

**Hanford Joint Union High School District  
Curriculum Committee Meeting  
District Office • January 13, 2011 (5-L-6)**

**AGENDA**

**I. Welcome**

**II. Approval of December, 2010 Minutes**

**III. Additions to/Approval of the Agenda**

**IV. Curriculum Guides/Courses**

*Note: Any revision to the curriculum guide requires the curriculum guide to be brought forward for approval with the revised document.*

- Action Info A. Life Management B (new course) – Compagno, Dixon (tabled from 2009-10 (September))  
B. Applied Animal Science (revised guide) – Combes

**Tabled Curriculum Guides/Courses**

- AP Statistics (new book) — Rebman, Nagatani (April)
- ASL 1 (new book) — Ayala (tabled from 2009-10) (September)
- Earth Science A (no guide) — Compagno, Dixon (April)

**V. Textbooks**

*New textbooks or new editions of a textbook require the curriculum guide to be brought forward for approval with the revised document.*

- Action A. Child Psychology – Booth (HW only)

**Tabled Textbooks**

- Honors World History – Revious-Uhlik, Caudillo (September)
- Creative Activities – Booth (HW only) 10<sup>th</sup> edition

**VI. Discussion/Reports**

- Discuss A. Benchmarks — Fishbough, Principals  
Discuss B. Pacing Guides — Fishbough, Principals  
Discuss C. Feeder School Articulation Update — members present  
Discuss D. Gail Robinette and Associates — Nagatani, Rebman  
Discuss E. Writing Partnership – members present  
    a. Cadre 1:  
    b. Cadre 2:  
    c. Cadre 3:  
Discuss F. Professional Development  
    a. February 4, 2011:  
    b. 2011-12 PD:

**VII. Department Updates**

- English -
- Social Studies -
- Math -
- Science -
- Visual & Performing Arts -
- World Languages -
- PE -
- Special Education -
- CTE -
- Library -
- Site Administration -
- District Administration -

- Board –

**VIII. 2010-2011 Curriculum Committee Meeting Dates at the District Office**

January 13, 2011

- Last meeting for new textbook proposals for information

February 10, 2011

March 10, 2011

- Last meeting for new textbook proposals for approval

April 14, 2011

May 12, 2011

- May 1—schedule all second semester finals in Measures
- Submit purchase orders for approved and replacement textbooks for 2010-2011

**Hanford Joint Union High School District  
Curriculum Committee Meeting  
District Office • December 9, 2010 (5-L-6)**

**MINUTES**

- I. Welcome** – Bill opened the meeting at 11:59 a.m. and welcomed everyone.

Voting Members Present: Brian Combes, John Craft, Cheryl Hunt, Nancy Nagatani, Carol Bennetts, Renee Booth, Tim Caudillo, Lou Compagno, Bobby Peters, Brian Dull, Roger Hartman, Dorothy Crass, Cheryl Silva, Tim Smith, Ward Whaley and Bill Fishbough.

Non-voting Members Present: None

Visitor(s) Present: None

- II. Approval of September, 2010 Minutes** – With no corrections, Tim S. motioned to approve the minutes and Cheryl H. seconded the motion. The minutes were unanimously approved.

- III. Additions to/Approval of the Agenda** – With no additions, Carol motioned to approve the agenda and Renee seconded the motion. The agenda was unanimously approved.

**IV. Curriculum Guides/Courses**

- Info A. Life Management B (new course) – Lou presented this guide for a new 2011-12 course. The guide is a certification of competency course and not a diploma track course. This is an extension to the Life Management A course. HHS has not yet reviewed the guide since math standards were added. Bill requested that facilitators review the guide. Any revisions should be emailed to Lou for editing. If site committees have approved this guide, it will return in January for action.

Tabled **Tabled Curriculum Guides/Courses**

- *AP Statistics (new book) — Rebman, Nagatani (April)*
- *ASL 1 (new book) — Ayala (tabled from 2009-10) (September)*
- *Earth Science A (no guide) — Compagno, Dixon (April)*

**V. Textbooks**

- Info A. Creative Activities – Renee presented this new college level textbook, which replaces a 2006 edition that is no longer available. This course is articulated with both West Hills and COS for college credit, pending student's final grade. The book only comes in paperback; however, can be bound for \$15 per book. With no questions, this item will return in January for action.

- Info B. Child Psychology – Renee presented this new high school level textbook, which replaces a 2000 edition. This course is not currently articulated; however, we are working on the process. She noted it includes many activities. With no questions, this item will return in January for action.

Tabled **Tabled Textbooks**

- *Honors World History — Revious-Uhlik, Caudillo (September)*

**VI. Discussion/Reports**

Discuss  
Discuss  
Discuss  
Discuss  
Discuss

- A. Benchmarks — Bill shared we previewed the Intel-Assess program which assists with standards based benchmarks and finals in the core subjects. The program contains a databank of potential questions, which covers CST's. There is much opportunity to review a variety of questions and can be used for re-teaching. Nancy shared they have good item analysis and rational options; offer the CMA version for special education students; and provides about 3000 questions for English, which is a plus. Bill noted the program appears to be focused on where we need to be and will help with accomplishing our goals. He feels it will provide the direction that is needed for our District and should put us a few years ahead of where we currently are, with emphasis on focus. The program appears to only require minimal training. We plan to start implementing the program in Algebra I and English 1, as a pilot program, after the first of the year, with full core area implementation next year. Cost is \$3.00 per ADA with \$1.50 for Five-a-Day resources. Pre-printed test packages are an option at an additional cost. A number of districts in the area are using this program—Tulare, Sanger, Madera, Hanford Elementary and Exeter. We will have more details on implementation at the January meeting.
- B. Pacing Guides — Bill presumes work on pacing guides is on-going.
- C. Feeder School Articulation Update — Nothing new to report.
- D. Gail Robinette and Associates — Yesterday's GRA observations went well. Principals noted comments were positive. Bobby feels each discipline should participate in peer observations as it has been a very effective tool for the math department.
- E. Writing Partnership
- a. Cadre 1: Brian D. shared they are working on adapting curriculum guides along with engaging in positive collaboration. This has been very effective for the department.
  - b. Cadre 2: Tim C. shared they met with Carol Goiburn, who reviewed writing strategies based upon reading tests.
  - c. Cadre 3: Lou shared that John lead their group through a good lesson by preparing his presentation to focus on the disciplines present. He tied it into practical applications and members were engaged.

Bill noted no final decisions have been made on professional development for next year. Options are still being reviewed; however, he will have information ready for our January meeting.

**VII. Department Updates**

- English - Brian shared SP is talking day to day on correlation and using their time to develop units to help guide curriculum. He noted that having the ability to work within a small group has proven to be helpful.
- Social Studies - Tim C. shared they have agreed upon multiple versions of the finals for security reasons. Bill shared we are seeing where students are doing very well on benchmark tests; however, grades don't always align, so we must be aware of security issues.
- Math – Nancy shared they are preparing for finals and have benchmarks and finals complete for most courses. She feels the Intel-Assess program will provide more valid responses. She has some concern about whether scores really represent what students are really doing as teachers are using different cut points. She noted having support classes separate from Algebra classes is working out very well this year.
- Science – John shared they are getting ready for finals. He noted students are very quickly picking up on the fact we are using multiple test versions.
- Visual & Performing Arts – Bill spent time at the HW band room yesterday where, well known professional musicians, Francisco Torres and Poncho Sanchez presented an hour lesson to band students. It was a good practical experience for our students. The two also performed a concert at COS last night.
- World Languages – Bobby mentioned there is still not a second level ASL textbook to follow the book we adopted last year. The HW Spanish department began using Elmo's

and is pleased with them.

