur in animals.
- list two ways meiosis generates variation.
- explain the difference between external fertilization and internal fertilization.
- tell why internal fertilization is necessary for most terrestrial animals and plants.
- identify the parts of a complete flower and list the function of each part.
- define pollination.
- tell how flowering plants undergo double fertilization.
- explain the difference between a seed and a fruit.
- explain the role of the stomata of leaves.
- describe the structure of a typical leaf.
- describe the functions of stems.
- describe the functions of roots.
- explain four differences between monocots and dicots.
- describe geotropism in shoots and roots.
- explain the difference between positive and negative tropisms.

## ⚠ Unit Lab Activities:

Lab 1 - Flower Structure and Function

Lab 2 - Classification of Fruit

Lab 3 - Leaf Structure and Function

Lab 4 - Observing Vascular Bundles

Lab 5 - Stems of Dicots and Monocots

Lab 6 - Herbaceous Dicot Root Structure and Function

Lab 7 - Geotropism in Germinating Seeds

### Procedures:

1. Place 8 corn seeds in a cup and add enough water to cover them.
2. Soak the seeds in water overnight
3. Saturate 8 cotton balls with water
4. Open a CD case and place a saturated cotton ball at 9 O'clock, 12 O'clock, 3 O'clock, and 6 O'clock positions. It is important that the cotton balls are VERY wet.

5. At the 9 O'clock position, place a corn seed horizontally with its pointed end directed to the middle of the case.
6. At the 12 O'clock position, place a corn seed with its pointed end directed straight down.
7. At the 3 O'clock position, place a corn seed horizontally with its pointed end directed toward the center of the case.
8. At the 6 O'clock position, place a corn seed with its pointed end directed straight up.
9. Carefully close the CD case. Be sure the corn seeds do not move. The seeds should be held in place by the case pressing against the cotton balls.
10. Repeat with the 2nd CD case.
11. Use tape to attach the CD cases to the inside of the cardboard box. When the cardboard box is turned upside-down, the 12 O'clock seed should be on top of each CD case. It is important that NO light enters the box.
12. Continue observing each day until a white root and a shoot emerge from each seed. Note the direction (up or down) that the root and shoot of each seed is growing. If the roots and shoots are not present, wait another day and observe again.

## Unit 8 - The Diversity and Classification of Life

This Unit investigates the branch of Biology called "taxonomy." Taxonomy is the branch of Biology that deals with classification. Classification is the placing of living things into groups. The plant and animal kingdoms are examined in detail while the other kingdoms are surveyed. The Linnaean system of classification is introduced and a brief history of life on Earth is outlined. Topics of study include:

- what makes a plant a plant.
- Bryophytes.
- ferns.
- Gymnosperms.
- Angiosperms.
- alternation of generations.
- the Linnaean system of classification.
- the three domains.
- a six kingdom classification.
- the history of life on Earth.
- laboratory investigations "Plant Diversity," "Classification of Animal Phyla," and "Classes of Chordata and Arthropoda."

The unit begins with a study of the plant kingdom. Plants are multicellular eukaryotic autotrophs whose cells contain chloroplasts and are surrounded by cellulose cell walls. The main groups that make up the plant kingdom are explored. The modern classification system was devised in the 18th century by Karl Linnaeus. The Linnaean Classification System is introduced in this Unit. The three domains and six kingdoms of living things are explored. The history of life on earth is briefly examined.

**Goals:** Upon completion of this Unit, students will:

- describe the four main groups of plants.
- list four characteristics of members of the plant kingdom.
- list three characteristics of members of the animal kingdom.



- list the eight levels of the Linnaean System from the most general to the most specific.
- tell why it is believed that the first cells were anaerobic heterotrophs.
- cite the age of the earth and the age of the oldest fossil life.

#### ☐ Unit Assignment(s):

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- list three characteristics of the bryophytes.
- list two advancements of the ferns over the bryophytes.
- describe how the gymnosperms are more advanced than the ferns.
- explain how angiosperms are more advanced and successful than the gymnosperms.
- list the levels of the Linnaean System from most general to most specific.
- explain the binomial nomenclature of species names using *Homo sapiens* as an example.
- name and describe the three domains of living things.
- identify the domain Eukarya as the only domain made up of organisms with eukaryotic cells.
- tell how insects and arachnids differ in their legs and antennae.
- describe how the atmosphere of the earth at the dawn of life differed from the present day atmosphere.
- tell why it is thought that the first cells could not have carried out photosynthesis.
- list some adaptations needed for plants to colonize the land.
- list the adaptations needed for animals to colonize the land.
- explain why plants had to colonize the land before animals.

#### ⚠ Unit Lab Activities:

Lab 1 - Diversity in Plants

Lab 2 - Classification of Representative Animals

Lab 3 - Classes of Arthropoda and Chordata

#### Procedures

1. Print the data sheet and the Identification Keys to the Classes.
2. Find the first Chordata specimen--chordates have an endoskeleton (skeleton on the inside)
3. Write the common name of the animal. Use the Class Identification Key to determine its class. Record the class name on the data sheet. Continue until all the Chordate specimens have been classified.
4. Find the first Arthropoda specimen--arthropods have exoskeletons (skeletons on the outside)
5. Write the common name of the animal on the data sheet.
6. Use the Class Identification Key to the Classes of Arthropoda to determine the class of the specimen. Record the class on the data sheet.
7. Continue until all specimens have been classified.

## Project - What Happened to the Dinosaurs?

### Unit 9 - Evolution of Life

This Unit focuses on topics related to the evolution of life. Charles Darwin and the scientists who influenced his Theory of Evolution are studied. Natural selection and artificial selection are compared and contrasted. Evidence for evolution is examined. Population genetics is introduced and the Hardy-Weinberg equation is explained. Patterns of evolution are outlined. Topics of study include:

- early ideas about evolution.
- Lamarck and the theories of Inheritance of Acquired Characteristics, Use and Disuse, and Need.
- natural selection and fitness.
- evidence for evolution.
- genotype vs. phenotype.
- Hardy-Weinberg equation and populations that are not undergoing evolution.
- genetic drift.
- patterns of evolution.
- molecular clocks and the pace of evolution.
- laboratory investigation of "Bird Bills and Natural Selection" and "Genetic Drift."

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- early ideas about evolution.
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- genetic drift.
- patterns of evolution.
- molecular clocks and the pace of evolution.
- laboratory investigation of "Bird Bills and Natural Selection" and "Genetic Drift."

#### Unit Assignment(s):

**Objectives:** Utilizing multiple measures of assessment, as measured by rubric score, progress reports, peer/self-assessments, authentic assessments, quizzes/exams, official transcripts and/or teacher input, 95% of students who enroll in and complete all five (5) Units of this course will demonstrate a success rate in response to the multiple measures of assessment that apply to each Unit of this course. In addition, each student will achieve at least 70% accuracy and a score of at least 4 on the rubric for the final essay. *The wet lab component of the course is worth 20% of the student's final grade.* By the end of this Unit, the student will be able to:

# Dance Technique

Submitted: Feb 11, 2019

Decision: Feb 26, 2019

# Dance Technique

Encore Education Corporation

## Submission Feedback

**APPROVED**

### Basic Course Information

School(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)				
Encore Jr. Sr. High School for the Performing and Visual Arts (054307)	Classroom Based	<table border="1"> <tr> <th>Abbreviation</th> <th>Course Code</th> </tr> <tr> <td>Dance PE</td> <td></td> </tr> </table>	Abbreviation	Course Code	Dance PE	
Abbreviation	Course Code					
Dance PE						
Encore High School for the Arts - Riverside (050268)	Classroom Based	<table border="1"> <tr> <th>Abbreviation</th> <th>Course Code</th> </tr> <tr> <td>Dance PE</td> <td></td> </tr> </table>	Abbreviation	Course Code	Dance PE	
Abbreviation	Course Code					
Dance PE						

**Title:** Dance Technique

**Length of course:** Full Year

**Subject area:** Visual & Performing Arts (F) / Dance

**UC honors designation?** No

**Prerequisites:** None

**Co-requisites:** None

**Integrated (Academics / CTE)?** No

**Grade levels:** 9th, 10th, 11th, 12th

### Course Description

## Course overview:

Students will become sufficient in the fundamental movements of jazz, ballet, and other dance genres, as well as the vocabulary needed to form a foundation in dance. No previous dance experience is required to take part in this course. All Students will have the opportunity to hone their newly developed skills in throughout the year in order to assess into the dance conservatory.

## Course content:

### Unit 1 - Introduction to Dance

In Unit 1, students are introduced to the world of structured dance programs. They will go over dance class etiquette, beginning vocabulary, and the structure of a beginning level dance class.

Students will meet 90 times over the course of the school year for a lab based class. During this lab class, they will take physical part in a dance class.

#### Unit Assignment(s):

For unit 1, students will take part in the lab based dance classes and learn vocabulary related to beginning dance programs and etiquette in a studio.

#### Vocabulary Test:

barre, choreography, first position, second position, third position, fourth position, fifth position, plie, demi plie, grand plie, warm up, across the floor, cool down, jazz dance, ballet, hip hop, lyrical, modern, tap, pointe

Students take part in lab based dance classes that are 90 minutes long two to three times per week. They are graded on participation in the course.

### Unit 2 - Introduction to Zumba

In Unit 2, students will be introduced to rhythm and musicality. The basis for the class will center around techniques from the casual style of zumba.

Students will meet 90 times over the course of the school year for a lab based class. During this lab class, they will take physical part in a dance class.

#### Unit Assignment(s):

Students will take part in the lab based dance classes and learn vocabulary related to beginning dance programs.

**Vocabulary Test:**

alignment, attitude, beat, flex, grand, head snap, head tilt, hop, improvisation, jazz hands, jazz walk, parallel position, pivot turn, pointed toes, rhythm, releve, straddle, style, tempo, upstage

Students take part in lab based dance classes that are 90 minutes long two to three times per week. They are graded on participation in the course.

**Unit 3 - Afro Dance Groove**

In Unit 3, students will be introduced to rhythm and musicality. The basis for the class will center around techniques from the casual style of African rhythm and hip hop.

Students will meet 90 times over the course of the school year for a lab based class. During this lab class, they will take physical part in a dance class.

**Unit Assignment(s):**

Students will take part in the lab based dance classes and learn vocabulary related to beginning hip hop dance programs.

**Vocabulary Test:**

three step turn, contraction, flexed feet, pointed toes, ball change, grapevine, intensity, syncopation, isolation, tempo, slide, accent, suspended, spotting, sustained, opposition, improvisation, choreography,

Students take part in lab based dance classes that are 90 minutes long two to three times per week. They are graded on participation in the course.

**Unit 4 - Midterm Dance Piece**

In Unit 4, students will be introduced to choreography based on movements and technique taught in the first three units. Students will practice, rehearse, and perform a dance piece.

Students will meet 90 times over the course of the school year for a lab based class. During this lab class, they will take physical part in a dance class.

**Unit Assignment(s):**

Students will take part in the lab based dance classes and learn choreography.

**Choreography Test:**

Students will learn choreography of a dance piece and perform it. They will be graded based on their knowledge of the choreography.

Students take part in lab based dance classes that are 90 minutes long two to three times per week. They are graded on participation in the course.

### **Unit 5 & 6 - Introduction to Ballet**

In Unit 5 & 6, students will be introduced to technique and structure for a ballet class. The basis for the class will center around techniques from various veins of ballet, mostly Balanchine.

Students will meet 90 times over the course of the school year for a lab based class. During this lab class, they will take physical part in a dance class.

#### **Unit Assignment(s):**

Students will take part in the lab based dance classes and learn vocabulary related to beginning ballet dance programs.

**Vocabulary Test:**

Allegro, Arabesque, adagio, beats, barre, battement, grand battement, petit battement, center, chasse, coupe, demi, extension, frappe, glissade, jete, petit jete, grand jete, plie, passe

Students take part in lab based dance classes that are 90 minutes long two to three times per week. They are graded on participation in the course.

### **Unit 7 & 8 - Introduction to Jazz Dance**

In Unit 7 & 8, students will be introduced to technique and structure for a jazz dance class. The basis for the class will center around techniques from historic and modern jazz techniques.

Students will watch the Musical Theater performance of "Cats" and write a 5 paragraph essay about the dance techniques.

Students will meet 90 times over the course of the school year for a lab based class. During this lab class, they will take physical part in a dance class.

**☐ Unit Assignment(s):**

Students will take part in the lab based dance classes and learn vocabulary related to beginning jazz dance programs.

Students will watch the Musical Theater performance of "Cats" (or equivalent) and write a 5 paragraph essay about the dance techniques.

**Vocabulary Test:**

ball change, jete, split leap, switch leap, swish split, stag leap, jazz walk, pas de bourree, pique passe, pirouette, pivot step, pivot turn, chasse, step-ball change, jazz runs, Russian

Students take part in lab based dance classes that are 90 minutes long two to three times per week. They are graded on participation in the course.

**Unit 9 - End of Course Recital Performance**

In Unit 9, students will be introduced to choreography based on movements and technique taught in the ballet and jazz units. Students will practice, rehearse, and perform a dance piece in an end of year recital.

Students will meet 90 times over the course of the school year for a lab based class. During this lab class, they will take physical part in a dance class.

**☐ Unit Assignment(s):**

Students will take part in the lab based dance classes and learn choreography.

**Choreography Test:**

Students will learn choreography of a dance piece and perform it. They will be graded based on their knowledge of the choreography.

Students take part in lab based dance classes that are 90 minutes long two to three times per week. They are graded on participation in the course.

## Course Materials

### Multimedia



Title	Author	Director	Name of video series	Date	Website	Medium of Publication
Body Groove Dance DVD Collection	[ empty ]	Misty Tripoli	Body Groove LLC	2018	[ empty ]	DVD
Zumba 101: Can't Dance?	[ empty ]	Beto Perez	Zumba Fitness LLC	2016	[ empty ]	DVD
Ballet Barre for the adult absolute beginner	Sachiko Kanai	Finis Jhung	[ empty ]	2015	[ empty ]	dvd
CATS	Andrew LLOYD Weber	Andrew Lloyd Weber	Broadway HD	1998	[ empty ]	dvd

## Additional Information

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**Course Author:**

2018-19 - Encore Jr. Sr. High School for the Performing and Visual Arts , Encore High School for the Arts - Riverside , Encore Education Corporation **Retroactive Years:**

2017-18 - Encore Jr. Sr. High School for the Performing and Visual Arts , Encore High School for the Arts - Riverside , Encore Education Corporation

2016-17 - Encore Jr. Sr. High School for the Performing and Visual Arts , Encore High School for the Arts - Riverside , Encore Education Corporation

2015-16 - Encore Education Corporation

2014-15 - Encore Education Corporation

2013-14 - Encore Education Corporation

2012-13 - Encore Education Corporation

# Ground Arts

# Ground Arts I

Encore Education Corporation

Submitted: Feb 6, 2019

Decision: Pending

▲ Pending UC review

## Basic Course Information

School(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)	
Encore Jr. Sr. High School for the Performing and Visual Arts (054307)	Classroom Based	Abbreviation	Course Code
		Ground I	
Encore High School for the Arts - Riverside (050268)	Classroom Based	Abbreviation	Course Code
		Ground I	

**Title:** Ground Arts I

**Length of course:** Full Year

**Subject area:** Visual & Performing Arts (F) / Interdisciplinary Arts

**UC honors designation?** No

**Prerequisites:** Successful Audition (Required)

**Co-requisites:** None

**Integrated (Academics / CTE)?** No

**Grade levels:** 9th, 10th, 11th, 12th

## Course Description

**Course overview:**

This course is an entry level practical for acro balance, contortion, and adagio. Students will concentrate on flexibility, core balance, strength, and teamwork. The fundamentals of Ground Arts follow the skills from Equilibristics that start with the preliminary skills of headstands and handbalancing, move into balancing on rolling objects (like unicycle, rolla bolla, Chinese Ball) and stilting objects (like stilts, freestanding ladder, and human columns.

Using the State Standards for the depth within the circus training, this course uses specific elements of Circus ground arts to teach the standards of dance.

## Course content:

### Unit 1 - Acrobalance

Acrobalance is an acrobatic art that combines elements of adagio and hand balancing.

Adagio consists of partner lifts, usually performed by a man and a woman, where the male lifts his female partner in many different poses and positions. Many forms of adagio also incorporate throws and tosses; the male usually throws the female into somersaults, layouts, and other acrobatic maneuvers. Many styles of dance incorporate some form of adagio (as dance lifts), including ballet (in pas de deux), jazz, and lyrical. Ice skaters also perform lifts that belong to the adagio art. Whenever a person lifts another up in different artistic poses, or performs tosses where the bottom mounter catches the top mounter again, it is considered adagio.

#### California State Standards

- 1.1 Demonstrate refined physical coordination when performing movement phrases (e.g., alignment, agility, balance, strength).
- 1.2 Memorize and perform works demonstrating technical accuracy and consistent artistic intent.
- 1.3 Perform in multiple genres

#### Unit Assignment(s):

Students take part in a lab based class where they physically and artistically work on beginning techniques for cirque acrobatics in the area of ground arts. This lab takes place 90 times over the course of the year for 60 minutes.