- PE – Nothing to report.
- Special Education – Lou shared HH is assessing the NWEA data for special education, EL and algebra support students. We have 14 HW and 9 HH students attending the West Hills College Eagle Reach program. They continue to be impressed with the program.
- CTE – Renee shared they are focusing in on benchmarks and pacing guides, while working on their five year plan for each curriculum area. This process is taking time as they must meet with their advisory councils prior to completing this goal by January. Brian shared they are also working on finals, five year plans and are redeveloping advisory committees as necessary. Mr. Ray received a donated dyno machine to teach smog technician valued at about \$30,000 to \$40,000. The Ag department was again recognized as the number one program in the State. He noted that it helps to be a large department with 967 non-duplicated students and 1200 duplicated. Our teams are competing as a community and it is beginning to pay off. They are looking at what next year's courses will look like—trying to align our program with more programs in the state. Most state programs have more a-g approved courses within their curriculum.
- Library – Carol shared today is the last day of the HH book fair. They had a \$940 profit at HW and are estimating about the same for HH. Their January goal is to begin the California Young Reader program.
- Site Administration – Cheryl shared she is pleased with the work being accomplished this semester, with staff hard at work. The Setana visit went well with several attending the HH winter formal. HH has many “season of service” groups operating on campus this month. While being academically focused, they are also working with students on kindness and compassion for students and the community during this holiday season. Cheryl, Bobby and Dorothy attended the Accountability Leadership conference for English Learner students. Much information was disseminated and they are looking forward to implementation; however there is much work to be done. Strategies and information learned can also be applied to language as a whole. Work with the West Hills College Think Tank program has proven to be a positive endeavor. The program assists students and parents with the whole college process. Bobby noted West Hills wants to partner with us and the relationship has been positive. Roger shared they appreciate the addition of their ASB account clerk. He acknowledged his staff and their hard work. Dorothy shared they have completed the special education self review. She acknowledged Deborah Ulrich, Derek Petty, Shannon Brown, Annie Jorgens and Ryan Champlin put in many hours of tedious work and they are very much appreciated. Our District had no systemic non-compliance issues. The EL group is meeting tomorrow to put the final touches on the Title III Program Improvement addendum. She noted we are now talking about academic gaps-not just language gaps. HNC is gearing up for finals week and noted they have had some success stories this year.
- District Administration – Ward shared we have been selected for a CPM visit scheduled for April 27, 28 and 29, 2011; however, are waiting to hear what elements and sites they will review. He noted it is a busy time in HR. We recently hired a counselor to work with at risk students for HH and HW and are working on hiring a math teacher that will impact all three sites. He is also working on classified staff hiring. Cheryl S. shared her and Ward are attending the personal academy. She mentioned that Gloria Arevalo will be retiring this month after many years of service. She recalled the e-guide template discussion from last month and asked for input to take back to the IT department. Much discussion ensued. The English department has begun using GoogleDocs. Bobby recommends using the DropBox program. Brian shared he feels the e-guide template is very tedious, with Tim S. concerned about student access to unit links on this format. Tim S. shared he is pleased with the progress our District has made in terms of curriculum growth which has had an impact on student performance. Bill agrees and expects more is on the horizon. Bill noted this is Tim's last curriculum meeting, as he will be retiring this month after many years in education. Cheryl H. noted grades are due next Friday along with data.

Meeting was adjourned at 1:08 p.m.

**VIII. 2010-2011 Curriculum Committee Meeting Dates at the District Office**

January 13, 2011

- Last meeting for new textbook proposals for information

February 10, 2011

March 10, 2011

- Last meeting for new textbook proposals for approval

April 14, 2011

May 12, 2011

- May 1—schedule all second semester finals in Measures
- Submit purchase orders for approved and replacement textbooks for 2010-2011

# Hanford Joint Union High School DISTRICT CURRICULUM GUIDE

<b>I. COURSE NAME:</b>	<b>Life Management B</b>
Grade Level:	9-12
Prerequisite:	Teacher/Parent recommendation, Individualized Education Plan
Duration:	2 Semesters
Credit:	10 credits/elective
Guide – Board Adoption:	
Course Articulation:	
Text – Board Adoption:	May, 2007
Textbook Name:	Skills for Living
Publisher:	The Goodheart-Wilcox Company, Inc.
Publication Year/Edition:	2008
ISBN – Student Text:	978-1-59070-668-8
ISBN – Teacher Text:	978-1-59070-669-5

## II. COURSE DESCRIPTION

The Life Management course equips students with essential skills for living. The course focuses on teaching students skills for managing personal, family, and work responsibilities. Students develop basic knowledge related to personal health, goal setting, time management, organization and transition to adult living.

## III. CENTRAL INTELLECTUAL PURPOSE

The CIP will be met in a variety of ways. The following is just a brief highlight of a few.

### **Communications**

#### Reading

Comprehension as shown through discussion of and writing about listed topics

#### Writing

Explanation and evaluation of children's activities and observations

#### Speaking

Oral presentation of topics

### **Critical Thinking/Problem Solving**

Interpretation and selecting of age appropriate activities

### **Research**

Utilizing various resources for development and utilization of activities

### **Technology**

Application of various forms of technology to develop and present children

with activities

### **Ethics**

Develop professionalism

Application of the six ethical core values presented in the freshman and sophomore core courses

Portfolio

## **IV. CONTENT/TIMELINE/ PERFORMANCE STANDARDS**

California State Standards are listed in detail when first introduced or emphasized and then continued in abbreviated form throughout the year. The legend for the subdivisions within the Home Economics standards is:

CE - Consumer Ed

CDG – Child Development and Guidance

FLPE – Family Living and Parenting

TAL – Transitions to Adult Living

TES – Transferable and Employability Skills

English Language Arts Standards (ELA), Mathematics Standards, Science, and Social Studies are included where applicable.

**Note: The curriculum of this course addresses the following English-Language Arts and Math Standards 9-12 for reading, writing, and math. CAHSEE standards are bold.**

- **R2.0 Students read and understand appropriate grade-level appropriate material.**
- **W1.1 Establish a controlling thesis. (9-10)**
- **W1.2 Use precise language (9-10)**
- **W1.4 Develop the main idea with supporting evidence (9-10)**
- **W/01.3 Demonstrate proper usage and control of word choice, grammar, paragraph and sentence structure.**
- **W/01.4 Produce legible work that shows accurate spelling and correct use of punctuation and capitalization.**
- **M/1.2 Add, subtract, multiply, and divide rational numbers ( integers, fractions, and terminating Decimals) and take positive rational numbers to whole-number powers.**
- **M/1.3 Convert fractions to decimals and percents and use these representations in estimations, computations, and applications**

### **FIRST SEMESTER**

**SPECIAL NOTE:** All **BOLD** state standards are **CALIFORNIA HS EXIT EXAM** standards.  
*The activities listed correlate with the California State Content standards for English Language Arts.*



## First Six Weeks

### **SDAIE Instructional Strategies**

- Vocabulary & Language Development: Identify, highlight, and refer to key vocabulary
- Explicit Instruction: Move from whole to part to whole
- Guided Instruction: Structure opportunities for student to student interaction during direct instruction
- Metacognition & Authentic Assessment: Utilize rubrics for student self-assessment and goal setting

### ***Grades 9-10 ELA and Math***

#### ***2.0 Writing Applications***

##### ***2.3 Write expository compositions***

#### ***1.0 Written and Oral Language Conventions***

##### ***1.1 Identify and correctly use clauses, phrases, and punctuation***

##### ***1.2 Understand sentence construction and proper usage***

##### ***1.3 Demonstrate an understanding of proper usage and grammar.***

#### ***2.0 Reading Comprehension***

##### ***2.4 Synthesize content; paraphrase and connect ideas***

#### ***1.0 Math Application***

##### ***1.0 Students make decisions about how to approach problems:***

- 1.1 Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, identifying missing information, Sequencing and prioritizing information, and observing patterns***

#### ***CE Standard 2 Consumer Decisions***

*Students will understand the process for making consumer decisions through the use of decision-making models. They will demonstrate content proficiency by:*

##### ***2.1 Defining values, goals, needs, and wants;***

##### ***2.2 Defining and applying personal values, long- and short-term goals, needs, and wants as they relate to consumer decisions;***

##### ***2.3 Identifying the steps of a decision-making model and applying the process to a variety of consumer situations***