Students will learn how to master a headstand and a handstand. They will participate in a class discussion of acrobalance and watch acrobalance routines made famous by Cirque du Soleil from "Alegría."

Basic acrobalance skills like a stag shoulder stand will be taught, demonstrated, and mastered by the student.

### Unit 2 - Hand Balance

Hand balancing is the performance of acrobatic body shape changing movements, or stationary poses, or both, while balanced on and supported entirely by one's hands or arms. It is performed by acro dancers, circus performers, gymnasts, and sports acrobats. Hand balancing may be performed by partners or individuals. In partner hand balancing, a strong bottom mounter supports the top mounter in handstands, planches and other acrobatic poses. In solo hand balancing, a single artist performs handstands, one-hand stands, planches and other equilbristic maneuvers, usually on top of pommels, blocks or other apparatuses.

1.4 Demonstrate clarity of intent while applying kinesthetic principles for all dance elements.

1.5 Apply knowledge of dance vocabulary to distinguish how movement looks physically in space, time, and force/energy).

#### Unit Assignment(s):

During the lab based class, students will learn proper technique of hand balancing. They will work on mastery of skills and then demonstrate them in a class piece at the end of the unit.

Students will watch Cirque du Soleil's "Dralion." They will have a critical discussion of the hand balance piece within the Dralion production.

Students take part in a lab based class where they physically and artistically work on beginning techniques for cirque acrobatics in the area of ground arts. This lab takes place 90 times over the course of the year for 60 minutes.

### Unit 3 - Human Pyramid

A human pyramid is a formation of three or more people in which two or more people support a tier of higher people, who in turn may support other, higher tiers of people. People above the bottom tier may kneel or stand on the shoulders, backs or thighs of the people below them. Typically, the number of people in each tier is one greater than the tier immediately above it, resulting in a triangular structure reminiscent of the formation's namesake.

For practical reasons, lighter people are often positioned higher in the formation and stronger, heavier people are located closer to the base. Human pyramids are performed in various activities, including cheerleading and in circus acrobatics.

Students will research the use of Human Pyramid worldwide - (China Bun Festival, Sokol gymnastics organization in Czech Republic, Hindu Festival in India, Human Pyramid Festival in Spain, Forze d'Ercole in Venice)

#### Unit Assignment(s):

During lab based class, students will learn proper technique of human pyramid. They will work on mastery of skills and them demonstrate them in a class piece at the end of the unit.

Students will watch Cirque Du Soleil's "Quidam." They will have a critical discussion of the human pyramid piece within the Quidam production.

### Creating, Performing, and Participating in Human Pyramid

Students apply choreographic principles, processes, and skills to create and communicate meaning through the improvisation, composition, and performance.

- 2.1 Create a body of works demonstrating originality, unity, and clarity of intent.
- 2.2 Identify and apply basic strength and core elements to construct and perform.
- 2.3 Design a piece that utilizes an established human pyramid techniques.
- 2.6 Collaborate with peers in the development of choreography in groups (e.g., duets, trios, small ensembles).
- 2.7 Demonstrate originality in using partner or group relationships to define spatial patterns and the use of overall performing space.

Students take part in a lab based class where they physically and artistically work on beginning techniques for cirque acrobatics in the area of ground arts. This lab takes place 90 times over the course of the year for 60 minutes.

## Unit 4 - Rola Bola / Balance Board

A balance board is a device used as a circus skill. It is a lever similar to a see-saw that the user usually stands on, usually with the left and right foot at opposite ends of the board. The user's body must stay balanced enough to keep the board's edges from touching the ground and to keep from falling off the board. A different challenge is presented by each of the five basic types of balance boards and their subtypes. Some of them can be attempted successfully by novice circus trainers. Others, because of their steepness and speed, are difficult and dangerous for professional athletes.

The balance board is used as a circus skill for the purposes of Ground Arts. Many circus performers refer to the balance board as the rola bola. Skillful and dramatic balancing acts using the rola bola are performed by performers in traditional circus as well as by freelance circus skills artists. The performance can involve a single rola bola or a stack of multiple rola bolas on top of one another to increase the challenge and visual spectacle.

In this unit, ground arts students will be introduced to the technique involved with balance board mastery.

### Unit Assignment(s):

During lab based class, students will learn proper technique of rolla bolla / balance board. They will work on mastery of skills and them demonstrate them in a class piece at the end of the unit.

Students will watch Cirque Du Soleil's "La Nouba." They will have a critical discussion of the Rolla Bolla Juggling balance piece within the La Nouba production.

- 2.4 Perform original works that employ personal artistic intent and communicate effectively.

- 2.5 Perform works by various dance artists communicating the original intent of the work while employing personal artistic intent and interpretation.

Students take part in a lab based class where they physically and artistically work on beginning techniques for cirque acrobatics in the area of ground arts. This lab takes place 90 times over the course of the year for 60 minutes.

## Unit 5 - Stilt Walking

Stilts are poles, posts or pillars used to allow a person or structure to stand at a height above the ground. Stilts for walking are poles equipped with platforms for the feet to stand on and can be used, depending on the design, with straps to attach them to the user's legs or be held in place by the hands of the user.

Students will be able to identify a variety of types of stilts. They will research the origination of each type of stilt and engage in a critical discussion of stilts. Students will also research and present to the class an international entertainment use for stiltwalking. (Like Anguiano in Spain that features stilt dancing.)

### Understanding the Historical Contributions and Cultural Dimensions of Ground Arts - Stilts

Students analyze the function and development of ground arts in past and present cultures throughout the world, noting human diversity as it relates to dance and dancers.

Students will work on mastery of the Drywall or Durastilts for the purposes of completing a routine to be shown in class at the end of the unit.

### Unit Assignment(s):

During lab based class, students will learn proper technique of stilt walking on Dura Stilts. They will work on mastery of skills and then demonstrate them in a class piece at the end of the unit.

Students will watch Cirque Du Soleil's "Mystere." They will have a critical discussion of the stilt walking piece within the Mystere production.

Students will research stilt walking worldwide and will share and recreate a stilt routine found using social media outlets.

- 3.1 Identify and perform folk/traditional, social, and theatrical dances with appropriate stylistic nuances.
- 3.2 Describe ways in which folk/traditional, social, and theatrical dances reflect their specific cultural context.

Students take part in a lab based class where they physically and artistically work on beginning techniques for cirque acrobatics in the area of ground arts. This lab takes place 90 times over the course of the year for 60 minutes.

## Unit 6 - Unicycle

A unicycle is a vehicle that touches the ground with only one wheel. The most common variation has a frame with a throne seat, and is pedal driven. Unicycling is practiced professionally in circuses worldwide with a wide colorful history.

Students will watch the Cirque Du Soleil production "Kooza" and will participate in a critical discussion about the unicycle routine within the Kooza production.

Unicycles have been used in a variety of mediums. Students will work in small groups to discover the history, culture, and uses for the unicycle.

### Unit Assignment(s):

Students will identify the terminology of the unicycle that includes the various types of unicycles that exist including giraffe, geared, multi-wheel, and suicycle.

Students will work during the lab class on the mastery of techniques associated with appropriate unicycle riding.

Students will be responsible for researching worldwide entertainment uses for the unicycle and will write a 5 paragraph essay about the genre.

In class students will create a choreographed routine using unicycle and will present it at the end of the unit.

- 3.3 Explain how the works of dance by major choreographers communicate universal themes and sociopolitical issues in their historical/cultural contexts (e.g., seventeenth-century Italy, eighteenth-century France, the women's suffrage movement, dance in the French courts, Chinese cultural revolution).
- 3.4 Explain how dancers from various cultures and historical periods reflect diversity and values (e.g., ethnicity, gender, body types, and religious intent).

Students take part in a lab based class where they physically and artistically work on beginning techniques for cirque acrobatics in the area of ground arts. This lab takes place 90 times over the course of the year for 60 minutes.

## Unit 7 - Contortion

Contortion is a performance art in which performers showcase their skills of extreme physical flexibility. Contortion acts often accompany hand balance within their acts. during a live performance. Contortion acts are typically performed in front of a live audience. An act will showcase one or more artists performing a choreographed set of moves or poses, often to music, which require extreme flexibility. The physical flexibility required to perform such acts greatly exceeds that of the general population. It is the dramatic feats of seemingly inhuman flexibility that captivate audiences.



Students will take part in lab class where they will be introduced to the warm up routine of advanced contortionists. Students will create a routine using techniques of contortion and hand balance that will be presented in class at the end of the unit.

**☐ Unit Assignment(s):**

Students take part in a lab based class where they physically and artistically work on beginning techniques for cirque acrobatics in the area of ground arts. This lab takes place 90 times over the course of the year for 60 minutes.

**Responding to, Analyzing, and Making Judgments About Works of Art**

Students will watch the movie Cirque Du Soleil "World's Away" then present assessment and critique on one of the acts within the movie based on the Aesthetic valuation criteria in state standards.

Students critically assess and derive meaning from works of performance and original works according to the elements of aesthetic qualities.

- 4.1 Describe how the qualities of a theatrical production contribute to the success of a circus performance (e.g., music, lighting, costuming, text, set design).
- 4.3 Defend personal preferences about styles and choreographic forms, using criteria-based assessment.

**Unit 8 - Ground Arts Safety**

Students will go through the ACE (American Circus Educators) safety and risk manual to discuss training and safety guidelines to make sure that they can build longevity within their craft of ground arts.

The class will go through discussions of safety and how to implement and improve safety standards within their personal circus routines.

**☐ Unit Assignment(s):**

Students will read the safety manual and then take a safety test on standards related to Ground Arts.

Students take part in a lab based class where they physically and artistically work on beginning techniques for cirque acrobatics in the area of ground arts. This lab takes place 90 times over the course of the year for 60 minutes.

**Unit 9 - Ground Arts Choreography**

Students will explore the genres covered throughout the course and choose a specific genre to build a recital routine to be performed in front of an audience. This can be a solo, duo, trio, or small group performance.

Students will also with the instructor / teacher to go over qualifications and admission requirements for the most reputable postsecondary circus program in North America.

### **☐ Unit Assignment(s):**

Students take part in a lab based class where they physically and artistically work on beginning techniques for cirque acrobatics in the area of ground arts. This lab takes place 90 times over the course of the year for 60 minutes.

Students will create an end of year recital piece.

Students will take part in a critical discussion about requirements for postsecondary admissions into a circus program.

Students will take part in an end of year final that will consist of a written test that takes 5 - 10 questions from each unit and then follow the written test with a physical assessment test that showcases mastered techniques throughout the course.

## **Course Materials**

### **Manuals**

<b>Title</b>	<b>Author</b>	<b>Publisher</b>	<b>Edition</b>	<b>Website</b>	<b>Read in entirety</b>
Circus Safety Arts Manual	ACE	American Circus Educators	2014	[ empty ]	Yes

### **Multimedia**

<b>Title</b>	<b>Author</b>	<b>Director</b>	<b>Name of video series</b>	<b>Date</b>	<b>Website</b>	<b>Medium of Publication</b>
Alegria: Live in Sydney	Nick Morris	Rocky Oldham	Cirque Du Soleil	2003	[ empty ]	DVD
Cirque Du Soleil - Dralion	David Mallet	Guy Caron	Sony Pictures Home Entertainment	2001	[ empty ]	DVD

Title	Author	Director	Name of video series	Date	Website	Medium of Publication
Cirque Du Soleil - Quidam	[ empty ]	[ empty ]	Sony Pictures Home Entertainment	1999	[ empty ]	DVD
Cirque Du Soleil - La Nouba	Franco Dragone	David Mallet	Sony Pictures Home Entertainment	2004	[ empty ]	DVD
Cirque Du Soleil - The Mystery of "Mystere"	[ empty ]	[ empty ]	[ empty ]	1993	[ empty ]	dvd
Cirque du Soleil - Kooza	[ empty ]	Franco Dragone	Sony Home Entertainment	2000	[ empty ]	dvd
Cirque Du Soleil - Worlds Away	[ empty ]	[ empty ]	Paramount	2013	[ empty ]	dvd

## Additional Information

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**Course Author:**

2018-19 - Encore Jr. Sr. High School for the Performing and Visual Arts , Encore High School for the Arts - Riverside , Encore Education Corporation

**Retroactive Years:**

2017-18 - Encore Jr. Sr. High School for the Performing and Visual Arts , Encore High School for the Arts - Riverside , Encore Education Corporation

2016-17 - Encore Jr. Sr. High School for the Performing and Visual Arts , Encore High School for the Arts - Riverside , Encore Education Corporation

2015-16 - Encore High School for the Arts - Riverside , Encore Education Corporation

2014-15 - Encore Education Corporation

2013-14 - Encore Education Corporation

2012-13 - Encore Education Corporation

# Aerialist I

# Aerialist I

Encore Education Corporation

Submitted: Feb 14, 2019

Decision: Feb 27, 2019

## Submission Feedback

**APPROVED**

## Basic Course Information

School(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)	
Encore Jr. Sr. High School for the Performing and Visual Arts (054307)	Classroom Based	Abbreviation	Course Code
		Aerialist I	
Encore High School for the Arts - Riverside (050268)	Classroom Based	Abbreviation	Course Code
		Aerialist I	

**Title:** Aerialist I

**Length of course:** Full Year

**Subject area:** Visual & Performing Arts (F) / Interdisciplinary Arts

**UC honors designation?** No

**Prerequisites:** Audition Level 1 (Required)  
Cirque Conditioning (Recommended)

**Co-requisites:** None

**Integrated (Academics / CTE)?** No

**Grade levels:** 9th, 10th, 11th, 12th

# Course Description

## Course overview:

This course is an entry level practical for aerialist techniques associated with circus arts and circus dance techniques. Applying core physical strength to the artistry of a variety of aerial apparatus including tissu and lyra. Students will work on rigging, rigging safety standards, and choreography identified within the aerialist genre. Students meet for 90 class meetings (not including recitals and festival performances) that include hands-on lab training as well as contextual lectures and critical discussions about aerialist techniques and standards.

The course uses California State Standards - Visual and Performing Arts: Dance Content Standards

1.0 Artistic Perception

2.0 Creative Expression

3.0 Historical and Cultural Context

4.0 Aesthetic Valuing

5.0 Connections, Relationship, Applications

## Course content:

### UNIT 1 - AERIALIST RIGGING SAFETY

#### **OVERALL SAFETY:**

Students will go through the ACE (American Circus Educators) safety and risk manual to discuss training and safety guidelines to make sure that they can build longevity within their genre of aerialist artistry. The class will go through discussions of safety and how to implement and improve safety standards with their personal circus training and routines.

#### **RIGGING SAFETY:**

Students will train on how to appropriately connect and rig aerialist equipment. Students have to pass a rigging exam including a practical and vocabulary test with a 100% grade before they use any equipment that places them in the air. Students will receive an Encore safety trained certification card that permits them to use aerial apparatus.

#### **CLIMBING SAFETY:**

One of the prerequisites to get into the Aerialist I class is the ability to safely climb a tissu (also known as ribbon or silk) that is twenty feet tall three times consecutively without stopping showing the strength and ability to remain calm and display appropriate foot knots for each climb. Students will continue to build overall body strength. During unit 1, they will be introduced to warm-ups, drills, and warm-up stations that will become part of every lab based class.

## **KILONEWTON:**

A kilonewton (kN) is a measurement of weight in motion. Knowing the weight that your rigging and hang point can withstand is important for your safety and the maintenance of your equipment. Example: A 100-pound aerialist dropping 5 feet on silks, with half a foot of stopping distance and the stretch of the silks, calculates to 1,100 pounds of force exerted on rigging, silks, and person. (Types of Carabiners and What kN Ratings Mean.) Equation:  $W \times (1 + D \text{ falling} / D \text{ stopping})$  Example with the equation:  $(\text{weight } 120 \times (1 + \text{distance falling } (3 \text{ ft.}) / \text{distance stopping } (1/2 \text{ ft.}))$  The weight exerted from this drop would be 840 pounds or 3kN.

## **Unit Assignment(s):**

### **OVERALL SAFETY:**

Students will read the safety manual and then take a safety test on standards related to Aerialist Arts.

Students will take part in a written safety exam including vocabulary that they must pass with a perfect score before they can access aerial equipment.

### **RIGGING SAFETY:**

Students will take part in both a written and a practical rigging exam including vocabulary that they must pass with a perfect score before they can access aerial equipment.

### **CLIMBING SAFETY:**

Students will take part in a practical test showing their expertise for safety climbing on tissu, silks, ribbon. They will verbally communicate vocabulary and demonstrate safe climbing practices to gain access to aerial equipment. Students will also learn how to figure rigging needs and safety using Kilonewtons.

In order to pass Unit 1, students must complete all three safety tests with a perfect score AND present a sports physical that gives them clearance to participate in aerialist training. Once a student has passed the safety unit, they will receive an identification card that allows them to train and rig apparatus. This ID card must be renewed annually and is given by Encore.

Students take part in a lab based class where they physically and artistically work on beginning techniques for aerialist artistry. This lab takes place 90 times over the course of the year for 60 minutes.

Students also take part in an academic session within the class that meets 90 times over the course of the year for 30 minutes.

## **Unit 2 - Historical and Cultural Context of Tissu artistry**

### **ACADEMIC BACKGROUND:**

Using the California State Standards, 3.0 Historical and Cultural Context students will explore a variety of works of aerial tissu by major choreographers and artists within the circus field. They will create comparisons and contrasts between artistic tissu pieces.

Aerial silks (tissu, ribbons) were invented in 1995 by Andre Simard from Cirque du Soleil. Tissus are used for circus arts and as a form of aerial fitness.

### **TISSU MECHANICS:**

Using the California State Standards 5.1 & 5.2, students will learn the specific mechanics of what different types of tissues are, how they work, and how different stretches change the artistry.

Vocabulary: Low stretch fabrics, Medium stretch fabrics, width, length, figure-eight descender, ball-bearing swivel, carabiner, span set,

### **AERIAL ARTISTRY:**

Using the California State Standards 2.0, students will begin to learn different techniques and skills toward the completion of Level I Aerialist. Techniques will include general artistry circus/dance skills as well as aerial skills.

Skills Introduced in Unit 2: Handstand, climbs, headstand, foot knot, straddle back, pull ups, push ups

### **Unit Assignment(s):**

#### **ACADEMIC ASSIGNMENT:**

Students will research the origin of aerial silks and will write a three paragraph essay based on the history of aerial silks. Students will use YouTube to find two professional productions of circus that include aerial silks as one of the routines. The student will compare and contrast the two tissue numbers in a five paragraph essay.

#### **TISSU MECHANICS:**

Students will take a written test on tissue mechanics vocabulary.

#### **AERIAL ARTISTRY:**

Students will learn the specific skills introduced in Unit 2 and will have a practical quiz on the mastery of the Unit 2 skills.

Students take part in a lab based class where they physically and artistically work on beginning techniques for aerialist artistry. This lab takes place 90 times over the course of the year for 60 minutes.

Students also take part in an academic session within the class that meets 90 times over the course of the year for 30 minutes.

### **Unit 3 - Creative Expression of Aerial Tissue**

#### **ARTISTIC BACKGROUND:**

Using the California State Standards 2.0 for Creative Expression, students will identify and apply basic music elements with techniques to create simple aerial routines. Students will be taught choreography for a beginner tissue routine that involves floor work using handstand, headstand, and right split. The choreography will also include aerial tissue routine that includes creative climb, alternating foot knots, and straddle back.



### **CONDITIONING CIRCUIT:**

In order to build appropriate strength and flexibility, students will learn how to circuit train to help condition their body for aerial success. The circuit will include goals for each circuit technique.

### **AERIAL ARTISTRY:**

Students will be able to identify the difference between climbs, wraps, and drops. (ie Russian climb versus straddle climb or roll up). Students will also be able to identify the safety differences between wraps that allow performers to release their hands and foot locks.

- Students will be taught different climbs - Basic climb, Russian climb, Toe Climb, Hocks Climb, Straddle / Pike Climb.
- Students will be taught tissu-rest positions - Basic rest position, Amazon, Foot Lock
- Students will be taught basic tissu skills - Half Catcher, Catchers Hand, Catcher with double wrap, hip lock from hocks climb, hip lock from scissor, and stag

### **Unit Assignment(s):**

#### **ARTISTIC ASSIGNMENT:**

**LEARNING CHOREOGRAPHY:** Students will be taught a choreographed combination to music that will include handstand, headstand, right split, creative aerial climb, alternating foot knots and a straddle back. Students will master the choreography and be tested on their ability to complete the choreography and work the choreography in unison with other students on multiple points.

#### **CONDITIONING CIRCUIT:**

In every third class, students will work on the mastery of strength training beyond their regular class warm-ups. This will continue throughout the entire school year. At the end of each quarter, students will take a conditioning quiz that will include the following benchmarks:

- Straight handstand for 20 seconds
- 3 tissu climbs without stopping
- 5 pull ups on trapeze
- 25 push ups
- right split
- left split
- center split
- straight headstand 10 seconds
- 9 minute mile
- 1 roll up

#### **AERIAL ASSIGNMENT:**

Students will be trained on how to complete the series of basic skills that can be used for both rope and tissu as described in Aerial Artistry. They will complete a benchmark quiz at the end of the unit that will identify which skills have been mastered in this unit.

Students take part in a lab based class where they physically and artistically work on beginning techniques for aerialist artistry. This lab takes place 90 times over the course of the year for 60 minutes.

Students also take part in an academic session within the class that meets 90 times over the course of the year for 30 minutes.

#### **Unit 4 - Comprehension and Analysis of Circus Elements (CSS 1.4)**

##### **ARTISTIC BACKGROUND:**

Using the California State Standards 2.0 for Creative Expression, students will identify and apply basic music elements with techniques to create simple aerial routines. Students will be taught choreography for a beginner tissu routine that involves skills learned in Unit 2 and 3. Students will be introduced to the Hip key, Candy Cane, and Grapevine.

##### **CONDITIONING CIRCUIT:**

In order to build appropriate strength and flexibility, students will learn how to circuit train to help condition their body for aerial success. The circuit will include goals for each circuit technique.

##### **ACADEMIC BACKGROUND:**

Students will write a self critique on the progress made within the class regarding specific tissu skills.

Students will watch Cirque Du Soleil - World's Away and identify the skills taught in class that are in the professional production.

#### **Unit Assignment(s):**

##### **ARTISTIC ASSIGNMENT:**

**LEARNING CHOREOGRAPHY:** Students will be taught a choreographed combination to music that will include skills taught in Unit 2 and 3. Students will master the choreography and be tested on their ability to complete the choreography and work the choreography in unison with other students on multiple points.

##### **CONDITIONING CIRCUIT:**

In every third class, students will work on the mastery of strength training beyond their regular class warm-ups. This will continue throughout the entire school year. At the end of each quarter, students will take a conditioning quiz that will include the following benchmarks:

- Straight handstand for 20 seconds
- 3 tissu climbs without stopping
- 5 pull ups on trapeze
- 25 push ups
- right split
- left split
- center split
- straight headstand 10 seconds
- 9 minute mile
- 1 roll up

### **ACADEMIC ASSIGNMENT:**

Students will complete a three paragraph essay on a self critique.

Students will watch a professional production and identify the skills taught in their course used in the production.

Students will complete an assessment quiz based on the conditioning and tissu portion of the Aerialist assessment benchmark test.

Students take part in a lab based class where they physically and artistically work on beginning techniques for aerialist artistry. This lab takes place 90 times over the course of the year for 60 minutes.

Students also take part in an academic session within the class that meets 90 times over the course of the year for 30 minutes.

### **Unit 5 - Introduction to post secondary auditions**

#### **POST SECONDARY STUDY PREPARAION:**

Students will self assess their readiness for a college audition at NICA (National Institute of Circus Arts, Australia). The benchmark quiz will include:

- Flexibiity - aiming at achieving three way splits
- Handstand Balancing - Aiming at achieving a free handstand (20 second min.), press up
- Tumbling - Aiming at achieving round-off flip, round off flip/backflip sault
- Manipulation - Aiming at achieving juggling of 4 or more clubs or balls and additional manipulation apparatus or skill.
- Body Strength - Rope climb, chin ups, push ups, abdominal strength, leg strength.
- Posture Requirements - Spinal, shoulder, hip and limb alignment
- Performance - Create / devise short performance that uses circus / physical skills
- Dance and Movement - Demonstrate any skills you have in dance and/or movement through presenting an improvisation to music provided on the day of audition.
- Clothing - Students must wear close fitting training clothes to make muscular skeletal assessment

#### **Unit Assignment(s):**

Students will take part in a mock NICA audition for admission in the Bachelor or Arts Degree program.

Students will self assess their strengths and weaknesses based on the mock audition.

#### **CONDITIONING CIRCUIT:**

In every third class, students will work on the mastery of strength training beyond their regular class warm-ups. This will continue throughout the entire school year. At the end of each quarter, students will take a conditioning quiz that will include the following benchmarks:

- Straight handstand for 20 seconds
- 3 tissu climbs without stopping

- 5 pull ups on trapeze
- 25 push ups
- right split
- left split
- center split
- straight headstand 10 seconds
- 9 minute mile
- 1 roll up

Students take part in a lab based class where they physically and artistically work on beginning techniques for aerialist artistry. This lab takes place 90 times over the course of the year for 60 minutes.

Students also take part in an academic session within the class that meets 90 times over the course of the year for 30 minutes.

## **UNIT 6 - Introduction to Aerial Lyra**

### **ARTISTIC BACKGROUND:**

Using the California State Standards, 3.0 Historical and Cultural Context students will explore a variety of works of aerial lyra by major choreographers and artists within the circus field. They will create comparisons and contrasts between artistic lyra pieces.

Aerial hoop (lyra, ring, cerceaux) is the basis for this unit.

Students will work on new aerial skills using the lyra. Skills taught will include:

- bow and arrow
- clock split
- blade
- bird's nest
- single knee hang

### **CONDITIONING:**

Students will continue preparing for the end of year assessment test in conditioning.

### **TISSU CHOREOGRAPHY:**

Students will work in small groups to create a Tissu routine that can be performed in unison to be performed in front of a live audience. Students will use skills taught in the first four units of this course.

### **Unit Assignment(s):**

#### **ARTISTIC ASSIGNMENT:**

Students will be shown how to do each skill on the aerial lyra and then asked to provide a written description and drawing of what each skill is including:

- bow and arrow

- clock split
- blade
- bird's nest
- single knee hand

**CONDITIONING CIRCUIT:**

In every third class, students will work on the mastery of strength training beyond their regular class warm-ups. This will continue throughout the entire school year. At the end of each quarter, students will take a conditioning quiz that will include the following benchmarks:

- Straight handstand for 20 seconds
- 3 tissu climbs without stopping
- 5 pull ups on trapeze
- 25 push ups
- right split
- left split
- center split
- straight headstand 10 seconds
- 9 minute mile
- 1 roll up

**TISSU CHOREOGRAPHY:**

Students will work in small groups to create choreographed pieces using the skills taught earlier in the school year. Pieces will be performed in front of an audience and students will provide a written critique of their performance.

Students take part in a lab based class where they physically and artistically work on beginning techniques for aerialist artistry. This lab takes place 90 times over the course of the year for 60 minutes.

Students also take part in an academic session within the class that meets 90 times over the course of the year for 30 minutes.

**UNIT 7 - LEVEL 1 ASSESSMENT BENCHMARK**

Students will summarize all that they have learned over the course of the year by taking part in a final exam.

**Unit Assignment(s):**

Students will study and prepare for the Level 1 Assessment Benchmark

**WRITTEN SAFETY TEST**

Students will take a written summary test of all safety standards

*ASSESSMENT TEST - MUST MASTER 15 OF 20 SKILLS (\* signifies must master)*

**CONDITIONING**

- Straight Handstand 20 seconds\*
- 3 climbs without stopping\*
- 5 pull ups on trapeze\*
- 25 push ups\*
- Right split
- Left split
- Center split
- Straight Headstand 10 seconds
- 9 minute mile
- 1 roll up

### **AERIAL TISSU SKILLS**

- Foot Knot\*
- Straddle Back\*
- Hip Key
- Candy Cane
- Grapevine

### **AERIAL LYRA**

- Bow and Arrow
- Clock split\*
- Blade
- Bird's Nest\*
- Single Knee Hang

Students take part in a lab based class where they physically and artistically work on beginning techniques for aerialist artistry. This lab takes place 90 times over the course of the year for 60 minutes.

Students also take part in an academic session within the class that meets 90 times over the course of the year for 30 minutes.

## **Unit 8 - End of Year Performance**

Students will work with the instructor to learn a choreographed routine for the purpose of performing the routine in front of a live audience. Students will perform in unison with other students and must memorize skills and display musicality and artistic expression of the routine.

### **☐ Unit Assignment(s):**

#### **CONDITIONING CIRCUIT:**

In every third class, students will work on the mastery of strength training beyond their regular class warm-ups. This will continue throughout the entire school year. At the end of each quarter, students will take a conditioning quiz that will include the following benchmarks:

- Straight handstand for 20 seconds
- 3 tissu climbs without stopping
- 5 pull ups on trapeze
- 25 push ups
- right split
- left split
- center split
- straight headstand 10 seconds
- 9 minute mile
- 1 roll up

Students take part in a lab based class where they physically and artistically work on beginning techniques for aerialist artistry. This lab takes place 90 times over the course of the year for 60 minutes.

Students also take part in an academic session within the class that meets 90 times over the course of the year for 30 minutes.

### **Unit 9 - End of year Final**

Students will complete the school year with a four part final.

Part 1 - Historical Research

Part 2 - Written vocabulary and safety test

Part 3 - Tissu practical

Part 4 - Aerial Lyra Practical

#### **Unit Assignment(s):**

##### **THE FINAL PROJECT AND EXAM**

Part 1 - Historical Research - Students will research three contrasting professional lyra and tissu pieces on YouTube. They will write a five paragraph essay on the similarities and contrasting choreography of each piece viewed.

Part 2 - Written vocabulary and safety test - Students will take a final exam on all vocabulary words learned over the course of the year and then take a written safety test.

Part 3 - Students will be given a practical assignment that ends in a tissu presentation for the class either as a solo or as a small group.

Part 4 - Students will be given a practical assignment that ends with a lyra presentation for the class either as a solo or as a small group.

# Course Materials

## Manuals

Title	Author	Publisher	Edition	Website	Read in entirety
Guidelines for Circus Arts Safety Programs	[ empty ]	American Circus Educators Association	2014	[ empty ]	Yes
Basic Circus Arts Instruction Manual	[ empty ]	European Federation of Professional Circus Schools	2010	[ empty ]	No

## Multimedia

Title	Author	Director	Name of video series	Date	Website	Medium of Publication
Cirque Du Soleil - World's Away	[ empty ]	[ empty ]	Paramount	2013	[ empty ]	dvd

# Additional Information

Denise Griffin  
 Administrator  
 ceo@officerteam.com  
 7609492036 ext.

**Course Author:**

2018-19 - Encore Jr. Sr. High School for the Performing and Visual Arts , Encore High School for the Arts - Riverside , Encore Education Corporation

**Retroactive Years:**

2017-18 - Encore Jr. Sr. High School for the Performing and Visual Arts , Encore High School for the Arts - Riverside , Encore Education Corporation

2016-17 - Encore Jr. Sr. High School for the Performing and Visual Arts , Encore High School for the Arts - Riverside , Encore Education Corporation

2015-16 - Encore High School for the Arts - Riverside , Encore Education Corporation

2014-15 - Encore Education Corporation

2013-14 - Encore Education Corporation

2012-13 - Encore Education Corporation





Exhibit  
7.1

March 4, 2019

Encore Education Corporation  
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Fax: (760) 956-3338  
[www.encorehighschool.com](http://www.encorehighschool.com)

**Sites:**

**Hesperia**

MEETING AT: 16955 Lemon Street, Hesperia, CA 92345  
– CLASSROOM F 29

**Riverside**

MEETING AT: 3460 Orange Street, Riverside, CA 92501  
– CLASSROOM H1

**Board Members:**

Lenny Esposito, Board President  
Suzanne Cherry, Board Vice President  
Kelly Ahmed, Board Secretary/Treasurer  
Rob Gabler, Board Member  
Paula Gharib, Board Member  
Mari Miller, Board Alternate\*  
Kathy Nielson, Board Alternate\*

**INFO:**

**Low Performing Students Block Grant Spending Plan – 2018-2019 Block Grant -**  
Provides funds for LEAs serving students identified as low-performing on state English language arts or math assessments, who are not otherwise identified for supplemental grant funding under the LCFF, or eligible for special education services. Both Sites

**Encore High School For The Performing & Visual Arts  
2018-19 Low-Performing Students Block Grant  
SPENDING PLAN**

In the 2018-19 school year, Encore-Hesperia is receiving \$150,178 in one-time "Low-Performing Students Block Grant" funding. This grant pays \$1,976 per student (Encore-Hesperia had 76 qualifying students) to all school districts and charter schools statewide this year based on the number of students who (a) did not meet the academic achievement standard on the 2016-17 CAASPP testing; and (b) are not special education, English Learner, foster children, or qualify for free or reduced cost lunch. More information on this grant is available at <https://www.cde.ca.gov/fg/aa/ca/lpsbg.asp>.

Each grant recipient must develop a plan describing how the funds will increase or improve evidence-based services for the pupils identified to accelerate increases in academic achievement, and how the effectiveness of the services will be measured. The plan shall include information regarding how the services align with and are described in the charter school's LCAP. To ensure community and stakeholder input, the plan shall be discussed and adopted at a regularly scheduled meeting of the governing board of the school district, the county board of education, or the governing body of the charter school.

The following Plan shown below meets the above grant requirements, and must be approved by the Board at a regularly scheduled meeting. While the Plan should accurately represent the school's current plans, it is preliminary and is subject to change, and may be revised prior to final expenditure as long as all spending is in one of the areas listed below. By November 2021, the School must submit an expenditure plan to CDE showing how the grant funds were expended, how the plan was implemented, the strategies used, and whether those strategies increased the academic performance of the pupils.