#### ***CE Standard 3 Consumer Purchases***

*Students will understand how to compare and evaluate goods and services.*

*They will demonstrate content proficiency by:*

##### ***3.1 Evaluating sources of information about goods and services to determine their reliability;***

##### ***3.2 Identifying, comparing, and evaluating retail or wholesale sources or both for consumer goods and services;***

##### ***3.3 Evaluating warranties, guarantees, and labels for consumer purchases***

### **Key Activities:**

Read chapter 19

Read pages 453- 466 of chapter 18

Journal entries

Balancing a checkbook

Interview a small business owner

Create an ad campaign

## Second Six Weeks

### **SDAIE Instructional Strategies**

- Vocabulary & Language Development: Identify, highlight, and refer to key vocabulary
- Explicit Instruction: Move from whole to part to whole
- Guided Instruction: Structure opportunities for student to student interaction during direct instruction
- Metacognition & Authentic Assessment: Utilize rubrics for student self-assessment and goal setting

#### ***Grades 9-10 ELA and Math***

##### ***2.0 Writing Applications***

##### ***2.3 Write expository compositions***

##### ***1.0 Written and Oral Language Conventions***

##### ***1.1 Identify and correctly use clauses, phrases, and punctuation***

##### ***1.2 Understand sentence construction and proper usage***

##### ***1.3 Demonstrate an understanding of proper usage and grammar.***

##### ***2.0 Reading Comprehension***

##### ***2.4 Synthesize content; paraphrase and connect idea***

##### ***Math Application***

##### ***15.0 Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems***

#### ***FLPE Standard 4 Positive Relationships***

*Students will understand that positive relationships are built on feelings of self-worth, effective communication, common values and goals, and responsible behavior. They will demonstrate content proficiency by:*

*4.1 Analyzing the characteristics and behaviors that contribute to developing positive relationships;*

*4.2 Analyzing the positive qualities of their relationships, including those with family, friends, teachers, and employers;*

*4.3 Explaining communication strategies that can resolve conflicts and build successful relationships;*

*4.4 Describing and applying effective verbal and nonverbal communication skills that build positive relationships, enhance self-esteem, and increase respect for others*

#### ***Standard 5 Dating Relationships and Commitments***

*Students will understand dating relationships, love, and commitment. They will demonstrate content proficiency by:*

*5.1 Identifying the purpose of dating and the qualities of a dating partner*

### **Key Activities:**

Read pages 469-476

Read chapter 6

Journal entries

Case studies

Crossword puzzle

Auto insurance worksheet

Personal relationship worksheets

Dating tips

## Third Six Weeks

### **SDAIE Instructional Strategies**

- Vocabulary & Language Development: Identify, highlight, and refer to key vocabulary
- Explicit Instruction: Move from whole to part to whole
- Guided Instruction: Structure opportunities for student to student interaction during direct instruction
- Metacognition & Authentic Assessment: Utilize rubrics for student self-assessment and goal setting

#### ***Grades 9-10 ELA and Math***

##### ***2.0 Writing Applications***

###### ***2.3 Write expository compositions***

##### ***1.0 Written and Oral Language Conventions***

###### ***1.1 Identify and correctly use clauses, phrases, and punctuation***

###### ***1.2 Understand sentence construction and proper usage***

###### ***1.3 Demonstrate an understanding of proper usage and grammar.***

##### ***2.0 Reading Comprehension***

###### ***2.4 Synthesize content; paraphrase and connect ideas***

##### ***1.0 Math Application***

###### ***1.1 Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, identifying missing information, Sequencing and prioritizing information, and observing patterns***

#### ***CDG Standard 4 Child Growth and Development***

*Students will understand the stages of child growth and development from infancy through adolescence and the value of providing children with developmentally appropriate activities. They will demonstrate content proficiency by:*

- 4.1 Identifying and comparing the commonly accepted areas and principles of child development;***
- 4.2 Analyzing the stages of growth and development and selecting developmentally appropriate activities***

### **Key Activities:**

Read chapter 10

Read pages 266-274 of chapter 11

Journal entries

Preparing for a parenting challenge worksheet

Exploring careers focused on children worksheet

Parenting styles

Stimulating Science Activities

Development of infants

Communicating with children

Teaching children through play

## SECOND SEMESTER

### First Six Weeks

#### **SDAIE Instructional Strategies**

- Vocabulary & Language Development: Identify, highlight, and refer to key vocabulary
- Explicit Instruction: Move from whole to part to whole
- Guided Instruction: Structure opportunities for student to student interaction during direct instruction
- Metacognition & Authentic Assessment: Utilize rubrics for student self-assessment and goal setting

#### ***Grades 9-10 ELA and Math***

##### ***2.0 Writing Applications***

###### ***2.3 Write expository compositions***

##### ***1.0 Written and Oral Language Conventions***

###### ***1.1 Identify and correctly use clauses, phrases, and punctuation***

###### ***1.2 Understand sentence construction and proper usage***

###### ***1.3 Demonstrate an understanding of proper usage and grammar.***

##### ***2.0 Reading Comprehension***

###### ***2.4 Synthesize content; paraphrase and connect ideas***

##### ***1.0 Math Application***

###### ***1.2 Formulate and justify mathematical conjectures based on a general Description of the mathematical question or problem posed***

#### ***FLPE Standard 1 Family and Society***

*Students will understand the function of the family as a basic unit of society. They will demonstrate content proficiency by:*

*1.1 Describing the function of the family and the socioeconomic and cultural influences;*

*1.2 Identifying the differences in family structures;*

*1.3 Analyzing the meaning of family and the value of families to individuals and society*

#### ***FLPE Standard 2 Contributions of the Family***

*Students will understand the contributions of the family to the development of individuals. They will demonstrate content proficiency by:*

*2.1 Explaining the function of the family in providing a nurturing environment for its members;*

*2.2 Describing various roles and responsibilities assumed by family members during each stage of the life cycle;*

#### **Key Activities:**

Read pages 275-280 of chapter 11

Read chapter 4

Journal Entries

Stimulating Science Activities  
Caregiver Interview  
Child Care  
Child Care checklist  
Classroom discussions

## **Second Six Weeks**

### **SDAIE Instructional Strategies**

- Vocabulary & Language Development: Identify, highlight, and refer to key vocabulary
- Explicit Instruction: Move from whole to part to whole
- Guided Instruction: Structure opportunities for student to student interaction during direct instruction
- Metacognition & Authentic Assessment: Utilize rubrics for student self-assessment and goal setting

#### ***Grades 9-10 ELA and Math***

##### ***2.0 Writing Applications***

###### ***2.3 Write expository compositions***

##### ***1.0 Written and Oral Language Conventions***

###### ***1.1 Identify and correctly use clauses, phrases, and punctuation***

###### ***1.2 Understand sentence construction and proper usage***

###### ***1.3 Demonstrate an understanding of proper usage and grammar.***

##### ***2.0 Reading Comprehension***

###### ***2.4 Synthesize content; paraphrase and connect ideas***

##### ***2.0 Math Application***

###### ***2.1 Students understand and use such operations as taking the opposite Finding the reciprocal, and taking a root.***

#### ***FLPE Standard 2 Contributions of the Family***

*Students will understand the contributions of the family to the development of individuals. They will demonstrate content proficiency by:*

*2.3 Describing ways for family members to become involved in family functions and responsibilities;*

#### ***FLPE Standard 9 Conflicts and Crises***

*Students will understand strategies and resources for managing conflicts and crises. They will demonstrate content proficiency by:*

*9.1 Identifying sources and the effects of conflicts and crises in a variety of work, personal, and family situations;*

*9.2 Assessing personal attributes and available resources for coping with conflicts and crises;*

*9.3 Applying strategies for coping with personal, social, and work related conflicts and crises*

### **Key Activities:**

Read chapter 5

Read pages 146-156

Journal entries

Scheduling work and family time worksheet

Helping family members deal with loss worksheet

Strengthening families

Classroom discussions

Guest speaker – social service counselor and Narcotics Anonymous

Factors that influence marital success  
Matching work to personal and family goals