<b>Additional Counseling, Tutoring, and Credit Recovery for qualifying students based on 2017-18 CAASPP results and demographics. Results will be measured by comparing 2017-18, 2018-19, and 2019-20 CAASPP results. This goal is aligned with Encore's current LCAP and charter petition.</b>	<b>\$ 150,178.00</b>
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<b>Total Low-Performing Students Block Grant Spending Plan:</b>	<b>\$ 150,178.00</b>
<b>Total Low-Performing Students Block Grant Award:</b>	<b>\$ 150,178.00</b>
<b>Unallocated Grant Funds:</b>	<b>\$ -</b>

**Encore High School For the Arts - Riverside  
2018-19 Low-Performing Students Block Grant  
SPENDING PLAN**

In the 2018-19 school year, Encore-Riverside is receiving \$134,370 in one-time "Low-Performing Students Block Grant" funding. This grant pays \$1,976 per student (Encore-Riverside had 68 qualifying students) to all school districts and charter schools statewide this year based on the number of students who (a) did not meet the academic achievement standard on the 2016-17 CAASPP testing; and (b) are not special education, English Learner, foster children, or qualify for free or reduced cost lunch. More information on this grant is available at <https://www.cde.ca.gov/fg/aa/ca/lpsbg.asp>.

Each grant recipient must develop a plan describing how the funds will increase or improve evidence-based services for the pupils identified to accelerate increases in academic achievement, and how the effectiveness of the services will be measured. The plan shall include information regarding how the services align with and are described in the charter school's LCAP. To ensure community and stakeholder input, the plan shall be discussed and adopted at a regularly scheduled meeting of the governing board of the school district, the county board of education, or the governing body of the charter school.

The following Plan shown below meets the above grant requirements, and must be approved by the Board at a regularly scheduled meeting. While the Plan should accurately represent the school's current plans, it is preliminary and is subject to change, and may be revised prior to final expenditure as long as all spending is in one of the areas listed below. By November 2021, the School must submit an expenditure plan to CDE showing how the grant funds were expended, how the plan was implemented, the strategies used, and whether those strategies increased the academic performance of the pupils.

<p><b>Additional Counseling, Tutoring, and Credit Recovery for qualifying students based on 2017-18 CAASPP results and demographics. Results will be measured by comparing 2017-18, 2018-19, and 2019-20 CAASPP results. This goal is aligned with Encore's current LCAP and charter petition.</b></p>	<p><b>\$ 134,370.00</b></p>
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<p><b>Total Low-Performing Students Block Grant Spending Plan:</b></p>	<p><b>\$ 134,370.00</b></p>
<p><b>Total Low-Performing Students Block Grant Award:</b></p>	<p><b>\$ 134,370.00</b></p>
<p><b>Unallocated Grant Funds:</b></p>	<p><b>\$ -</b></p>



Exhibit  
7.2

March 4, 2019

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Mari Miller, Board Alternate\*  
Kathy Nielson, Board Alternate\*

**INFO:**

**Second Interim Budget – DMS**



# Encore Jr/Sr High School for the Performing & Visual Arts

## 2018-19 Second Interim Budget





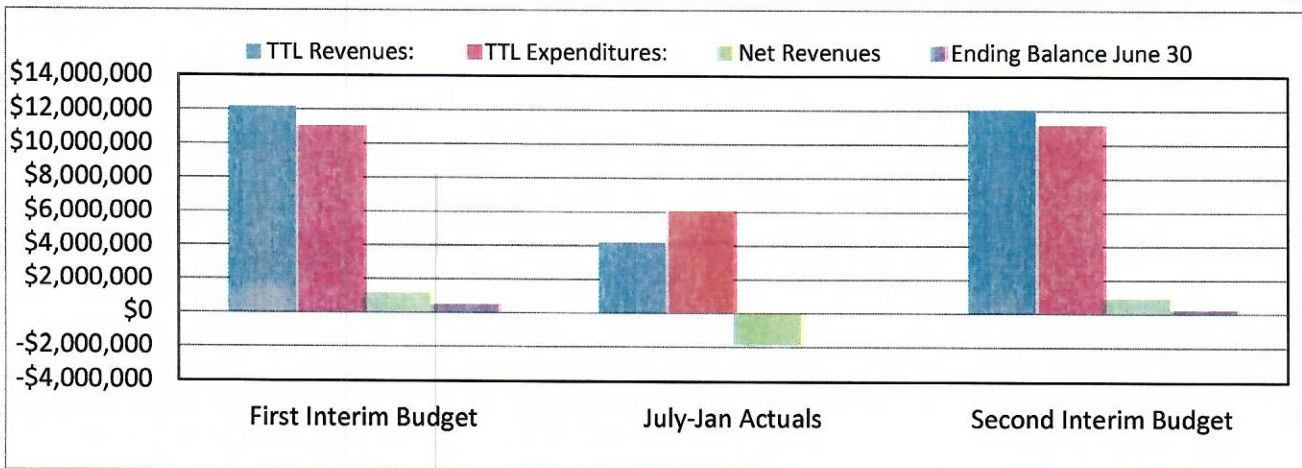
## 2018-19 Second Interim Budget (Hesperia)

- **The result of the budget cuts made earlier this year continue to generate the necessary surplus to stay on track with the Corrective Action Plan and return to fiscal solvency.**
- Average daily attendance is now projected to be 7.54 lower, resulting in a drop in revenues of (\$108,579).
- Expenditures are generally on track, although staff benefits and factoring costs for Encore's working capital are higher than originally anticipated, resulting in an increase in expenditures of \$136,323.
- The combined impact of these changes is a reduction of (\$244,902) in budget surplus, to \$909,507.
- Specifically, the projected surplus of \$909,507 will bring Encore from a negative ending balance of (\$693,967) to a positive ending balance of \$215,540 (1.9% of expenses). In 2019-20 and 2020-21, additional surpluses will allow Encore to fully replenish its available reserves.
- This budget does not project additional growth in enrollment for Encore-Hesperia. However, if sufficient enrollment growth is achieved in 2019-20, the 4% pay cut will be restored to staff for next year on.
- Cash flow is on track and sufficient to cover all operating expenses, but is heavily dependent upon factoring (loans). We continue to recommend that Encore prioritize increasing cash reserves through operating budget surpluses to minimize the use of expensive external borrowing.
- If ADA and cost controls can be maintained as projected, Encore will improve operating cash, ending balance, and available reserves for each of the next three fiscal years.



**Encore Schools - Hesperia  
2018-19 Second Interim Budget  
BUDGET SUMMARY**

	First Interim Budget	July-Jan Actuals	Second Interim Budget	Change From 1st Interim
<b>Projected P-2 ADA:</b>	949.28	967.60	941.74	(7.54)
<b>Revenues:</b>				
General Purpose Entitlement	\$ 9,361,096	\$ 3,661,062	\$ 9,283,171	\$ (77,925)
Federal Revenue	608,712	239,669	617,844	9,132
Other State Revenue	2,109,474	265,236	2,069,688	(39,786)
Other Local Revenue	101,716	19,963	101,716	-
<b>TTL Revenues:</b>	<b>\$ 12,180,998</b>	<b>\$ 4,185,931</b>	<b>\$ 12,072,419</b>	<b>\$ (108,579)</b>
<b>Expenditures:</b>				
Certificated Salaries	\$ 2,615,217	\$ 1,390,887	\$ 2,569,922	\$ (45,295)
Non-certificated Salaries	2,301,070	1,291,466	2,343,172	42,102
Benefits	1,744,531	949,008	1,783,236	38,705
Books/Supplies/Materials	450,798	297,557	458,298	7,500
Services/Operations	3,761,931	2,095,009	3,855,243	93,312
Capital Outlay	153,042	-	153,042	-
Other Outgo	-	-	-	-
<b>TTL Expenditures:</b>	<b>\$ 11,026,589</b>	<b>\$ 6,023,927</b>	<b>\$ 11,162,912</b>	<b>\$ 136,323</b>
<b>Net Revenues</b>	<b>\$ 1,154,409</b>	<b>\$ (1,837,996)</b>	<b>\$ 909,507</b>	<b>\$ (244,902)</b>
<b>Beginning Balance July 1</b>	<b>\$ (693,967)</b>		<b>\$ (693,967)</b>	
<b>Ending Balance June 30</b>	<b>\$ 460,442</b>		<b>\$ 215,540</b>	
<b>Ending Balance as % of Exp.:</b>	<b>4.2%</b>		<b>1.9%</b>	



**Encore Schools - Hesperia  
2018-19 Second Interim Budget  
BUDGET DETAIL**

Description	First Interim Budget	July-Jan Actuals	Second Interim Budget	Change From 1st Interim	YTD % of Budget	Notes/Comments
<b>P-2 ADA</b>	<b>949,28</b>	<b>967,60</b>	<b>941,74</b>	<b>(7,54)</b>		Updated to reflect ADA through February
<b>REVENUES</b>						
<b>General Purpose Entitlement</b>						
8011 - General Purpose Block Grant	7,606,416	2,718,348	7,542,508	(63,908)	36% <input type="checkbox"/>	Slightly Lower Enrollment/ADA
8012 - Education Protection Account	1,427,980	778,938	1,416,637	(11,343)	55% <input type="checkbox"/>	Slightly Lower Enrollment/ADA
8019 - Prior Year Corrections/Adjustments	(10,000)	(5,232)	(10,000)	-	52% <input type="checkbox"/>	
8096 - Funding in Lieu of Property Taxes	336,700	169,008	334,026	(2,674)	51% <input type="checkbox"/>	Slightly Lower Enrollment/ADA
<b>TTL General Purpose Entitlement</b>	<b>9,361,096</b>	<b>3,661,062</b>	<b>9,283,171</b>	<b>(77,925)</b>	<b>39%</b> <input type="checkbox"/>	
<b>Federal Revenue</b>						
8181 - Federal IDEA Special Education	85,155	-	89,748	4,593	0%	Updated funding rates
8220 - NSLP Federal	247,018	43,556	247,018	-	18% <input type="checkbox"/>	
8290 - Other Federal Revenues	276,539	196,113	281,078	4,539	70% <input type="checkbox"/>	Updated funding rates
<b>TTL Federal Revenue</b>	<b>608,712</b>	<b>239,669</b>	<b>617,844</b>	<b>9,132</b>	<b>39%</b> <input type="checkbox"/>	
<b>Other State Revenue</b>						
8311 - State Special Education Revenue	418,142	110,278	388,611	(29,531)	28% <input type="checkbox"/>	Updated funding rates
8520 - NSLP State	41,785	25,556	41,785	-	61% <input type="checkbox"/>	
8550 - Mandate Block Grant	208,282	32,890	208,282	-	16% <input type="checkbox"/>	
8560 - State Lottery Revenue	202,263	7,222	200,656	(1,607)	4% <input type="checkbox"/>	Updated funding rates
8590 - Add'l State Revenues	1,239,002	89,290	1,230,354	(8,648)	7% <input type="checkbox"/>	Updated funding rates
<b>TTL Other State Revenue</b>	<b>2,109,474</b>	<b>265,236</b>	<b>2,069,688</b>	<b>(39,786)</b>	<b>13%</b> <input type="checkbox"/>	
<b>Other Local Revenue</b>						
8634 - NSLP Local	36,216	10,097	36,216	-	28% <input type="checkbox"/>	
8660 - Interest	500	-	500	-	0%	
8699 - Local Donations/Contributions/Other	65,000	9,867	65,000	-	15% <input type="checkbox"/>	
<b>TTL Other Local Revenue</b>	<b>101,716</b>	<b>19,963</b>	<b>101,716</b>	<b>-</b>	<b>20%</b> <input type="checkbox"/>	
<b>TTL REVENUES</b>	<b>12,180,998</b>	<b>4,185,931</b>	<b>12,072,419</b>	<b>(108,579)</b>	<b>35%</b> <input type="checkbox"/>	



**Encore Schools - Hesperia  
2018-19 Second Interim Budget  
BUDGET DETAIL**

Description	First Interim Budget	July-Jan Actuals	Second Interim Budget	Change From 1st Interim	YTD % of Budget	Notes/Comments
<b>EXPENDITURES</b>						
<b>1000 - Certificated Salaries</b>						
1100 - Teachers' Salaries	2,006,966	1,067,616	1,888,262	(118,704)	57%	Updated to latest staffing projections
1130 - Certificated Substitutes	52,625	32,671	72,457	19,831	45%	Updated to latest staffing projections
1150 - Teacher's Extra Duty / Stipends	27,575	8,000	41,240	13,666	19%	Updated to latest staffing projections
1200 - Certificated Support	269,047	147,245	270,574	1,527	54%	Updated to latest staffing projections
1300 - Certificated Supervisory/Admin	259,003	135,355	297,388	38,385	46%	Updated to latest staffing projections
1350 - Cert. Supervisory/Admin Stipends	-	-	-	-		Updated to latest staffing projections
<b>TTL Certificated Salaries</b>	<b>2,615,217</b>	<b>1,390,887</b>	<b>2,569,922</b>	<b>(45,295)</b>	<b>54%</b>	
<b>2000 - Non-Certificated Salaries</b>						
2100 - Instructional Aide Salaries	435,446	238,789	473,135	37,690	50%	Updated to latest staffing projections
2130 - Classified Substitutes	33,573	20,678	41,357	7,784	50%	Updated to latest staffing projections
2150 - Classified Extra Duty	13,918	-	29,280	15,363	0%	Updated to latest staffing projections
2160 - Classified Electives	627,401	341,828	708,066	80,664	48%	Updated to latest staffing projections
2200 - Classified Support Salaries	236,446	126,672	206,478	(29,968)	61%	Updated to latest staffing projections
2250 - Classified Support Extra Duty	-	720	-	-		
2300 - Classified Supervisory/Admin	477,159	261,452	438,413	(38,746)	60%	Updated to latest staffing projections
2350 - Classified Admin Extra Duty	703	-	720	17	0%	Updated to latest staffing projections
2400 - Clerical/Tech/Office Staff	473,612	301,327	442,844	(30,768)	68%	Updated to latest staffing projections
2450 - Clerical/Office Extra Duty	2,813	-	2,880	67	0%	Updated to latest staffing projections
<b>TTL Non-Certificated Salaries</b>	<b>2,301,070</b>	<b>1,291,466</b>	<b>2,343,172</b>	<b>42,102</b>	<b>55%</b>	
<b>3000 - Employee Benefits</b>						
3101 - STRS	373,951	216,919	385,506	11,555	56%	Updated to latest staffing projections
3102 - STRS Classified	24,770	1,605	30,134	5,365	5%	Updated to latest staffing projections
3201 - PERS Certificated	26,931	5,948	27,053	122	22%	Updated to latest staffing projections
3202 - PERS	363,412	225,297	379,131	15,719	59%	Updated to latest staffing projections
3301 - Soc. Sec/Medicare Certificated	57,650	22,347	49,785	(7,866)	45%	Updated to latest staffing projections
3302 - Soc. Sec/Medicare Classified	166,599	95,901	167,776	1,178	57%	Updated to latest staffing projections
3401 - Health Insurance Benefits - Cert	296,787	146,622	294,159	(2,629)	50%	Updated to latest staffing projections
3402 - Health Insurance Benefits - Class	317,030	176,963	342,046	25,016	52%	Updated to latest staffing projections
3501 - State Employment Ins - Cert	2,615	660	2,570	(45)	26%	Updated to latest staffing projections
3502 - State Employment Ins - Class	2,301	665	2,343	42	28%	Updated to latest staffing projections
3601 - Workmen's Comp Certificated	59,836	27,957	53,737	(6,099)	52%	Updated to latest staffing projections
3602 - Workmen's Comp Classified	52,648	28,123	48,996	(3,653)	57%	Updated to latest staffing projections
<b>TTL Employee Benefits</b>	<b>1,744,531</b>	<b>949,008</b>	<b>1,783,236</b>	<b>38,705</b>	<b>53%</b>	