### **Third Six Weeks**

#### **SDAIE Instructional Strategies**

- Vocabulary & Language Development: Identify, highlight, and refer to key vocabulary
- Explicit Instruction: Move from whole to part to whole
- Guided Instruction: Structure opportunities for student to student interaction during direct instruction
- Metacognition & Authentic Assessment: Utilize rubrics for student self-assessment and goal setting

#### ***Grades 9-10 ELA and Math***

##### ***2.0 Writing Applications***

##### ***2.3 Write expository compositions***

##### ***1.0 Written and Oral Language Conventions***

##### ***1.1 Identify and correctly use clauses, phrases, and punctuation***

##### ***1.2 Understand sentence construction and proper usage***

##### ***1.3 Demonstrate an understanding of proper usage and grammar.***

##### ***2.0 Reading Comprehension***

##### ***2.4 Synthesize content; paraphrase and connect ideas***

##### ***1.0 Math Application***

##### ***1.3 Determine when and how to break a problem into simpler parts***

#### ***IFH Standard 8 Emergency Care and Preparedness***

*Students will understand ways to promote safety and provide emergency care. They will demonstrate content proficiency by:*

*8.1 Identifying health hazards in the home, school, community, and workplace;*

*8.2 Describing strategies to make the home, school, and community safe for all individuals;*

*8.3 Using basic first-aid techniques and explaining emergency procedures*

#### **Key Activities:**

Read pages 156-163

Read chapter 25

Journal entries

Classroom discussions

Deciding about parenting

Youth parenting – risks and challenges

Safety on the job

Ethics and the environment

Home safety and security – reduce your risk

Make emergency phone number list

Energy Sources Crossword Puzzle

Energy Conservation Survey

## V. STUDENT ASSESSMENT

- Curriculum generated exams, activities, and projects
- Rubrics for student presentations and writing samples
- Authentic assessment through projects

## VI. INSTRUCTIONAL TECHNOLOGIES AND MATERIALS / SOFTWARE

*The designated textbooks, materials, and technologies meet the state standards for this content area.*

A. Primary text: Baynor Parnell, Frances, Skills for Living, The Goodheart-Willcox Company, Inc., 2008, ISBN 978-1-59070-668-8

B. Teacher/student resources: “Life Management Curriculum Guide”, Home Economics Careers and Technology Unit, California Department of Education, Sacramento, Skills for Living Student Activity Guide, ISBN 978-1-59070-670-1, Skills for Living Teacher’s Resource CD, ISBN 978-1-59070-952-8

Internet web sites

- Subject Matter Resources: Kings County Office of Education  
<http://www.kings.k12.ca.us/kcoe/curric>
- TeachNet (Teacher-designed projects and activities by subject)  
<http://www.teachnet.org/docs.cfm>

## VII. TEACHING ACTIVITIES AND METHODS TO FACILITATE THE INSTRUCTION OF CONSUMER AND FAMILY STUDIES CONTENT STANDARDS FOR ALL LEARNING STYLES

Student activities suggested below are derived from Gardner’s Seven Levels of Intelligence (learning styles).

### LINGUISTIC LEARNER

creative writing  
oral reports  
essays  
dramatic readings/performances  
debates and speeches  
storytelling

### LOGICAL/MATHEMATICAL LEARNER

graphic organizers  
timeline  
prediction exercises

coded messages  
models  
computer project  
science experiments

### SPATIAL LEARNER

drawings and paintings  
comic strips  
maps and flow charts  
dioramas, displays, and murals  
collages  
photography activities

### MUSICAL LEARNER

interpretive dances  
musical plays and compositions  
rap songs, jingles, and melodies  
playing musical instruments

**BODILY-KINESTHETIC LEARNER**

demonstration speeches  
experiments  
impersonations, role playing  
using gestures, facial expressions, and  
pantomime

**INTERPERSONAL LEARNER**


discussions  
cooperative and collaborative projects  
peer coaching  
conducting interviews  
simulation activities

**INTRAPERSONAL LEARNER**

response journals/learning logs  
observations  
photo essays  
autobiographical stories



**Hanford Joint Union High School  
DISTRICT CURRICULUM GUIDE  
Course Cover Page**

<b>I. Course Title:</b>		<b>Applied Animal Science</b>	
	Grade Level:	10-12	
	Prerequisite:	Ag Biology and Algebra I or Teacher Approval	
	Duration:	1 year	
	Credit:	Elective – meets elective related graduation requirements and meets the UC “g” admission requirement	
	Guide- Board Adoption Date:		
	Course Articulation:		
	Text - Board Adoption Date		
	Textbook Name:	The Science of Agriculture A Biological Approach	
	Publisher:	Delmar Thomson Learning	
	Publication year, edition:	2002, 2 <sup>nd</sup> Edition	
	ISBN-Student text	0-7668-1669-9	
	ISBN-Teacher text		

**II. Course Description**

Students learn the principles, concepts and inter-relationships of animal genetics, animal nutrition, feeds and feeding, digestive systems, reproductive, anatomy/ physiology, animal health and diseases, animal pests and environment, ethics, agriculture resources and energy, computers, record keeping, Supervised Agricultural Project projects, and interpersonal leadership development and community involvement.

### III.A Timeline

#### First Semester Units

Unit Name:	Agricultural Inter-Personal & Leadership Development	Length of Unit:	3 weeks
Unit Name:	Economic Impact	Length of Unit:	2 weeks
Unit Name:	Plants, Animals, and their Managements	Length of Unit:	3 weeks
Unit Name:	Animal Anatomy and Physiology	Length of Unit:	5 weeks
Unit Name:	Animal Breeding and Genetics	Length of Unit:	3 weeks
Unit Name:	Animal Phenotypic Selection and Evaluation	Length of Unit:	2 weeks

### III.B Timeline (continued)

#### Second Semester Units

Unit Name:	Animal Health Care	Length of Unit:	4 weeks
Unit Name:	Animal Nutrition and Feeds	Length of Unit:	5 weeks
Unit Name:	Common Integument and its Derivation	Length of Unit:	2 weeks
Unit Name:	The Nervous and Endocrine System	Length of Unit:	2 weeks
Unit Name:	Respiratory System and Respiration	Length of Unit:	2 weeks
Unit Name:	Professional Opportunities in Animal Science	Length of Unit:	3 weeks


### IV. Appendices

#### Supplemental Resource:


#### Optional Appendices:



**Hanford Joint Union High School  
DISTRICT CURRICULUM GUIDE  
Course Unit Plan**

<b>V. Unit Content/Performance Standards</b>		
Course Name:	Applied Animal Science	
Unit Name:	Agricultural Inter-Personal & Leadership Development	
Length of Unit:	3 weeks	

<b>Standards addressed in this unit:</b>	
<u>Subject Specific Standards:</u>	
10.1	Understand the aims, purposes, history, and structure of the FFA student organization, and know the opportunities it makes available.
10.2	Manage and actively engage in a career-related, supervised agricultural experience.
10.3	Understand the importance of maintaining and completing the California Agricultural Record Book.

<u>CAHSEE English Standards:</u>	
2.4	Synthesize content; paraphrase & connect ideas.

<u>CAHSEE Math Standards:</u>	
2.1	Estimating answers and determining reasonableness of answers.

**Learning Objectives/Outcomes:**

The Student will...

1	Record observations accurately and organize data and ideas in ways that enhance their usefulness.
2	Communicate with others (oral and written) in a manner that is consistent with the knowledge of scientific conventions, and facilitates the learning of the listeners or readers.
3	Students will use whole numbers and percentages when calculating costs, depreciation, and receipts.

**Extensions & Enrichments as time allows:**

1	Lead group discussions
2	Work within committees
3	Conduct business meetings,
4	Problem- solving
5	Lead a group
6	Give a 5-minute oral presentation

**Strategies\Accommodations**SDAIE\ELL Students

1	<b>Metacognition &amp; Authentic Assessment:</b> Use a variety of strategies to check for understanding
2	<b>Modeling, Visuals &amp; Graphic Organizers:</b> Model processes and concepts in a variety of ways. Provide both verbal and written input. Display models of end products
3	<b>Explicit Instruction:</b> Elicits students' background knowledge as a conceptual springboard to new learning. Move from whole to part to whole
4	<b>Guided Interaction:</b> Content knowledge: Structure multiple opportunities for peer-to-peer interactions as they learn content & develop their use of academic language in speaking/listening, reading & writing
5	<b>Metacognition &amp; Authentic Assessment:</b> Use a variety of strategies to check for understanding

Primary Learning Styles: Refer to these and use as appropriate for suggested accommodations and strategies for all students including those with disabilities and those above grade level

Gardner's Intelligence

1	<b>Linguistic intelligence</b> involves sensitivity to spoken and written language, the
---	---

	ability to learn languages, and the capacity to use language to accomplish certain goals.
2	<b>Intrapersonal intelligence</b> entails the capacity to understand oneself.
3	<b>Logical-mathematical intelligence</b> consists of the capacity to analyze problems logically, carry out mathematical operations, and investigate issues scientifically.
<a href="#">Bloom's Taxonomy</a>	


<b>Instruction Material:</b>	
<u>Textbook &amp; Publisher items available:</u>	
	Chapter\Sections
<u>Additional Resources and Materials:</u>	
<u>School Site Library:</u>	
	HWHS: List available videos, software, etc. as appropriate
	HHS:
<u>Interactive Websites</u>	
	(links or URLs)

<b>Projects and Activities:</b>	
<u>Required Labs\Activities:</u>	
	Update The California Agriculture Education Record Book
	FFA Story Activity
<u>Recommended Labs\Activities:</u>	
	Opening/Closing speech presentation
	Job Interview skills
<u>Optional Labs\ Activities:</u>	
	Extemporaneous Speaking
	Prepared Public Speaking

<b>Assessments Tools:</b>	
---------------------------	--

<u>Quizzes/Tests:</u>	
	FFA Story Test
Datawise:	
	District Fall 6 Applied Animal Science
Publishers test bank questions	
Other assessments:	
	CATA Curricular Code Score card for FFA Activities

**Hanford Joint Union High School  
DISTRICT CURRICULUM GUIDE  
Course Unit Plan**

<b>V. Unit Content/Performance Standards</b>		
Course Name:	Applied Animal Science	
Unit Name:	Economic Impact	
Length of Unit:	2 weeks	

<b>Standards addressed in this unit:</b>	
<u>Subject Specific Standards:</u>	
D12.0	Students understand how animal products and by-products are processed and marketed:

<u>CAHSEE English Standards:</u>	
2.4	Synthesize content; paraphrase & connect ideas.

<b>CAHSEE Math Standards:</b>	
-------------------------------	--

2.1	Estimating answers and determining reasonableness of answers.

**Learning Objectives/Outcomes:**

The Student will...

- |   |  |
|---|--|
| 1 | Understand the economic impact animal agriculture has on the local economy.    |
| 2 | Understand the economic impact animal agriculture has on the state economy.    |
| 3 | Understand the economic impact animal agriculture has on the national economy. |

**Extensions & Enrichments as time allows:**

- |   |                                  |
|---|----------------------------------|
| 1 | Content and methodology          |
| 2 | Demographics                     |
| 3 | Social economic balance          |
| 4 | Plant and animal balance         |
| 5 | Human health and nutrition       |
| 6 | Scientific classification system |
|   |                                  |
|   |                                  |

**Strategies\Accommodations**SDAIE\ELL Students

- |   |  |
|---|--|
| 1 | <b>Metacognition &amp; Authentic Assessment:</b> Use a variety of strategies to check for understanding  |
| 2 | <b>Modeling, Visuals &amp; Graphic Organizers:</b> Model processes and concepts in a variety of ways. Provide both verbal and written input. Display models of end products  |
| 3 | <b>Explicit Instruction:</b> Elicits students' background knowledge as a conceptual springboard to new learning. Move from whole to part to whole  |
| 4 | <b>Guided Interaction:</b> Content knowledge: Structure multiple opportunities for peer-to-peer interactions as they learn content & develop their use of academic language in speaking/listening, reading & writing |
| 5 | <b>Metacognition &amp; Authentic Assessment:</b> Use a variety of strategies to check for understanding  |
|   |  |

Primary Learning Styles: Refer to these and use as appropriate for suggested accommodations and strategies for all students including those with disabilities and those above grade level

Gardner's Intelligence

- |   |   |
|---|---|
| 1 | <b>Linguistic intelligence</b> involves sensitivity to spoken and written language, the ability to learn languages, and the capacity to use language to accomplish certain goals. |
| 2 | <b>Intrapersonal intelligence</b> entails the capacity to understand oneself.   |
| 3 | <b>Logical-mathematical intelligence</b> consists of the capacity to analyze  |



	problems logically, carry out mathematical operations, and investigate issues scientifically.
--	---

	<a href="#">Bloom's Taxonomy</a>
--	----------------------------------

<b>Instruction Material:</b>
------------------------------

<u>Textbook &amp; Publisher items available:</u>
--

	Chapter\Sections
--	------------------

<u>Additional Resources and Materials:</u>
--

<u>School Site Library:</u>
-----------------------------

	HWHS: List available videos, software, etc. as appropriate
--	--

	HHS:
--	------

<u>Interactive Websites</u>
-----------------------------

	(links or URLs)
--	-----------------

<b>Projects and Activities:</b>
---------------------------------

<u>Required Labs\Activities:</u>
----------------------------------

<u>Recommended Labs\Activities:</u>
-------------------------------------

	Research project poster
--	-------------------------

<u>Optional Labs\ Activities:</u>
-----------------------------------


	e moments
--	-----------

	Flip books
--	------------

<b>Assessments Tools:</b>
---------------------------

<u>Quizzes/Tests:</u>	
	Unit exam
Datawise:	
	District Fall 6 Applied Animal Science
Publishers test bank questions	
Other assessments:	
	Class project poster

**Hanford Joint Union High School  
DISTRICT CURRICULUM GUIDE  
Course Unit Plan**

<b>V. Unit Content/Performance Standards</b>		
Course Name:	Applied Animal Science	
Unit Name:	Plants, Animals, and their Managements	
Length of Unit:	3 weeks	

<b>Standards addressed in this unit:</b>	
<u>Subject Specific Standards:</u>	
D7.0	Students understand common rangeland management practices and their impact on a balanced ecosystem:
C2.0	Students understand the interrelationship between agriculture and the environment
2.1	Specific applications of Investigation and Experimentation standards (grades nine through twelve):

<u>CAHSEE English Standards:</u>	
2.4	Synthesize content; paraphrase & connect ideas.

CAHSEE Math Standards:

2.1	Estimating answers and determining reasonableness of answers.

**Learning Objectives/Outcomes:**

The Student will...

1	Assemble and use laboratory apparatus, tools and materials in a skillful manner, giving attention to accident prevention and safety.
2	Gather the qualitative and quantitative information needed for developing and testing inferences and hypotheses by making purposeful, objective observations of things and events.
3	Use the metric system effectively in measuring and quantifying substances.
4	Calculate, from information provided, the carrying capacity of an acreage of rangeland for a species of livestock.