**Encore Schools - Hesperia  
2018-19 Second Interim Budget  
BUDGET DETAIL**

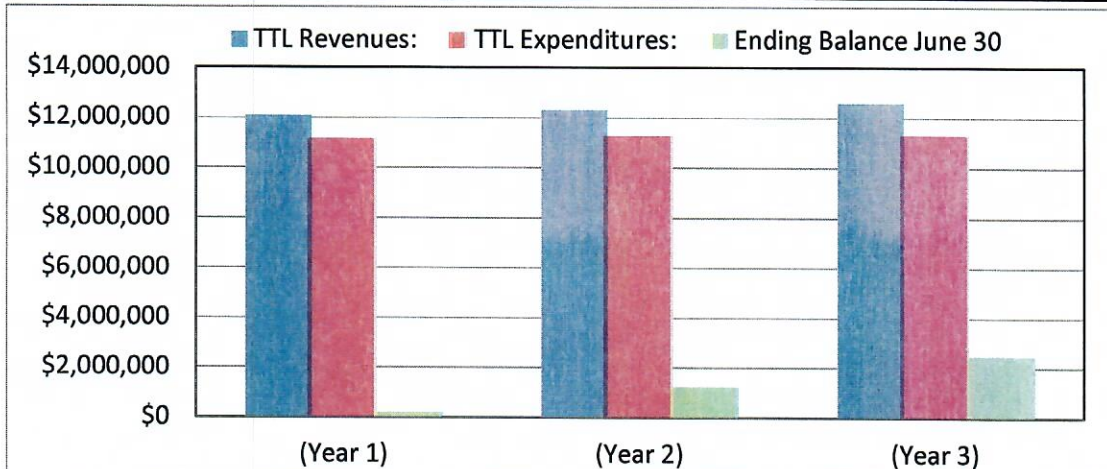
Description	First Interim Budget	July-Jan Actuals	Second Interim Budget	Change From 1st Interim	YTD % of Budget	Notes/Comments
<b>4000 - Books/Supplies/Materials</b>						
4100 - Textbooks	12,500	18,208	20,000	7,500	91% <input type="checkbox"/>	
4310 - Student Instructional Materials	185,460	120,379	182,494	(2,966)	66% <input type="checkbox"/>	
4320 - Office Supplies	36,297	24,827	39,263	2,966	63% <input type="checkbox"/>	
4330 - Student Incentives / Events	5,250	3,421	5,250	-	65% <input type="checkbox"/>	
4350 - Other Supplies	2,972	1,428	2,972	-	48% <input type="checkbox"/>	
4390 - Add'l Instructional Spending	1,000	-	1,000	-	0% <input type="checkbox"/>	
4400 - Noncapitalized Equipment	1,154	-	1,154	-	0% <input type="checkbox"/>	
4480 - Other Improvements	23,207	14,645	23,207	-	63% <input type="checkbox"/>	
4700 - Food	182,958	114,648	182,958	-	63% <input type="checkbox"/>	
<b>TTL Books/Supplies/Materials</b>	<b>450,798</b>	<b>297,557</b>	<b>458,298</b>	<b>7,500</b>	<b>65%</b> <input type="checkbox"/>	
<b>5000 - Services &amp; Operations</b>						
5200 - Travel and Conferences	38,376	6,891	22,876	(15,500)	30% <input type="checkbox"/>	Updated to reflect YTD actuals
5210 - Mileage	16,241	6,378	9,241	(7,000)	69% <input type="checkbox"/>	Updated to reflect YTD actuals
5300 - Dues and Memberships	8,995	16,142	21,495	12,500	75% <input type="checkbox"/>	Updated to reflect YTD actuals
5400 - Liability Insurance	265,000	137,967	265,000	-	52% <input type="checkbox"/>	
5500 - Operation and Housekeeping Services	13,662	5,121	13,662	-	37% <input type="checkbox"/>	
5510 - Utilities (General)	198,257	119,791	198,257	-	60% <input type="checkbox"/>	
5520 - Janitorial	32,903	11,393	32,903	-	35% <input type="checkbox"/>	
5610 - Facility Rental	1,132,089	573,880	1,132,089	-	51% <input type="checkbox"/>	
5620 - Equipment Leases	6,571	1,524	6,571	-	23% <input type="checkbox"/>	
5630 - Maintenance & Repair	60,961	54,663	60,961	-	90% <input type="checkbox"/>	
5800 - Professional/Consulting Services	173,649	37,268	104,501	(69,148)	36% <input type="checkbox"/>	
5810 - Legal	25,000	12,015	25,000	-	48% <input type="checkbox"/>	
5820 - Audit/CPA Costs	14,893	5,250	14,893	-	35% <input type="checkbox"/>	
5825 - Business Services	179,400	104,650	179,400	-	58% <input type="checkbox"/>	
5830 - Facilities Consultants/Engineering	12,174	6,026	12,174	-	50% <input type="checkbox"/>	
5840 - Advertisement	39,500	40,270	45,000	5,500	89% <input type="checkbox"/>	Increased to drive new enrollment
5850 - Authorizer Oversight Fee	93,711	10,249	92,932	(779)	11% <input type="checkbox"/>	
5855 - Interest on Short-Term Debt (<1 yr)	350,000	252,190	485,000	135,000	52% <input type="checkbox"/>	Increased factoring costs
5860 - Bank Fees	170,000	92,982	198,000	28,000	47% <input type="checkbox"/>	Increased factoring costs
5865 - Student Transportation	816,660	505,987	816,660	-	62% <input type="checkbox"/>	
5870 - Livescan (Fingerprinting)	3,495	-	3,495	-	0% <input type="checkbox"/>	
5880 - Instructional Consultants	28,788	10,335	16,992	(11,797)	61% <input type="checkbox"/>	
5890 - Other Services	1,250	700	1,250	-	56% <input type="checkbox"/>	
5910 - Telephone	23,418	10,126	13,000	(10,418)	78% <input type="checkbox"/>	
5920 - Telecom/Internet	43,046	61,802	70,000	26,954	88% <input type="checkbox"/>	
5930 - Postage	13,892	11,410	13,892	-	82% <input type="checkbox"/>	
<b>TTL Services &amp; Operations</b>	<b>3,761,931</b>	<b>2,095,009</b>	<b>3,855,243</b>	<b>93,312</b>	<b>54%</b> <input type="checkbox"/>	

**Encore Schools - Hesperia  
2018-19 Second Interim Budget  
BUDGET DETAIL**

Description	First Interim Budget	July-Jan Actuals	Second Interim Budget	Change From 1st Interim	YTD % of Budget	Notes/Comments
6000 - Capital Outlay						
6900 - Depreciation	153,042	-	153,042	-	0%	
<b>TTL Capital Outlay</b>	<b>153,042</b>	<b>-</b>	<b>153,042</b>	<b>-</b>	<b>0%</b>	
7000 - Other Outgo						
TTL Other Outgo	-	-	-	-		
<b>TTL EXPENDITURES</b>	<b>11,026,589</b>	<b>6,023,927</b>	<b>11,162,912</b>	<b>136,323</b>	<b>54%</b>	
Revenues less Expenditures	1,154,409	(1,837,996)	909,507	(244,902)		
Net Income after Transfers	<b>\$ 1,154,409</b>		<b>\$ 909,507</b>			
Beginning Fund Balance (Audited)	(693,967)		(693,967)			
Net Revenues	1,154,409		909,507			
<b>ENDING BALANCE</b>	<b>460,442</b>		<b>215,540</b>			
<b>ENDING BALANCE AS % OF OUTGO</b>	<b>4.18%</b>		<b>1.93%</b>			

**Encore Schools - Hesperia**  
**2018-19 Second Interim Budget**  
**MULTI-YEAR PROJECTION SUMMARY**

	2018-19 (Year 1)	2019-20 (Year 2)	2020-21 (Year 3)
<b>Projected Enrollment:</b>	1,017	1,017	1,017
<b>Projected P-2 ADA:</b>	941.74	941.74	941.74
<b>Revenues:</b>			
General Purpose Entitlement	\$ 9,283,171	\$ 9,748,735	\$ 10,025,682
Federal Revenue	617,844	633,834	639,824
Other State Revenue	2,069,688	1,794,117	1,793,487
Other Local Revenue	101,716	103,500	106,500
<b>TTL Revenues:</b>	<b>\$ 12,072,419</b>	<b>\$ 12,280,186</b>	<b>\$ 12,565,493</b>
<b>Expenditures:</b>			
Certificated Salaries	\$ 2,569,922	\$ 2,647,019	\$ 2,726,430
Non-certificated Salaries	2,343,172	2,413,467	2,485,871
Benefits	1,783,236	1,880,372	1,951,087
Books/Supplies/Materials	458,298	463,452	468,735
Services/Operations	3,855,243	3,711,270	3,524,425
Capital Outlay	153,042	153,042	153,042
Other Outgo	-	-	-
<b>TTL Expenditures:</b>	<b>\$ 11,162,912</b>	<b>\$ 11,268,622</b>	<b>\$ 11,309,591</b>
<b>Net Revenues</b>	<b>\$ 909,507</b>	<b>\$ 1,011,564</b>	<b>\$ 1,255,902</b>
<b>Beginning Balance July 1</b>	<b>\$ (693,967)</b>	<b>\$ 215,540</b>	<b>\$ 1,227,104</b>
<b>Ending Balance June 30</b>	<b>\$ 215,540</b>	<b>\$ 1,227,104</b>	<b>\$ 2,483,007</b>
<b>Ending Balance as % of Exp.:</b>	<b>1.9%</b>	<b>10.9%</b>	<b>22.0%</b>



**Encore Schools**  
**2018-19 Second Interim Budget**  
**ENROLLMENT AND A.D.A. ASSUMPTIONS - HESPERIA ONLY**

	2018-19 (Year 1)		2019-20 (Year 2)		2020-21 (Year 3)	
	CBEDS ENRL	ADA	CBEDS ENRL	ADA	CBEDS ENRL	ADA
<b>Total K-3 Enrollment</b>	0	-	0	-	0	-
<b>Total 4-6 Enrollment</b>	0	-	0	-	0	-
<b>Total 7-8 Enrollment</b>	410	379.66	410	379.66	410	379.66
<b>Total 9-12 Enrollment</b>	607	562.08	607	562.08	607	562.08
<b>TTL Enrollment/ADA</b>	<b>1017</b>	<b>941.74</b>	<b>1017</b>	<b>941.74</b>	<b>1017</b>	<b>941.74</b>
TTL Grade 7 Enrollment	205	189.83	205	189.83	205	189.83
TTL Grade 8 Enrollment	205	189.83	205	189.83	205	189.83
TTL Grade 9 Enrollment	167	154.64	167	154.64	167	154.64
TTL Grade 10 Enrollment	191	176.87	191	176.87	191	176.87
TTL Grade 11 Enrollment	137	126.86	137	126.86	137	126.86
TTL Grade 12 Enrollment	112	103.71	112	103.71	112	103.71
<b>TOTAL:</b>	<b>1,017</b>	<b>941.74</b>	<b>1,017</b>	<b>941.74</b>	<b>1,017</b>	<b>941.74</b>

**Encore Schools - Hesperia  
2018-19 Second Interim Budget  
FUNDING CALCULATIONS**

<b>2018-19 (Year 1)</b>	<b>Net State Funding COLA over prior year =</b>	<b>3.70%</b>
<b>GENERAL PURPOSE ENTITLEMENT</b>		<b>TOTALS</b>
	<u>\$/ADA</u> <u>ADA</u> <u>Subtotal</u>	
Total LCFF Funding (see LCFF page):	\$ 9,868.09      941.74      \$ 9,293,171	
State Aid Portion:	\$ 8,009.12      941.74	7,542,508.00
Education Protection Account Portion:	\$ 1,504.28      941.74	1,416,637.00
Local In-Lieu-Of Property Tax Portion:	\$ 354.69      941.74	334,026.00
<b>TOTAL GENERAL PURPOSE ENTITLEMENT</b>		<b>\$ 9,293,171.00</b>
<b>FEDERAL REVENUES</b>		
Title I Funding	\$ 231,030	
Title II Part A	33,977	
Title IV Part A	16,071	
<b>Total Federal ESEA Funding:</b>		<b>281,078.00</b>
<b>Other Federal Revenues</b>		
PCSGP Startup/Implementation Grant	\$ -	
National School Lunch Program	247,018.00	
Federal IDEA Special Education	89,748.00	
Other Federal Revenue	-	
<b>Total Other Federal Revenues:</b>		<b>336,766.00</b>
<b>TOTAL FEDERAL REVENUES</b>		<b>\$ 617,844.00</b>
<b>OTHER STATE REVENUES</b>		
<b>Non-Prop 20 Lottery (using P-2 ADA)</b>	<b>\$ 151.00      984      148,525.07</b>	
<b>Prop 20 Lottery (using P-2 ADA):</b>	<b>53.00      984      52,131.32</b>	
		<b>200,656.39</b>
<b>Additional Other State Revenues</b>		
State Lunch Program Revenues	41,785.00	
Mandate Block Grant	32,890.00	
Facility Grant Program (lesser of 75% or \$1,147/ADA)	1,080,175.78	
State Special Education (AB602)	388,611.00	
Prior Year Corrections/Adjustments	(10,000.00)	
One-Time Discretionary Funding	175,392.00	
Low-Performing Students Block Grant	150,178.00	
Prop 39 Energy Grant Funds	-	
<b>Total Additional Other State Revenues:</b>		<b>1,859,031.78</b>
<b>TOTAL OTHER STATE REVENUES</b>		<b>\$ 2,059,688.17</b>
<b>OTHER LOCAL REVENUES</b>		
Interest Earnings	\$ 500.00	
Other Local Revenues	-	
Local Lunch Revenues	36,216.00	
Lab	65,000.00	
Other Local Revenues	-	
<b>TOTAL OTHER LOCAL REVENUES</b>		<b>\$ 101,716.00</b>
<b>TOTAL REVENUES</b>		<b>\$ 12,072,419.17</b>



**Encore Schools - Hesperia  
2018-19 Second Interim Budget  
FUNDING CALCULATIONS**

<b>2019-20 (Year 2)</b>	<b>Net State Funding COLA over prior year =</b>	<b>2.57%</b>
<b>GENERAL PURPOSE ENTITLEMENT</b>		<b>TOTALS</b>
	<u><b>\$/ADA</b></u> <u><b>ADA</b></u> <u><b>Subtotal</b></u>	
<b>Total LCFF Funding (see LCFF page):</b>	\$ 10,351.83      941.74      \$ 9,748,735	
<b>State Aid Portion:</b>	\$ 8,492.87      941.74	7,998,071.89
<b>Education Protection Account Portion:</b>	\$ 1,504.28      941.74	1,416,637.11
<b>Local In-Lieu-Of Property Tax Portion:</b>	\$ 354.69      941.74	334,026.00
<b>TOTAL GENERAL PURPOSE ENTITLEMENT</b>		<b>\$ 9,748,735.00</b>
<b>FEDERAL REVENUES</b>		
Title I Funding	\$ 231,030	
Title II Part A	33,977	
Title IV Part A	16,071	
<b>Total Federal ESEA Funding:</b>		<b>281,078.00</b>
<b>Other Federal Revenues</b>		
PCSGP Startup/Implementation Grant	\$ -	
National School Lunch Program	257,018.00	
Federal IDEA Special Education	95,738.00	
Other Federal Revenue	-	
<b>Total Other Federal Revenues:</b>		<b>352,756.00</b>
<b>TOTAL FEDERAL REVENUES</b>		<b>\$ 633,834.00</b>
<b>OTHER STATE REVENUES</b>		
<b>Non-Prop 20 Lottery (using P-2 ADA)</b>	\$ 151.00      984      148,525.07	
<b>Prop 20 Lottery (using P-2 ADA):</b>	53.00      984      52,131.32	
		<b>200,656.39</b>
<b>Additional Other State Revenues</b>		
State Lunch Program Revenues	41,785.00	
Mandate Block Grant	42,783.00	
Facility Grant Program (lesser of 75% or \$1,147/ADA)	1,080,175.78	
State Special Education (AB602)	428,717.00	
Prior Year Corrections/Adjustments	-	
One-Time Discretionary Funding	-	
Low-Performing Students Block Grant	-	
Prop 39 Energy Grant Funds	-	
<b>Total Additional Other State Revenues:</b>		<b>1,593,460.78</b>
<b>TOTAL OTHER STATE REVENUES</b>		<b>\$ 1,794,117.17</b>
<b>OTHER LOCAL REVENUES</b>		
Interest Earnings	\$ 500.00	
Other Local Revenues	-	
Local Lunch Revenues	38,000.00	
Lab	65,000.00	
Other Local Revenues	-	
<b>TOTAL OTHER LOCAL REVENUES</b>		<b>\$ 103,500.00</b>
<b>TOTAL REVENUES</b>		<b>\$ 12,280,186.17</b>

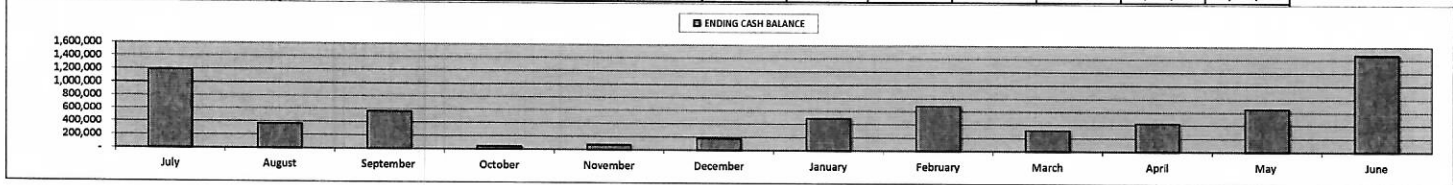
**Encore Schools - Hesperia  
2018-19 Second Interim Budget  
FUNDING CALCULATIONS**