**Extensions & Enrichments as time allows:**

1	History and principles
2	New scientific principals
3	Habitat
4	Behavioral modification and manipulation

**Strategies\Accommodations**SDAIE\ELL Students

1	<b>Metacognition &amp; Authentic Assessment:</b> Use a variety of strategies to check for understanding
2	<b>Modeling, Visuals &amp; Graphic Organizers:</b> Model processes and concepts in a variety of ways. Provide both verbal and written input. Display models of end products
3	<b>Explicit Instruction:</b> Elicits students' background knowledge as a conceptual springboard to new learning. Move from whole to part to whole
4	<b>Guided Interaction:</b> Content knowledge: Structure multiple opportunities for peer-to-peer interactions as they learn content & develop their use of academic language in speaking/listening, reading & writing
5	<b>Metacognition &amp; Authentic Assessment:</b> Use a variety of strategies to check for understanding

Primary Learning Styles: Refer to these and use as appropriate for suggested accommodations and strategies for all students including those with disabilities and those above grade level

### Gardner's Intelligence

- |   |   |
|---|---|
| 1 | <b>Linguistic intelligence</b> involves sensitivity to spoken and written language, the ability to learn languages, and the capacity to use language to accomplish certain goals. |
| 2 | <b>Intrapersonal intelligence</b> entails the capacity to understand oneself.   |
| 3 | <b>Logical-mathematical intelligence</b> consists of the capacity to analyze problems logically, carry out mathematical operations, and investigate issues scientifically.        |

### Bloom's Taxonomy


### **Instruction Material:**

Textbook & Publisher items available:

Chapter\Sections

Additional Resources and Materials:

School Site Library:

HWHS: List available videos, software, etc. as appropriate

HHS:

Interactive Websites

(links or URLs)

### **Projects and Activities:**

Required Labs\Activities:

Using the microscope


Introduction to lab techniques

Recommended Labs\Activities:

e moments

Optional Labs\ Activities:


**Hanford Joint Union High School  
DISTRICT CURRICULUM GUIDE  
Course Unit Plan**

<b>V. Unit Content/Performance Standards</b>		
Course Name:	Applied Animal Science	
Unit Name:	Animal Anatomy and Physiology	
Length of Unit:	5 weeks	

<b>Standards addressed in this unit:</b>	
<u>Subject Specific Standards:</u>	
D3.1	Understand the major physiological systems and the function of the organs within each system.

<b>Assessments Tools:</b>	
<u>Quizzes/Tests:</u>	
	Unit exam
<u>Datawise:</u>	
	District Fall 12 Applied Animal Science
Publishers test bank questions	
<u>Other assessments:</u>	

<u>CAHSEE English Standards:</u>	
2.4	Synthesize content; paraphrase & connect ideas.

--	--

<u>CAHSEE Math Standards:</u>	
2.1	Estimating answers and determining reasonableness of answers.

**Learning Objectives/Outcomes:**

The Student will...

1	Understand the make up of the body and its functions.
2	Compare and contrast the estrous cycles of the mare, cow, sow, ewe, and doe rabbit and include the seasons of the year in which they cycle.
3	Demonstrate an understanding of the structure and function of the digestive system by tracing the pathways of food through the four types of livestock digestive systems, with emphasis on function of organs in the digestive process.

**Extensions & Enrichments as time allows:**

1	Analysis of body systems
2	Physiological function of hormones and auxins
3	Reproductive physiology
4	Process of digestion

**Strategies\Accommodations**SDAIE\ELL Students

1	<b>Metacognition &amp; Authentic Assessment:</b> Use a variety of strategies to check for understanding
2	<b>Modeling, Visuals &amp; Graphic Organizers:</b> Model processes and concepts in a variety of ways. Provide both verbal and written input. Display models of end products
3	<b>Explicit Instruction:</b> Elicits students' background knowledge as a conceptual springboard to new learning. Move from whole to part to whole
4	<b>Guided Interaction:</b> Content knowledge: Structure multiple opportunities for peer-to-peer interactions as they learn content & develop their use of academic language in speaking/listening, reading & writing
5	<b>Metacognition &amp; Authentic Assessment:</b> Use a variety of strategies to check for understanding

Primary Learning Styles: Refer to these and use as appropriate for suggested accommodations and strategies for all students including those with disabilities and those above grade level

[Gardner's Intelligence](#)




1	<b>Linguistic intelligence</b> involves sensitivity to spoken and written language, the ability to learn languages, and the capacity to use language to accomplish certain goals.
2	<b>Intrapersonal intelligence</b> entails the capacity to understand oneself.
3	<b>Logical-mathematical intelligence</b> consists of the capacity to analyze problems logically, carry out mathematical operations, and investigate issues scientifically.
<a href="#">Bloom's Taxonomy</a>	

<b>Instruction Material:</b>	
<u>Textbook &amp; Publisher items available:</u>	
	Chapter\Sections
<u>Additional Resources and Materials:</u>	
<u>School Site Library:</u>	
	HWHS:
	HHS:
<u>Interactive Websites</u>	
	(links or URLs)

<b>Projects and Activities:</b>	
<u>Required Labs\Activities:</u>	
	Dissect muscle, bone, and connective tissue
	Dissection of an animal heart
<u>Recommended Labs\Activities:</u>	
	Observation & diagram of muscle tissue and bone cells
	Dissection of reproductive Tract
<u>Optional Labs\ Activities:</u>	
	Owl pellet dissection
	Separate chemical compounds of blood samples, PCV – Total Protein – ph, etc

	Compare and contrast skeletons of mammals, avian, fish

**Hanford Joint Union High School  
DISTRICT CURRICULUM GUIDE  
Course Unit Plan**

<b>V. Unit Content/Performance Standards</b>		
Course Name:	Applied Animal Science	
Unit Name:	Animal Breeding and Genetics	
Length of Unit:	3 weeks	

**Standards addressed in this unit:**

<b>Assessments Tools:</b>	
<u>Quizzes/Tests:</u>	
	Unit exam
<u>Datawise:</u>	
	District Fall 12 Applied Animal Science
Publishers test bank questions	
<u>Other assessments:</u>	

<u>Subject Specific Standards:</u>	
D5.2	Understand how to use animal performance data in the selection and management of production animals.
D5.3	Research and discuss current technology used to measure desirable traits.
D5.4	Understand how to predict phenotypic and genotypic results of a dominant

	and recessive gene pair.
--	--------------------------

<u>CAHSEE English Standards:</u>	
2.4	Synthesize content; paraphrase & connect ideas.

<u>CAHSEE Math Standards:</u>	
2.1	Estimating answers and determining reasonableness of answers.

**Learning Objectives/Outcomes:**

The Student will...

- |   |   |
|---|---|
| 1 | Understand how to apply the knowledge of heredity and genetics to mammalian production.   |
| 2 | Briefly define the chromosome theory of inheritance.  |
| 3 | Describe a surgical and a nonsurgical method of embryo transfer and explain the impact that embryo transfer has made on the animal genetics industry. |

**Extensions & Enrichments as time allows:**

- |   |                                   |
|---|-----------------------------------|
| 1 | Process of mitosis and meiosis    |
| 2 | Cell theory of inheritance        |
| 3 | Heritability percentage of traits |
| 4 | Artificial insemination           |
| 5 | Embryo transplants                |
|   |                                   |
|   |                                   |
|   |                                   |

**Strategies\Accommodations**SDAIE\ELL Students

- |   |  |
|---|--|
| 1 | <b>Metacognition &amp; Authentic Assessment:</b> Use a variety of strategies to check for understanding  |
| 2 | <b>Modeling, Visuals &amp; Graphic Organizers:</b> Model processes and concepts in a variety of ways. Provide both verbal and written input. Display models of end products  |
| 3 | <b>Explicit Instruction:</b> Elicits students' background knowledge as a conceptual springboard to new learning. Move from whole to part to whole  |
| 4 | <b>Guided Interaction:</b> Content knowledge: Structure multiple opportunities for peer-to-peer interactions as they learn content & develop their use of academic language in speaking/listening, reading & writing |
| 5 | <b>Metacognition &amp; Authentic Assessment:</b> Use a variety of strategies to check for understanding  |

Primary Learning Styles: Refer to these and use as appropriate for suggested accommodations and strategies for all students including those with disabilities and those above grade level

Gardner's Intelligence

- |   |   |
|---|---|
| 1 | <b>Linguistic intelligence</b> involves sensitivity to spoken and written language, the ability to learn languages, and the capacity to use language to accomplish certain goals. |
|---|---|

2	<b>Intrapersonal intelligence</b> entails the capacity to understand oneself.
3	<b>Logical-mathematical intelligence</b> consists of the capacity to analyze problems logically, carry out mathematical operations, and investigate issues scientifically.
<a href="#">Bloom's Taxonomy</a>	


<b>Instruction Material:</b>	
<u>Textbook &amp; Publisher items available:</u>	
	Chapter\Sections
<u>Additional Resources and Materials:</u>	
<u>School Site Library:</u>	
	HWHS: List available videos, software, etc. as appropriate
	HHS:
<u>Interactive Websites</u>	
	(links or URLs)

<b>Projects and Activities:</b>	
<u>Required Labs\Activities:</u>	
	DNA Extraction
	Manipulation of DNA
<u>Recommended Labs\Activities:</u>	
	Genetic traits & gene regulation
	Evaluate EPD's of Dairy Cattle
<u>Optional Labs\ Activities:</u>	
	AI a swine or bovine

<b>Assessments Tools:</b>	
---------------------------	--

<u>Quizzes/Tests:</u>	
	Unit exam
Datawise:	
	District Fall Final Applied Animal Science
Publishers test bank questions	
Other assessments:	

**Hanford Joint Union High School  
DISTRICT CURRICULUM GUIDE  
Course Unit Plan**

<b>V. Unit Content/Performance Standards</b>		
Course Name:	Applied Animal Science	
Unit Name:	Animal Phenotypic Selection and Evaluation	
Length of Unit:	2 weeks	

<b>Standards addressed in this unit:</b>	
<u>Subject Specific Standards:</u>	
D5.1	Evaluate a group of animals for desired qualities and discern among them for breeding selection.

<u>CAHSEE English Standards:</u>	
2.4	Synthesize content; paraphrase & connect ideas.
1.5	Synthesize information from multiple sources

<b>CAHSEE Math Standards:</b>	
-------------------------------	--

2.1	Estimating answers and determining reasonableness of answers.

**Learning Objectives/Outcomes:**

The Student will...

1	Understand evolution and natural selection and how it relates to production agriculture.
2	Define heritability and explain why selection is important in the livestock industry.

**Extensions & Enrichments as time allows:**

1	External anatomy
2	Skeletal identification and position
3	Muscle volume
4	Fat deposition
5	Productivity and performance

**Strategies\Accommodations**SDAIE\ELL Students

1	<b>Pairs Check</b> - Cooperative pairs work on drill and practice activities.
2	<b>Modeling, Visuals &amp; Graphic Organizers:</b> Model processes and concepts in a variety of ways. Provide both verbal and written input. Display models of end products
3	<b>Explicit Instruction:</b> Elicits students' background knowledge as a conceptual springboard to new learning. Move from whole to part to whole
4	<b>Guided Interaction:</b> Content knowledge: Structure multiple opportunities for peer-to-peer interactions as they learn content & develop their use of academic language in speaking/listening, reading & writing
5	<b>Co-op Co-op</b> - Students work in teams to complete a project

Primary Learning Styles: Refer to these and use as appropriate for suggested accommodations and strategies for all students including those with disabilities and those above grade level

Gardner's Intelligence

1	<b>Bodily-kinesthetic intelligence</b> entails the potential of using one's whole body or parts of the body to solve problems. It is the ability to use mental abilities to coordinate bodily movements.
2	<b>Intrapersonal intelligence</b> entails the capacity to understand oneself.
3	<b>Logical-mathematical intelligence</b> consists of the capacity to analyze



	problems logically, carry out mathematical operations, and investigate issues scientifically.
	<a href="#">Bloom's Taxonomy</a>


<b>Instruction Material:</b>	
<u>Textbook &amp; Publisher items available:</u>	
	Chapter\Sections
<u>Additional Resources and Materials:</u>	
	Judging Videos
<u>School Site Library:</u>	
	HWHS:
	HHS:
<u>Interactive Websites</u>	
	(links or URLs)

<b>Projects and Activities:</b>	
<u>Required Labs\Activities:</u>	
	Evaluate all major species of market animals found in Kings County
<u>Recommended Labs\Activities:</u>	
	Students will enter the Hoards dairy-cattle judging contest
<u>Optional Labs\ Activities:</u>	
	Students will visit local dairies and evaluate cattle
	Students will visit local meat processing facilities and evaluate wholesale carcasses

<b>Assessments Tools:</b>	
---------------------------	--

<u>Quizzes/Tests:</u>	
	Unit exam
Datawise:	
	District Fall Final Applied Animal Science
Publishers test bank questions	
Other assessments:	

**Hanford Joint Union High School  
DISTRICT CURRICULUM GUIDE  
Course Unit Plan**

<b>V. Unit Content/Performance Standards</b>		
Course Name:	Applied Animal Science	
Unit Name:	Animal Health Care	
Length of Unit:	4 weeks	

<b>Standards addressed in this unit:</b>	
<u>Subject Specific Standards:</u>	
D6.1	Understand the signs of normal health in contrast to illness and disease.
D6.3	Understand the common pathogens, vectors, and hosts that cause disease in animals.
D6.5	Apply quality assurance practices to the proper administration of medicines and animal handling.

<u>CAHSEE English Standards:</u>	
2.4	Synthesize content; paraphrase & connect ideas.
1.5	Synthesize information from multiple sources

<b>CAHSEE Math Standards:</b>	
-------------------------------	--

2.1	Estimating answers and determining reasonableness of answers.

**Learning Objectives/Outcomes:**

The Student will...

- |   |   |
|---|---|
| 1 | Demonstrate proper methods of subcutaneous and intramuscular injections on livestock.                               |
| 2 | Identify four noninfectious causes of disease and methods of prevention for each.                                   |
| 3 | Describe the differences between vaccines, anti-serum, and bacterins and explain how each is used to fight disease. |

**Extensions & Enrichments as time allows:**

- |   |  |
|---|--|
| 1 | Diseases and parasites                                   |
| 2 | Predisposing factors and conditions                      |
| 3 | Biological preparation, antibiotics                      |
| 4 | Sanitation requirements and procedures                   |
| 5 | Laws involving human consumption, food product retention |
|   |  |
|   |  |
|   |  |

**Strategies\Accommodations**SDAIE\ELL Students

- |   |  |
|---|--|
| 1 | <b>Pairs Check</b> - Cooperative pairs work on drill and practice activities.  |
| 2 | <b>Modeling, Visuals &amp; Graphic Organizers:</b> Model processes and concepts in a variety of ways. Provide both verbal and written input. Display models of end products  |
| 3 | <b>Explicit Instruction:</b> Elicits students' background knowledge as a conceptual springboard to new learning. Move from whole to part to whole  |
| 4 | <b>Guided Interaction:</b> Content knowledge: Structure multiple opportunities for peer-to-peer interactions as they learn content & develop their use of academic language in speaking/listening, reading & writing |
| 5 | <b>Co-op Co-op</b> - Students work in teams to complete a project  |

Primary Learning Styles: Refer to these and use as appropriate for suggested accommodations and strategies for all students including those with disabilities and those above grade level

Gardner's Intelligence


- |   |  |
|---|--|
| 1 | <b>Bodily-kinesthetic intelligence</b> entails the potential of using one's whole body or parts of the body to solve problems. It is the ability to use mental abilities to coordinate bodily movements. |
| 2 | <b>Intrapersonal intelligence</b> entails the capacity to understand oneself.  |

3	<b>Logical-mathematical intelligence</b> consists of the capacity to analyze problems logically, carry out mathematical operations, and investigate issues scientifically.
	<a href="#">Bloom's Taxonomy</a>

<b>Instruction Material:</b>	
<u>Textbook &amp; Publisher items available:</u>	
	Chapter\Sections
<u>Additional Resources and Materials:</u>	
<u>School Site Library:</u>	
	HWHS:
	HHS:
<u>Interactive Websites</u>	
	(links or URLs)

<b>Projects and Activities:</b>	
<u>Required Labs\Activities:</u>	
	Evaluate sample of different species for normal and abnormal values
	Compare human norms with animals
<u>Recommended Labs\Activities:</u>	
	Pulse & breathing rate
	Fecal analysis for parasites & bacteria
<u>Optional Labs\ Activities:</u>	
	Students will work together to formulate a sound program to treat sick animals.
	Students will do an oral report on a current disease that affects production animals.

**Hanford Joint Union High School  
DISTRICT CURRICULUM GUIDE  
Course Unit Plan**

<b>V. Unit Content/Performance Standards</b>		
Course Name:	Applied Animal Science	
Unit Name:	Animal Nutrition and Feeds	
Length of Unit:	5 weeks	

<b>Standards addressed in this unit:</b>	
<u>Subject Specific Standards:</u>	
D2.2	Understand the principles for providing proper balanced rations for a variety of production stages in ruminants and monogastrics.
D2.3	Understand the digestive processes of the ruminant, monogastric, avian, and equine digestive systems.
D2.4	Understand how animal nutrition is affected by the digestive, endocrine, and circulatory systems.

<b>Assessments Tools:</b>	
<u>Quizzes/Tests:</u>	
	Unit exam
<u>Datawise:</u>	
	District Spring 6 Applied Animal Science
Publishers test bank questions	
<u>Other assessments:</u>	

<u>CAHSEE English Standards:</u>	
2.4	Synthesize content; paraphrase & connect ideas.

1.5	Synthesize information from multiple sources
-----	--

<u>CAHSEE Math Standards:</u>	
2.1	Estimating answers and determining reasonableness of answers.

**Learning Objectives/Outcomes:**

The Student will...

1	Identify three common roughages and four concentrates available in Kings County and discuss which feeds have the highest content (percentage) of nitrogen, energy, protein, calcium, and phosphorus
2	Develop a low cost (specifying actual cost) feed ration for one species of livestock for maintenance, growth and lactation using concentrates and roughages available locally.
3	List vitamins and amino acids not synthesized by livestock species and identify feeds high in these specific nutrients.

**Extensions & Enrichments as time allows:**

1	Classes of nutrients and requirements
2	Animal nutrient requirements
3	Analysis of macro and micro animals
4	Vitamin roles
5	Nutrient deficiencies
6	Balancing rations and feed practices
7	Photosynthesis

**Strategies\Accommodations**SDAIE\ELL Students

1	<b>Pairs Check</b> - Cooperative pairs work on drill and practice activities.
2	<b>Modeling, Visuals &amp; Graphic Organizers:</b> Model processes and concepts in a variety of ways. Provide both verbal and written input. Display models of end products
3	<b>Explicit Instruction:</b> Elicits students' background knowledge as a conceptual springboard to new learning. Move from whole to part to whole
4	<b>Guided Interaction:</b> Content knowledge: Structure multiple opportunities for peer-to-peer interactions as they learn content & develop their use of academic language in speaking/listening, reading & writing
5	<b>Co-op Co-op</b> - Students work in teams to complete a project

Primary Learning Styles: Refer to these and use as appropriate for suggested accommodations and strategies for all students including those with disabilities and those above grade level

Gardner's Intelligence

1	<b>Bodily-kinesthetic intelligence</b> entails the potential of using one's whole body or parts of the body to solve problems. It is the ability to use mental abilities to
---	---




	coordinate bodily movements.
2	<b>Linguistic intelligence</b> involves sensitivity to spoken and written language, the ability to learn languages, and the capacity to use language to accomplish certain goals.
3	<b>Logical-mathematical intelligence</b> consists of the capacity to analyze problems logically, carry out mathematical operations, and investigate issues scientifically.
<a href="#">Bloom's Taxonomy</a>	

<b>Instruction Material:</b>	
Textbook & Publisher items available:	
	Chapter\Sections
Additional Resources and Materials:	
School Site Library:	
	HWHS:
	HHS:
Interactive Websites	
	(links or URLs)

<b>Projects and Activities:</b>	
Required Labs\Activities:	
	Chemical mechanism of digestion
	Chemistry analysis that identifies blood glucose levels
Recommended Labs\Activities:	
	Calculate feed formulas for Ruminant and Non Ruminant Livestock
	Research feed labels to identify foodstuffs and additives
Optional Labs\ Activities:	
	Research information on common feeds used in California production farming operations.
	Flipbooks for vocabulary
	Concept mapping

**Hanford Joint Union High School  
DISTRICT CURRICULUM GUIDE  
Course Unit Plan**

<b>V. Unit Content/Performance Standards</b>		
Course Name:	Applied Animal Science	
Unit Name:	Common Integument and its Derivation	
Length of Unit:	2 weeks	

<b>Standards addressed in this unit:</b>	
<u>Subject Specific Standards:</u>	
D3.1	Understand the major physiological systems and the function of the organs within each system.

<b>Assessments Tools:</b>	
<u>Quizzes/Tests:</u>	
	Unit exam
<u>Datawise:</u>	
	District Spring 12 Applied Animal Science
Publishers test bank questions	
<u>Other assessments:</u>	

<u>CAHSEE English Standards:</u>
----------------------------------

2.4	Synthesize content; paraphrase & connect ideas.
1.5	Synthesize information from multiple sources

CAHSEE Math Standards:	
2.1	Estimating answers and determining reasonableness of answers.

**Learning Objectives/Outcomes:**

The Student will...

- |   |   |
|---|---|
| 1 | Understand the importance of skin and its role in the body.             |
| 2 | Label the parts of an udder and understand the physiology of lactation. |
|   |   |

**Extensions & Enrichments as time allows:**

- |   |   |
|---|---|
| 1 | Epithelium, mesothelium and endothelium |
| 2 | Skin and it's function                  |
| 3 | Mammary glands                          |
| 4 | Physiology of lactation                 |
|   |   |
|   |   |
|   |   |
|   |   |

**Strategies\Accommodations**SDAIE\ELL Students

- |   |  |
|---|--|
| 1 | <b>Pairs Check</b> - Cooperative pairs work on drill and practice activities.  |
| 2 | <b>Modeling, Visuals &amp; Graphic Organizers:</b> Model processes and concepts in a variety of ways. Provide both verbal and written input. Display models of end products  |
| 3 | <b>Explicit Instruction:</b> Elicits students' background knowledge as a conceptual springboard to new learning. Move from whole to part to whole  |
| 4 | <b>Guided Interaction:</b> Content knowledge: Structure multiple opportunities for peer-to-peer interactions as they learn content & develop their use of academic language in speaking/listening, reading & writing |
| 5 | <b>Co-op Co-op</b> - Students work in teams to complete a project  |
|   |  |

Primary Learning Styles: Refer to these and use as appropriate for suggested accommodations and strategies for all students including those with disabilities and those above grade level

Gardner's Intelligence


- |   |  |
|---|--|
| 1 | <b>Bodily-kinesthetic intelligence</b> entails the potential of using one's whole body or parts of the body to solve problems. It is the ability to use mental abilities to coordinate bodily movements. |
|---|--|

2	<b>Linguistic intelligence</b> involves sensitivity to spoken and written language, the ability to learn languages, and the capacity to use language to accomplish certain goals.
3	<b>Logical-mathematical intelligence</b> consists of the capacity to analyze problems logically, carry out mathematical operations, and investigate issues scientifically.
<a href="#">Bloom's Taxonomy</a>	

<b>Instruction Material:</b>	
<u>Textbook &amp; Publisher items available:</u>	
	Chapter\Sections
<u>Additional Resources and Materials:</u>	
<u>School Site Library:</u>	
	HWHS:
	HHS:
<u>Interactive Websites</u>	
	<a href="http://www.Visablebody.com">www.Visablebody.com</a>

<b>Projects and Activities:</b>	
<u>Required Labs\Activities:</u>	
	Osmoses & diffusion investigation
	Animal eye dissection
<u>Recommended Labs\Activities:</u>	
	Examination and diagram cells microscopically
	California mastitis test to evaluate milk quality
<u>Optional Labs\ Activities:</u>	
	e-moments

**Hanford Joint Union High School  
DISTRICT CURRICULUM GUIDE  
Course Unit Plan**

<b>V. Unit Content/Performance Standards</b>		
Course Name:	Applied Animal Science	
Unit Name:	The Nervous and Endocrine System	
Length of Unit:	2 weeks	

<b>Standards addressed in this unit:</b>	
<u>Subject Specific Standards:</u>	
D3.1	Understand the major physiological systems and the function of the organs within each system.

<b>Assessments Tools:</b>	
<u>Quizzes/Tests:</u>	
	Unit exam
<u>Datawise:</u>	
	District Spring 12 Applied Animal Science
Publishers test bank questions	
<u>Other assessments:</u>	

<u>CAHSEE English Standards:</u>	
2.4	Synthesize content; paraphrase & connect ideas.
1.5	Synthesize information from multiple sources

CAHSEE