2020-21 (Year 3)	Net State Funding COLA over prior year =			2.67%
<b>GENERAL PURPOSE ENTITLEMENT</b>				<b>TOTALS</b>
	<u>\$/ADA</u>	<u>ADA</u>	<u>Subtotal</u>	
Total LCFF Funding (see LCFF page):	\$ 10,645.91	941.74	\$ 10,025,682	
State Aid Portion:	\$ 8,786.95	941.74		8,275,018.89
Education Protection Account Portion:	\$ 1,504.28	941.74		1,416,637.11
Local In-Lieu-Of Property Tax Portion:	\$ 354.69	941.74		334,026.00
<b>TOTAL GENERAL PURPOSE ENTITLEMENT</b>				<b>\$ 10,025,682.00</b>
<b>FEDERAL REVENUES</b>				
Title I Funding			\$ 231,030	
Title II Part A			33,977	
Title IV Part A			16,071	
<b>Total Federal ESEA Funding:</b>				<b>281,078.00</b>
<b>Other Federal Revenues</b>				
PCSGP Startup/Implementation Grant			\$ -	
National School Lunch Program			257,018.00	
Federal IDEA Special Education			101,728.00	
Other Federal Revenue			-	
<b>Total Other Federal Revenues:</b>				<b>358,746.00</b>
<b>TOTAL FEDERAL REVENUES</b>				<b>\$ 639,824.00</b>
<b>OTHER STATE REVENUES</b>				
Non-Prop 20 Lottery (using P-2 ADA)	\$ 151.00	984	148,525.07	
Prop 20 Lottery (using P-2 ADA):	53.00	984	52,131.32	
<b>Additional Other State Revenues</b>				
State Lunch Program Revenues			28,000.00	
Mandate Block Grant			42,783.00	
Facility Grant Program (lesser of 75% or \$1,147/ADA)			1,080,175.78	
State Special Education (AB602)			441,872.00	
Prior Year Corrections/Adjustments			-	
One-Time Discretionary Funding			-	
Low-Performing Students Block Grant			-	
Prop 39 Energy Grant Funds			-	
<b>Total Additional Other State Revenues:</b>				<b>1,592,830.78</b>
<b>TOTAL OTHER STATE REVENUES</b>				<b>\$ 1,793,487.17</b>
<b>OTHER LOCAL REVENUES</b>				
Interest Earnings			\$ 500.00	
Other Local Revenues			-	
Local Lunch Revenues			41,000.00	
Lab			65,000.00	
Other Local Revenues			-	
<b>TOTAL OTHER LOCAL REVENUES</b>				<b>\$ 106,500.00</b>
<b>TOTAL REVENUES</b>				<b>\$ 12,565,493.17</b>



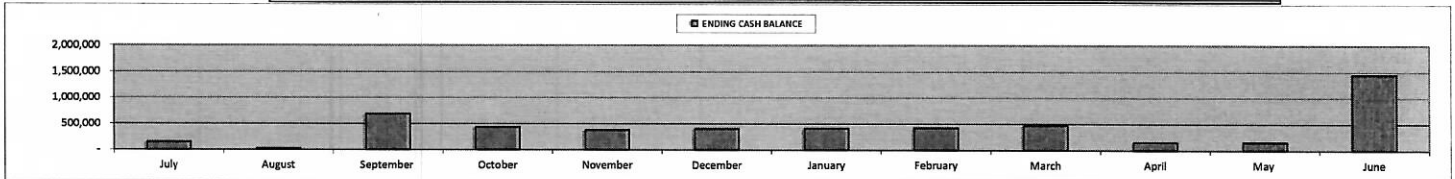
**Encore Schools - Hesperia**  
**2018-19 Second Interim Budget**  
**2018-19 Projected Monthly Cash Flow Statement**

Description	2018-19 Budget	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS
		July	August	September	October	November	December	January	February	March	April	May	June	Accruals	Total For Year		
<b>BEGINNING CASH</b>		<b>2,288,921</b>	<b>1,193,507</b>	<b>368,186</b>	<b>563,025</b>	<b>43,656</b>	<b>78,404</b>	<b>179,122</b>	<b>487,543</b>	<b>680,690</b>	<b>316,274</b>	<b>426,331</b>	<b>649,326</b>	<b>1,470,117</b>			<b>2,288,921</b>
General Purpose Block Grant	7,542,508	-	367,344	367,344	661,220	1,322,440	-	-	661,220	715,126	713,126	713,126	2,087,471	(63,908)			7,542,508
Education Protection Account	1,416,637	-	-	-	389,469	-	-	389,469	-	-	354,570	-	283,129	-			1,416,637
In-Lieu-Of Property Taxes	334,026	-	-	-	20,281	-	121,686	27,041	29,190	51,083	25,541	25,541	25,541	8,121			334,026
Prior Year Corrections	(10,000)	(5,577)	-	-	-	-	345	-	-	(954)	(954)	(954)	(954)	(954)			(10,000)
Federal Revenues	617,844	-	-	7,247	21,733	-	92,724	117,965	-	158,945	90,825	-	36,589	91,816			617,844
Other State Revenues	2,069,688	-	-	3,565	70,662	36,335	65,385	89,290	153,328	153,328	153,328	159,328	267,750	923,391			2,069,688
Other Local Revenues	101,716	2,911	4,969	2,100	2,700	1,844	3,789	39,861	9,247	9,247	-	9,247	9,247	6,555			101,716
<b>TTL CASH INFLOWS</b>	<b>12,072,419</b>	<b>(2,666)</b>	<b>372,313</b>	<b>380,256</b>	<b>1,166,065</b>	<b>1,360,619</b>	<b>283,928</b>	<b>663,626</b>	<b>852,985</b>	<b>1,084,774</b>	<b>1,336,437</b>	<b>900,288</b>	<b>2,708,774</b>	<b>965,022</b>			<b>12,072,419</b>
<b>EXPENDITURES</b>																	
All Certificated Salaries	2,569,922	17,867	136,264	245,247	249,216	265,767	241,711	234,816	230,532	230,532	230,532	230,532	230,532	26,374			2,569,922
All Classified Salaries	2,343,172	66,240	164,133	218,436	221,379	227,506	210,802	182,969	208,096	208,096	208,096	208,096	208,096	154,593			2,343,172
All Benefits	1,783,236	31,799	109,783	166,804	164,752	166,655	158,395	151,570	156,796	156,796	156,796	156,796	156,796	49,499			1,783,236
All Materials & Supplies	458,298	2,826	53,771	99,907	33,443	19,324	64,112	30,174	38,364	32,182	26,227	39,505	22,912	1,552			458,298
All Services and Operations	3,855,243	154,988	366,475	360,112	392,453	499,770	75,279	305,982	307,482	307,482	307,482	258,733	262,928	316,076			3,855,243
All Capital Outlay	153,042	-	-	-	-	-	-	-	-	-	-	-	-	153,042			153,042
All Other Outgo	-	-	-	-	-	-	-	-	-	-	-	-	-	-			-
<b>TTL CASH OUTFLOWS</b>	<b>11,162,912</b>	<b>273,720</b>	<b>830,426</b>	<b>1,084,506</b>	<b>1,001,243</b>	<b>1,179,021</b>	<b>750,300</b>	<b>905,511</b>	<b>941,270</b>	<b>935,089</b>	<b>929,133</b>	<b>893,662</b>	<b>827,761</b>	<b>611,270</b>			<b>11,162,912</b>
	<b>909,507</b>																<b>909,507</b>
Accounts Receivable (net change)		5,752	133,992	40,290	44,044	-	-	-	475,518	112,933	-	-	-	-			812,529
EXISTING FACTORING		855,000	410,000	1,155,000	420,000	800,000	670,000	930,000	-	-	-	-	-	-			5,240,000
EXISTING REPAYMENT		(1,200,639)	(357,037)	(390,782)	(893,863)	(644,090)	(725,151)	(1,139,114)	(664,085)	(1,127,034)	(997,246)	(683,631)	(433,887)	-			(9,256,559)
NEW FACTORING		-	-	-	-	-	-	-	470,000	500,000	700,000	900,000	200,000	-			2,770,000
NEW FACTORING REPAYMENT		-	-	-	-	-	-	-	-	-	-	-	-	-			-
Net Change in Payables		(459,423)	(523,342)	296,842	(589,860)	434,999	158,208	(47,374)	-	-	-	-	-	-			(729,949)
Fixed Asset Acquisitions		(4,378)	(30,820)	(181,645)	(2,119)	-	-	(19,998)	-	-	-	-	-	-			(241,078)
Interschool Cash Advances/(Repayments)		-	-	-	-	105,500	-	-	-	-	-	-	-	-			105,500
PAGA Settlement Payments		(37,500)	-	-	-	(37,500)	-	-	-	-	-	-	-	-			(75,000)
Other Cash Inflows/Outflows		22,160	-	(20,616)	337,606	(803,640)	464,033	826,791	-	-	-	-	(826,335)	-			-
<b>NET INFLOWS/OUTFLOWS</b>		<b>(819,027)</b>	<b>(367,208)</b>	<b>899,088</b>	<b>(684,191)</b>	<b>(146,849)</b>	<b>567,090</b>	<b>550,306</b>	<b>281,433</b>	<b>(514,101)</b>	<b>(297,246)</b>	<b>216,369</b>	<b>(1,060,222)</b>				<b>(1,374,558)</b>
<b>ENDING CASH BALANCE</b>		<b>1,193,507</b>	<b>368,186</b>	<b>563,025</b>	<b>43,656</b>	<b>78,404</b>	<b>179,122</b>	<b>487,543</b>	<b>680,690</b>	<b>316,274</b>	<b>426,331</b>	<b>649,326</b>	<b>1,470,117</b>				
Days Cash on Hand																	<b>48.7</b>
Factoring Balance		<b>3,670,921</b>	<b>3,723,884</b>	<b>4,488,101</b>	<b>4,014,238</b>	<b>4,170,148</b>	<b>4,114,997</b>	<b>3,905,883</b>	<b>3,711,798</b>	<b>3,084,764</b>	<b>2,787,518</b>	<b>3,003,887</b>	<b>2,770,000</b>				



**Encore Schools - Hesperia**  
**2018-19 Second Interim Budget**  
**2019-20 Projected Monthly Cash Flow Statement**

Description	2019-20 Budget	July	August	September	October	November	December	January	February	March	April	May	June	Accruals	Total For Year
<b>BEGINNING CASH</b>		<b>1,470,117</b>	<b>147,401</b>	<b>23,179</b>	<b>688,118</b>	<b>430,800</b>	<b>379,807</b>	<b>406,922</b>	<b>413,137</b>	<b>425,603</b>	<b>467,864</b>	<b>151,245</b>	<b>154,086</b>	<b>1,445,987</b>	<b>1,470,117</b>
General Purpose Block Grant	7,998,072	-	377,125	377,125	678,826	678,826	678,826	678,826	678,826	769,938	769,938	769,938	1,539,877	-	7,998,072
Education Protection Account	1,416,637	-	-	354,159	-	-	354,159	-	-	354,159	-	-	354,159	-	1,416,637
In-Lieu-Of Property Taxes	334,026	-	20,042	40,083	26,722	26,722	26,722	26,722	26,722	46,764	23,382	23,382	23,382	23,382	334,026
Prior Year Corrections	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Federal Revenues	633,834	-	-	79,229	-	89,118	158,459	-	-	158,459	90,548	-	36,589	21,433	633,834
Other State Revenues	1,794,117	-	103,484	103,484	103,484	103,484	186,272	186,272	186,272	186,272	186,272	79,500	186,272	183,048	1,794,117
Other Local Revenues	103,500	2,588	2,588	9,409	9,409	9,409	9,409	9,409	9,409	9,409	9,409	9,409	9,409	4,234	103,500
<b>TTL CASH INFLOWS</b>	<b>12,280,186</b>	<b>2,588</b>	<b>503,239</b>	<b>963,491</b>	<b>818,441</b>	<b>907,559</b>	<b>1,413,847</b>	<b>901,229</b>	<b>901,229</b>	<b>1,525,001</b>	<b>1,079,549</b>	<b>882,229</b>	<b>2,149,688</b>	<b>232,097</b>	<b>12,280,186</b>
<b>EXPENDITURES</b>															
All Certificated Salaries	2,647,019	203,617	203,617	203,617	203,617	203,617	203,617	203,617	203,617	203,617	203,617	203,617	203,617	203,617	2,647,019
All Classified Salaries	2,413,467	197,018	197,018	197,018	197,018	197,018	197,018	197,018	197,018	197,018	197,018	197,018	197,018	49,254	2,413,467
All Benefits	1,880,372	148,867	148,867	148,867	148,867	148,867	148,867	148,867	148,867	148,867	148,867	148,867	148,867	93,962	1,880,372
All Materials & Supplies	463,452	23,173	94,963	33,819	19,541	64,833	30,514	38,795	32,544	26,522	39,949	23,169	1,569	34,061	463,452
All Services and Operations	3,711,270	306,717	306,717	306,717	306,717	306,717	306,717	306,717	306,717	306,717	306,717	306,717	306,717	30,672	3,711,270
All Capital Outlay	153,042	-	-	-	-	-	-	-	-	-	-	-	-	153,042	153,042
All Other Outgo	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TTL CASH OUTFLOWS</b>	<b>11,268,622</b>	<b>879,391</b>	<b>951,182</b>	<b>890,037</b>	<b>875,760</b>	<b>921,051</b>	<b>886,732</b>	<b>895,014</b>	<b>888,763</b>	<b>882,740</b>	<b>896,168</b>	<b>879,388</b>	<b>857,788</b>	<b>564,608</b>	<b>11,268,622</b>
	<b>1,011,564</b>														<b>1,011,564</b>
Accounts Receivable (net change)		(50,185)	23,721	991,486											965,022
EXISTING FACTORING															-
EXISTING REPAYMENT															-
NEW FACTORING		600,000	1,000,000	500,000	-	600,000	500,000	500,000	-	-	-	500,000	-		4,200,000
NEW FACTORING REPAYMENT		(500,000)	(700,000)	(900,000)	(200,000)	(600,000)	(1,000,000)	(500,000)	-	(600,000)	(500,000)	(500,000)	-		(6,000,000)
Net Change in Payables		(458,228)													(458,228)
Fixed Asset Acquisitions															-
Interschool Cash Advances/(Repayments)															-
PAGA Settlement Payments		(37,500)				(37,500)									-
Other Cash Inflows/Outflows															-
<b>NET INFLOWS/OUTFLOWS</b>		<b>(445,913)</b>	<b>323,721</b>	<b>591,486</b>	<b>(200,000)</b>	<b>(37,500)</b>	<b>(500,000)</b>	<b>-</b>	<b>-</b>	<b>(600,000)</b>	<b>(500,000)</b>	<b>-</b>	<b>-</b>		<b>(1,293,206)</b>
<b>ENDING CASH BALANCE</b>		<b>147,401</b>	<b>23,179</b>	<b>688,118</b>	<b>430,800</b>	<b>379,807</b>	<b>406,922</b>	<b>413,137</b>	<b>425,603</b>	<b>467,864</b>	<b>151,245</b>	<b>154,086</b>	<b>1,445,987</b>		
														<b>47.5</b>	
															<b>Days Cash on Hand (All Cash)</b>
<b>Factoring Balance</b>		<b>2,870,000</b>	<b>3,170,000</b>	<b>2,770,000</b>	<b>2,570,000</b>	<b>2,570,000</b>	<b>2,070,000</b>	<b>2,070,000</b>	<b>2,070,000</b>	<b>1,470,000</b>	<b>970,000</b>	<b>970,000</b>	<b>970,000</b>		





# Encore High School For the Arts - Riverside

## 2018-19 Second Interim Budget



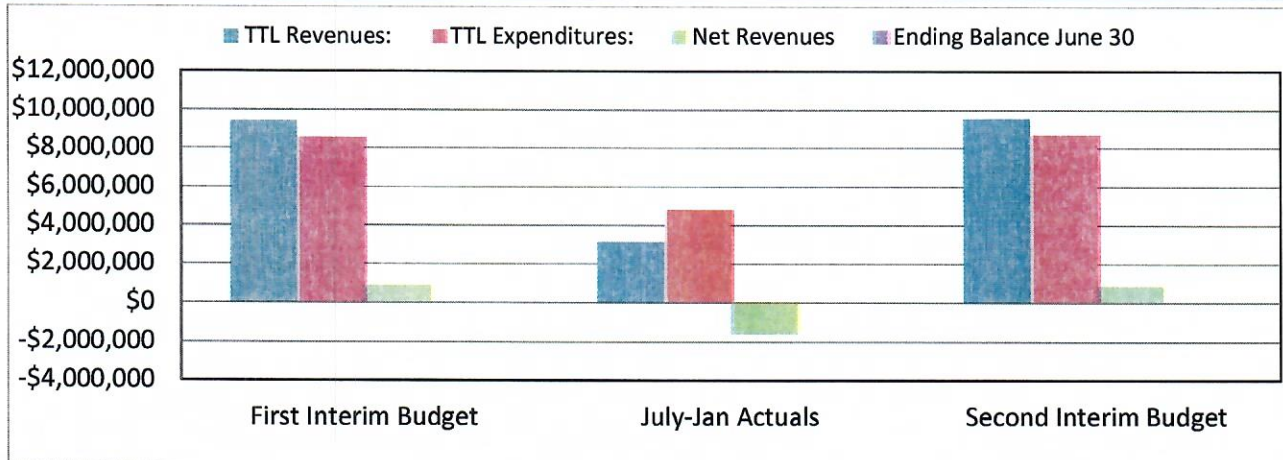


## 2018-19 Second Interim Budget (Riverside)

- **The result of the budget cuts made earlier this year continue to generate the necessary surplus to stay on track with its Corrective Action Plan and return to fiscal solvency.**
- Average daily attendance is now projected to be 17.42 higher, resulting in \$120,097 more in revenues.
- Expenditures are generally on track, although staff benefits and factoring costs for Encore's working capital are higher than originally anticipated, resulting in an increase in expenditures of \$126,326.
- The combined impact of these changes is a reduction of (\$6,229) in budget surplus, to \$878,456.
- Specifically, the projected surplus of \$878,456 will bring Encore from a negative ending balance of (\$847,388) to a positive ending balance of \$31,068 (0.4% of expenses). In 2019-20 and 2020-21, additional surpluses will allow Encore to fully replenish its available reserves.
- If sufficient enrollment growth is achieved in 2019-20, the 4% pay cut will be restored to staff for next year on.
- Cash flow is on track and sufficient to cover all operating expenses, but is heavily dependent upon factoring (loans). We continue to recommend that Encore prioritize increasing cash reserves through operating budget surpluses to minimize the use of expensive external borrowing.
- If ADA and cost controls can be maintained as projected, Encore will improve operating cash, ending balance, and available reserves for each of the next three fiscal years.

**Encore Schools - Riverside  
2018-19 Second Interim Budget  
BUDGET SUMMARY**

	First Interim Budget	July-Jan Actuals	Second Interim Budget	Change From 1st Interim
<b>Projected P-2 ADA:</b>	801.32	-	818.74	17.42
<b>Revenues:</b>				
General Purpose Entitlement	\$ 7,485,009	\$ 2,900,240	\$ 7,622,922	\$ 137,913
Federal Revenue	206,252	65,377	215,436	9,184
Other State Revenue	1,740,505	182,906	1,713,505	(27,000)
Other Local Revenue	22,000	6,931	22,000	-
<b>TTL Revenues:</b>	<b>\$ 9,453,766</b>	<b>\$ 3,155,454</b>	<b>\$ 9,573,863</b>	<b>\$ 120,097</b>
<b>Expenditures:</b>				
Certificated Salaries	\$ 2,354,244	\$ 1,237,938	\$ 2,234,752	\$ (119,492)
Non-certificated Salaries	1,705,947	895,628	1,795,085	89,138
Benefits	1,423,801	749,243	1,438,398	14,596
Books/Supplies/Materials	204,174	97,459	136,542	(67,632)
Services/Operations	2,785,738	1,792,764	2,995,454	209,716
Capital Outlay	95,177	-	95,177	-
Other Outgo	-	-	-	-
<b>TTL Expenditures:</b>	<b>\$ 8,569,081</b>	<b>\$ 4,773,031</b>	<b>\$ 8,695,407</b>	<b>\$ 126,326</b>
<b>Net Revenues</b>	<b>\$ 884,685</b>	<b>\$ (1,617,577)</b>	<b>\$ 878,456</b>	<b>\$ (6,229)</b>
<b>Beginning Balance July 1</b>	<b>\$ (847,388)</b>		<b>\$ (847,388)</b>	
<b>Ending Balance June 30</b>	<b>\$ 37,297</b>		<b>\$ 31,068</b>	
<b>Ending Balance as % of Exp.:</b>	<b>0.4%</b>		<b>0.4%</b>	



**Encore Schools - Riverside  
2018-19 Second Interim Budget  
BUDGET DETAIL**

Description	First Interim Budget	July-Jan Actuals	Second Interim Budget	Change From 1st Interim	YTD % of Budget	Notes/Comments
<b>P-2 ADA</b>	<b>801.32</b>		<b>818.74</b>	<b>17.42</b>		Updated to reflect ADA through February
<b>REVENUES</b>						
<b>General Purpose Entitlement</b>						
8011 - General Purpose Block Grant	5,923,717	2,073,250	6,027,689	103,972	34%	Higher Enrollment/ADA
8012 - Education Protection Account	160,264	38,514	163,748	3,484	24%	Higher Enrollment/ADA
8096 - Funding in Lieu of Property Taxes	1,401,028	788,476	1,431,485	30,457	55%	Higher Enrollment/ADA
<b>TTL General Purpose Entitlement</b>	<b>7,485,009</b>	<b>2,900,240</b>	<b>7,622,922</b>	<b>137,913</b>	<b>38%</b>	
<b>Federal Revenue</b>						
8181 - Federal IDEA Special Education	87,789	-	95,537	7,748	0%	Updated funding rates
8290 - Other Federal Revenues	118,463	65,377	119,899	1,436	55%	Updated funding rates
<b>TTL Federal Revenue</b>	<b>206,252</b>	<b>65,377</b>	<b>215,436</b>	<b>9,184</b>	<b>30%</b>	
<b>Other State Revenue</b>						
8311 - State Special Education Revenue	349,587	102,531	298,934	(50,653)	34%	Updated funding rates
8550 - Mandate Block Grant	166,686	24,923	166,686	-	15%	
8560 - State Lottery Revenue	170,748	68,557	174,420	3,672	39%	Updated funding rates
8590 - Add'l State Revenues	1,053,484	(13,105)	1,073,465	19,981	-1%	Updated funding rates
<b>TTL Other State Revenue</b>	<b>1,740,505</b>	<b>182,906</b>	<b>1,713,505</b>	<b>(27,000)</b>	<b>11%</b>	
<b>Other Local Revenue</b>						
8699 - Local Donations/Contributions/Other	22,000	6,931	22,000	-	32%	
<b>TTL Other Local Revenue</b>	<b>22,000</b>	<b>6,931</b>	<b>22,000</b>	<b>-</b>	<b>32%</b>	
<b>TTL REVENUES</b>	<b>9,453,766</b>	<b>3,155,454</b>	<b>9,573,863</b>	<b>120,097</b>	<b>33%</b>	



**Encore Schools - Riverside  
2018-19 Second Interim Budget  
BUDGET DETAIL**

Description	First Interim Budget	July-Jan Actuals	Second Interim Budget	Change From 1st Interim	YTD % of Budget	Notes/Comments
<b>EXPENDITURES</b>						
<b>1000 - Certificated Salaries</b>						
1100 - Teachers' Salaries	1,917,324	958,701	1,749,090	(168,234)	55%	<input type="checkbox"/> Updated to latest staffing projections
1130 - Certificated Substitutes	37,059	25,272	82,125	45,066	31%	<input type="checkbox"/> Updated to latest staffing projections
1150 - Teacher's Extra Duty	28,730	4,500	23,830	(4,900)	19%	<input type="checkbox"/> Updated to latest staffing projections
1200 - Certificated Support	119,748	83,838	123,571	3,824	68%	<input type="checkbox"/> Updated to latest staffing projections
1300 - Certificated Supervisory/Admin	250,215	165,628	254,935	4,721	65%	<input type="checkbox"/> Updated to latest staffing projections
1350 - Cert. Supervisory/Admin Stipends	1,169	-	1,200	31	0%	<input type="checkbox"/> Updated to latest staffing projections
<b>TTL Certificated Salaries</b>	<b>2,354,244</b>	<b>1,237,938</b>	<b>2,234,752</b>	<b>(119,492)</b>	<b>55%</b>	<input type="checkbox"/>
<b>2000 - Non-Certificated Salaries</b>						
2100 - Instructional Aide Salaries	418,875	238,669	395,738	(23,137)	60%	<input type="checkbox"/> Updated to latest staffing projections
2130 - Classified Substitutes	20,176	6,706	19,076	(1,100)	35%	<input type="checkbox"/> Updated to latest staffing projections
2150 - Classified Extra Duty	10,743	-	21,000	10,257	0%	<input type="checkbox"/> Updated to latest staffing projections
2160 - Classified Electives	702,256	281,174	662,429	(39,827)	42%	<input type="checkbox"/> Updated to latest staffing projections
2200 - Classified Support Salaries	68,154	43,021	68,190	36	63%	<input type="checkbox"/> Updated to latest staffing projections
2250 - Classified Support Extra Duty	-	480	-	-	-	<input type="checkbox"/>
2300 - Classified Supervisory/Admin	189,278	132,578	229,907	40,629	58%	<input type="checkbox"/> Updated to latest staffing projections
2350 - Classified Admin Extra Duty	469	-	480	11	0%	<input type="checkbox"/> Updated to latest staffing projections
2400 - Clerical/Tech/Office Staff	294,121	193,001	396,345	102,224	49%	<input type="checkbox"/> Updated to latest staffing projections
2450 - Clerical/Office Extra Duty	1,875	-	1,920	45	0%	<input type="checkbox"/> Updated to latest staffing projections
<b>TTL Non-Certificated Salaries</b>	<b>1,705,947</b>	<b>895,628</b>	<b>1,795,085</b>	<b>89,138</b>	<b>50%</b>	<input type="checkbox"/>
<b>3000 - Employee Benefits</b>						
3101 - STRS Certificated	362,617	192,272	333,644	(28,974)	58%	<input type="checkbox"/> Updated to latest staffing projections
3102 - STRS Classified	31,101	4,542	28,734	(2,368)	16%	<input type="checkbox"/> Updated to latest staffing projections
3201 - PERS Certificated	20,419	5,571	26,524	6,105	21%	<input type="checkbox"/> Updated to latest staffing projections
3202 - PERS Classified	249,411	152,323	267,523	18,112	57%	<input type="checkbox"/> Updated to latest staffing projections
3301 - Soc. Sec/Medicare Certificated	42,002	17,832	43,895	1,893	41%	<input type="checkbox"/> Updated to latest staffing projections
3302 - Soc. Sec/Medicare Classified	118,660	67,483	126,381	7,721	53%	<input type="checkbox"/> Updated to latest staffing projections
3401 - Health Insurance Benefits - Cert	254,921	126,006	281,460	26,539	45%	<input type="checkbox"/> Updated to latest staffing projections
3402 - Health Insurance Benefits - Class	247,713	137,568	241,944	(5,769)	57%	<input type="checkbox"/> Updated to latest staffing projections
3501 - State Employment Ins - Cert	2,354	604	2,235	(119)	27%	<input type="checkbox"/> Updated to latest staffing projections
3502 - State Employment Ins - Class	1,706	445	1,795	89	25%	<input type="checkbox"/> Updated to latest staffing projections
3601 - Workmen's Comp Certificated	53,865	25,682	46,729	(7,136)	55%	<input type="checkbox"/> Updated to latest staffing projections
3602 - Workmen's Comp Classified	39,032	18,914	37,535	(1,497)	50%	<input type="checkbox"/> Updated to latest staffing projections
<b>TTL Employee Benefits</b>	<b>1,423,801</b>	<b>749,243</b>	<b>1,438,398</b>	<b>14,596</b>	<b>52%</b>	<input type="checkbox"/>

**Encore Schools - Riverside  
2018-19 Second Interim Budget  
BUDGET DETAIL**

Description	First Interim Budget	July-Jan Actuals	Second Interim Budget	Change From 1st Interim	YTD % of Budget	Notes/Comments
<b>4000 - Books/Supplies/Materials</b>						
4100 - Textbooks & Reference Material	9,675	18,106	20,000	10,325	91%	Updated to reflect YTD actuals
4310 - Student Instructional Materials	156,093	60,519	84,883	(71,210)	71%	Updated to reflect YTD actuals
4320 - Office Supplies	36,450	17,968	29,702	(6,747)	60%	Updated to reflect YTD actuals
4330 - Student Incentives / Events	1,293	866	1,293	-	67%	
4350 - Other Supplies	663	-	663	-	0%	
<b>TTL Books/Supplies/Materials</b>	<b>204,174</b>	<b>97,459</b>	<b>136,542</b>	<b>(67,632)</b>	<b>71%</b>	
<b>5000 - Services &amp; Operations</b>						
5200 - Travel and Conferences	15,545	6,868	15,545	-	44%	
5210 - Mileage	5,224	7,590	10,029	4,805	76%	Updated to reflect YTD actuals
5300 - Dues and Memberships	5,175	12,264	13,988	8,813	88%	Updated to reflect YTD actuals
5400 - Liability Insurance	121,950	104,135	121,950	-	85%	
5500 - Operation and Housekeeping Services	2,750	3,000	5,000	2,250	60%	Updated to reflect YTD actuals
5510 - Utilities (General)	74,470	59,441	74,470	-	80%	
5520 - Janitorial	13,912	10,009	13,912	-	72%	
5610 - Facility Rental	1,225,192	638,448	1,225,192	-	52%	
5620 - Equipment Leases	4,054	1,159	4,054	-	29%	
5630 - Maintenance & Repair	64,467	24,720	64,467	-	38%	
5800 - Professional/Consulting Services	177,481	203,770	228,949	51,469	89%	Higher SPED Services
5810 - Legal	12,500	4,881	12,500	-	39%	
5820 - Audit/CPA Costs	9,500	5,250	9,500	-	55%	
5825 - Business Services	133,452	84,766	133,452	-	64%	
5830 - Facilities Consultants/Engineering	15,608	5,952	15,608	-	38%	
5840 - Advertisement	24,500	26,756	32,500	8,000	82%	Updated to reflect YTD actuals
5850 - Authorizer Oversight Fee	74,850	12,977	76,229	1,379	17%	Updated to reflect YTD actuals
5855 - Interest on Short-Term Debt	350,000	263,636	490,000	140,000	54%	Increased factoring cost
5860 - Bank Fees	190,000	139,778	180,000	(10,000)	78%	
5865 - Student Transportation	211,437	153,178	211,437	-	72%	
5880 - Instructional Consultants	17,182	6,585	17,182	-	38%	
5890 - Other Services	2,000	2,580	5,000	3,000	52%	
5910 - Telephone	9,990	5,020	9,990	-	50%	
5920 - Telecom/Internet	21,549	7,990	21,549	-	37%	
5930 - Postage	2,950	2,012	2,950	-	68%	
<b>TTL Services &amp; Operations</b>	<b>2,785,738</b>	<b>1,792,764</b>	<b>2,995,454</b>	<b>209,716</b>	<b>60%</b>	

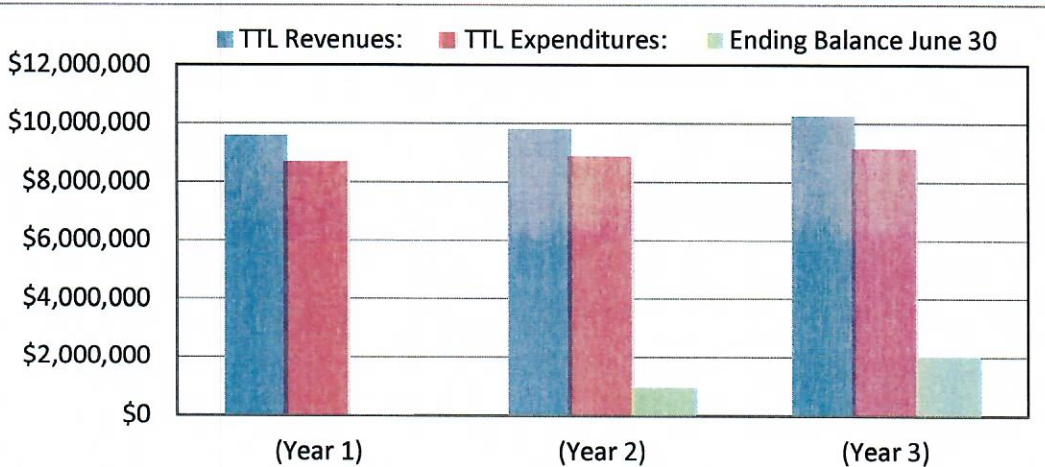


**Encore Schools - Riverside  
2018-19 Second Interim Budget  
BUDGET DETAIL**

Description	First Interim Budget	July-Jan Actuals	Second Interim Budget	Change From 1st Interim	YTD % of Budget	Notes/Comments
6000 - Capital Outlay						
6900 - Depreciation	95,177	-	95,177	-	0%	
<b>TTL Capital Outlay</b>	<b>95,177</b>	<b>-</b>	<b>95,177</b>	<b>-</b>	<b>0%</b>	
7000 - Other Outgo						
<b>TTL Other Outgo</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>		
<b>TTL EXPENDITURES</b>	<b>8,569,081</b>	<b>4,773,031</b>	<b>8,695,407</b>	<b>126,326</b>	<b>55%</b>	
Revenues less Expenditures	884,685	(1,617,577)	878,456	(6,229)		
Net Income after Transfers	\$ 884,685		\$ 878,456			
Beginning Fund Balance (Audited)	(847,388)		(847,388)			
Net Revenues	884,685		878,456			
<b>ENDING BALANCE</b>	<b>37,297</b>		<b>31,068</b>			
<b>ENDING BALANCE AS % OF OUTGO</b>	<b>0.44%</b>		<b>0.36%</b>			

**Encore Schools - Riverside**  
**2018-19 Second Interim Budget**  
**MULTI-YEAR PROJECTION SUMMARY**

	2018-19 (Year 1)	2019-20 (Year 2)	2020-21 (Year 3)
<b>Projected Enrollment:</b>	871	889	907
<b>Projected P-2 ADA:</b>	818.74	835.66	852.58
<b>Revenues:</b>			
General Purpose Entitlement	\$ 7,622,922	\$ 8,059,240	\$ 8,459,845
Federal Revenue	215,436	228,606	233,077
Other State Revenue	1,713,505	1,478,901	1,508,723
Other Local Revenue	22,000	22,000	22,000
<b>TTL Revenues:</b>	<b>\$ 9,573,863</b>	<b>\$ 9,788,747</b>	<b>\$ 10,223,645</b>
<b>Expenditures:</b>			
Certificated Salaries	\$ 2,234,752	\$ 2,349,363	\$ 2,468,839
Non-certificated Salaries	1,795,085	1,887,148	1,983,118
Benefits	1,438,398	1,517,069	1,532,075
Books/Supplies/Materials	136,542	139,450	142,371
Services/Operations	2,995,454	2,882,611	2,925,449
Capital Outlay	95,177	95,177	95,177
Other Outgo	-	-	-
<b>TTL Expenditures:</b>	<b>\$ 8,695,407</b>	<b>\$ 8,870,818</b>	<b>\$ 9,147,030</b>
<b>Net Revenues</b>	<b>\$ 878,456</b>	<b>\$ 917,929</b>	<b>\$ 1,076,615</b>
<b>Beginning Balance July 1</b>	<b>\$ (847,388)</b>	<b>\$ 31,068</b>	<b>\$ 948,996</b>
<b>Ending Balance June 30</b>	<b>\$ 31,068</b>	<b>\$ 948,996</b>	<b>\$ 2,025,611</b>
<b>Ending Balance as % of Exp.:</b>	<b>0.4%</b>	<b>10.7%</b>	<b>22.1%</b>



**Encore Schools**  
**2018-19 Second Interim Budget**  
**ENROLLMENT AND A.D.A. ASSUMPTIONS - RIVERSIDE ONLY**

	2018-19 (Year 1)		2019-20 (Year 2)		2020-21 (Year 3)	
	ENROLL	ADA	ENROLL	ADA	ENROLL	ADA
<b>Total K-3 Enrollment</b>	0	-	0	-	0	-
<b>Total 4-6 Enrollment</b>	0	-	0	-	0	-
<b>Total 7-8 Enrollment</b>	333	313.02	339	318.66	345	324.30
<b>Total 9-12 Enrollment</b>	538	505.72	550	517.00	562	528.28
<b>TTL Enrollment/ADA</b>	<b>871</b>	<b>818.74</b>	<b>889</b>	<b>835.66</b>	<b>907</b>	<b>852.58</b>
TTL Grade 7 Enrollment	164	154.16	167	156.98	170	159.80
TTL Grade 8 Enrollment	169	158.86	172	161.68	175	164.50
TTL Grade 9 Enrollment	194	182.36	197	185.18	200	188.00
TTL Grade 10 Enrollment	139	130.66	142	133.48	145	136.30
TTL Grade 11 Enrollment	110	103.40	113	106.22	116	109.04
TTL Grade 12 Enrollment	95	89.30	98	92.12	101	94.94
<b>TOTAL:</b>	<b>871</b>	<b>818.74</b>	<b>889</b>	<b>835.66</b>	<b>907</b>	<b>852.58</b>

**Encore Schools - Riverside  
2018-19 Second Interim Budget  
FUNDING CALCULATIONS**

2018-19 (Year 1)	Net State Funding COLA over prior year =			3.70%
<b>GENERAL PURPOSE ENTITLEMENT</b>				<b>TOTALS</b>
	<u>\$/ADA</u>	<u>ADA</u>	<u>Subtotal</u>	
Total LCFF Funding (see LCFF page):	\$ 9,310.55	818.74	\$ 7,622,922	
State Aid Portion:	\$ 7,362.15	818.74		6,027,689.00
Education Protection Account Portion:	\$ 200.00	818.74		163,748.00
Local In-Lieu-Of Property Tax Portion:	\$ 1,748.40	818.74		1,431,485.00
<b>TOTAL GENERAL PURPOSE ENTITLEMENT</b>				<b>\$ 7,622,922.00</b>
<b>FEDERAL REVENUES</b>				
Title I Funding			\$ 91,285	
Title II Part A			18,614	
Title IV Part A			\$ 10,000	
<b>Total Federal ESEA Funding:</b>				<b>119,899.00</b>
<b>Other Federal Revenues</b>				
National School Lunch Program			-	
Federal IDEA Special Education			95,537	
Other Federal Revenue			-	
<b>Total Other Federal Revenues:</b>				<b>95,537.00</b>
<b>TOTAL FEDERAL REVENUES</b>				<b>\$ 215,436.00</b>
<b>OTHER STATE REVENUES</b>				
Non-Prop 20 Lottery (using P-2 ADA)	\$ 151.00	855	129,105.00	
Prop 20 Lottery (using P-2 ADA):	\$ 53.00	855	45,315.00	
				<b>174,420.00</b>
<b>Additional Other State Revenues</b>				
State Lunch Program Revenues			-	
Mandate Block Grant			24,923.00	
Facility Grant Program (lesser of 75% or \$1,147/ADA)			939,094.78	
State Special Education (AB602)			298,934.00	
Prior Year Corrections/Adjustments			-	
Low-Performing Students Block Grant			134,370.00	
One-Time Discretionary Funding			141,763.00	
Prop 39 Energy Grant Funds			-	
<b>Total Additional Other State Revenues:</b>				<b>1,539,084.78</b>
<b>TOTAL OTHER STATE REVENUES</b>				<b>\$ 1,713,504.78</b>
<b>OTHER LOCAL REVENUES</b>				
Interest Earnings			\$ -	
Local Lunch Revenues			-	
Other Local Revenues			22,000.00	
<b>TOTAL OTHER LOCAL REVENUES</b>				<b>\$ 22,000.00</b>
<b>TOTAL REVENUES</b>				<b>\$ 9,573,862.78</b>

**Encore Schools - Riverside  
2018-19 Second Interim Budget  
FUNDING CALCULATIONS**

2019-20 (Year 2)	Net State Funding COLA over prior year =			2.57%
<b>GENERAL PURPOSE ENTITLEMENT</b>				<b>TOTALS</b>
	<u>\$/ADA</u>	<u>ADA</u>	<u>Subtotal</u>	
Total LCFF Funding (see LCFF page):	\$ 9,644.16	835.66	\$ 8,059,240	
State Aid Portion:	\$ 7,695.76	835.66		6,431,040.00
Education Protection Account Portion:	\$ 200.00	835.66		167,132.00
Local In-Lieu-Of Property Tax Portion:	\$ 1,748.40	835.66		1,461,068.00
<b>TOTAL GENERAL PURPOSE ENTITLEMENT</b>				<b>\$ 8,059,240.00</b>
<b>FEDERAL REVENUES</b>				
Title I Funding			\$ 93,171	
Title II Part A			18,999	
Title IV Part A			10,000	
<b>Total Federal ESEA Funding:</b>				<b>122,170.00</b>
<b>Other Federal Revenues</b>				
National School Lunch Program			-	
Federal IDEA Special Education			106,436	
Other Federal Revenue			-	
<b>Total Other Federal Revenues:</b>				<b>106,436.20</b>
<b>TOTAL FEDERAL REVENUES</b>				<b>\$ 228,606.20</b>
<b>OTHER STATE REVENUES</b>				
Non-Prop 20 Lottery (using P-2 ADA)	\$ 151.00	873	131,823.00	
Prop 20 Lottery (using P-2 ADA):	\$ 53.00	873	46,269.00	
<b>Additional Other State Revenues</b>				<b>178,092.00</b>
State Lunch Program Revenues			-	
Mandate Block Grant			37,195.00	
Facility Grant Program (lesser of 75% or \$1,147/ADA)			958,502.02	
State Special Education (AB602)			305,111.74	
Prior Year Corrections/Adjustments			-	
Low-Performing Students Block Grant			-	
One-Time Discretionary Funding			-	
Prop 39 Energy Grant Funds			-	
<b>Total Additional Other State Revenues:</b>				<b>1,300,808.76</b>
<b>TOTAL OTHER STATE REVENUES</b>				<b>\$ 1,478,900.76</b>
<b>OTHER LOCAL REVENUES</b>				
Interest Earnings			\$ -	
Local Lunch Revenues			-	
Other Local Revenues			22,000.00	
<b>TOTAL OTHER LOCAL REVENUES</b>				<b>\$ 22,000.00</b>
<b>TOTAL REVENUES</b>				<b>\$ 9,788,746.96</b>



**Encore Schools - Riverside  
2018-19 Second Interim Budget  
FUNDING CALCULATIONS**

<b>2020-21 (Year 3)</b>	<b>Net State Funding COLA over prior year =</b>	<b>2.67%</b>
<b>GENERAL PURPOSE ENTITLEMENT</b>		<b>TOTALS</b>
	<u>\$/ADA</u> <u>ADA</u> <u>Subtotal</u>	
Total LCFF Funding (see LCFF page):	\$ 9,922.64      852.58      \$ 8,459,845	
State Aid Portion:	\$ 7,974.24      852.58	6,798,678.00
Education Protection Account Portion:	\$ 200.00      852.58	170,516.00
Local In-Lieu-Of Property Tax Portion:	\$ 1,748.40      852.58	1,490,651.00
<b>TOTAL GENERAL PURPOSE ENTITLEMENT</b>		<b>\$ 8,459,845.00</b>
<b>FEDERAL REVENUES</b>		
Title I Funding	\$ 95,057	
Title II Part A	19,384	
Title IV Part A	10,000	
<b>Total Federal ESEA Funding:</b>		<b>124,441.00</b>
<b>Other Federal Revenues</b>		
National School Lunch Program	-	
Federal IDEA Special Education	108,636	
Other Federal Revenue	-	
<b>Total Other Federal Revenues:</b>		<b>108,635.80</b>
<b>TOTAL FEDERAL REVENUES</b>		<b>\$ 233,076.80</b>
<b>OTHER STATE REVENUES</b>		
<b>Non-Prop 20 Lottery (using P-2 ADA)</b>	<b>\$ 151.00      890      134,390.00</b>	
<b>Prop 20 Lottery (using P-2 ADA):</b>	<b>\$ 53.00      890      47,170.00</b>	
		<b>181,560.00</b>
<b>Additional Other State Revenues</b>		
State Lunch Program Revenues	-	
Mandate Block Grant	37,964.00	
Facility Grant Program (lesser of 75% or \$1,147/ADA)	977,909.26	
State Special Education (AB602)	311,289.48	
Prior Year Corrections/Adjustments	-	
Low-Performing Students Block Grant	-	
One-Time Discretionary Funding	-	
Prop 39 Energy Grant Funds	-	
<b>Total Additional Other State Revenues:</b>		<b>1,327,162.74</b>
<b>TOTAL OTHER STATE REVENUES</b>		<b>\$ 1,508,722.74</b>
<b>OTHER LOCAL REVENUES</b>		
Interest Earnings	\$ -	
Local Lunch Revenues	-	
Other Local Revenues	22,000.00	
<b>TOTAL OTHER LOCAL REVENUES</b>		<b>\$ 22,000.00</b>
<b>TOTAL REVENUES</b>		<b>\$ 10,223,644.54</b>

Encore Schools - Riverside  
2018-19 Second Interim Budget  
2018-19 Projected Monthly Cash Flow Statement

Description	2018-19 Budget	ACTUALS												Accruals	Total For Year
		July	August	September	October	November	December	January	February	March	April	May	June		
<b>BEGINNING CASH</b>		907,450	410,278	47,845	139,836	59,882	168,650	297,271	195,781	179,368	271,813	356,869	499,273	985,407	907,450
<b>CASH INFLOWS</b>															
<b>REVENUES</b>															
General Purpose Block Grant	6,027,689	-	280,169	280,169	504,304	504,304	504,304	-	562,465	562,465	562,465	562,465	1,025,965	678,612	6,027,689
Education Protection Account	163,748	-	-	-	38,514	-	-	-	-	41,904	-	-	79,420	3,910	163,748
In-Lieu-Of Property Taxes	1,431,485	-	94,617	189,235	126,156	-	-	378,468	105,834	224,029	112,015	112,015	-	89,116	1,431,485
Prior Year Corrections	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Federal Revenues	215,436	-	-	-	3,124	24,161	4,669	33,423	-	-	-	-	-	-	-
Other State Revenues	1,713,505	-	-	1,634	(40,990)	30,582	92,108	99,571	188,590	188,590	29,623	29,623	-	38,974	215,436
Other Local Revenues	22,000	125	2,933	853	941	963	586	555	2,000	2,000	2,000	2,000	1,000	6,044	22,000
<b>TTL CASH INFLOWS</b>	<b>9,573,863</b>	<b>125</b>	<b>377,719</b>	<b>471,891</b>	<b>632,050</b>	<b>560,010</b>	<b>601,667</b>	<b>512,017</b>	<b>858,889</b>	<b>1,070,829</b>	<b>894,693</b>	<b>894,693</b>	<b>1,294,976</b>	<b>1,404,305</b>	<b>9,573,863</b>
<b>EXPENDITURES</b>															
All Certificated Salaries	2,234,752	20,750	132,123	229,803	225,834	224,612	207,388	197,428	195,000	195,000	195,000	195,000	195,000	21,814	2,234,752
All Classified Salaries	1,795,085	34,008	107,013	167,202	162,629	164,724	147,806	112,247	147,250	147,250	147,250	147,250	147,250	163,207	1,795,085
All Benefits	1,438,398	18,525	83,732	144,704	133,080	131,685	124,777	112,740	124,900	124,900	124,900	124,900	124,900	64,655	1,438,398
All Materials & Supplies	136,542	-	14,732	38,114	9,919	15,139	9,645	9,910	8,762	27,436	8,409	8,865	1,222	(15,610)	136,542
All Services and Operations	2,995,454	268,823	217,098	279,525	263,322	326,092	171,379	266,510	217,033	217,033	217,033	217,033	217,033	117,537	2,995,454
All Capital Outlay	95,177	-	-	-	-	-	-	-	-	-	-	-	-	-	95,177
All Other Outgo	-	-	-	-	-	39	-	-	-	-	-	-	-	(39)	-
<b>TTL CASH OUTFLOWS</b>	<b>8,695,407</b>	<b>342,106</b>	<b>554,698</b>	<b>859,348</b>	<b>794,783</b>	<b>862,290</b>	<b>660,995</b>	<b>698,836</b>	<b>692,945</b>	<b>711,619</b>	<b>692,592</b>	<b>693,048</b>	<b>685,405</b>	<b>446,740</b>	<b>8,695,407</b>
	<b>878,456</b>														<b>878,456</b>
Accounts Receivable (net change)		(0)	240,809	20,866	642,381	-	-	-	-	-	-	-	-	-	904,055
EXISTING FACTORING		695,000	540,000	645,000	360,000	900,000	460,000	500,000							4,100,000
EXISTING REPAYMENT		(523,133)	(349,820)	(441,307)	(691,476)	(453,726)	(357,054)	(290,816)	(1,124,024)	(1,358,431)	(717,045)	(659,241)	(73,436)	(7,039,508)	
NEW FACTORING									950,000	1,100,000	600,000	600,000	700,000	3,950,000	
NEW FACTORING REPAYMENT													(750,000)	(750,000)	
Net Change in Payables		(308,030)	(407,417)	278,090	(509,876)	290,461	119,781	50,031	-	-	-	-	-	(486,978)	
Fixed Asset Acquisitions		(16,168)	(9,027)	(23,200)	(13,909)	(2,119)	(1,297)	(16,157)	-	-	-	-	-	(81,876)	
Interschool Cash Advances/(Repayments)							(105,500)							(105,500)	
PAGA Settlement Payments		(25,000)				(25,000)								(50,000)	
Other Cash Inflows/Outflows		22,160	(200,000)		295,659	(298,569)	72,018	(157,730)	(8,333)	(8,333)				(50,000)	
<b>NET INFLOWS/OUTFLOWS</b>	<b>(155,191)</b>	<b>(185,455)</b>	<b>479,449</b>	<b>82,780</b>	<b>411,048</b>	<b>187,949</b>	<b>85,328</b>	<b>(182,357)</b>	<b>(266,764)</b>	<b>(117,045)</b>	<b>(59,241)</b>	<b>(123,436)</b>		<b>157,066</b>	
<b>ENDING CASH BALANCE</b>		<b>410,278</b>	<b>47,845</b>	<b>139,836</b>	<b>59,882</b>	<b>168,650</b>	<b>297,271</b>	<b>195,781</b>	<b>179,368</b>	<b>271,813</b>	<b>356,869</b>	<b>499,273</b>	<b>985,407</b>		
Monthly Factoring Balance		3,731,376	3,921,556	4,125,248	3,793,773	4,240,047	4,342,993	4,552,177	4,378,153	4,119,722	4,002,677	3,943,436	3,820,000		
Days Cash On Hand		17	2	6	3	7	13	8	8	12	15	21	42		

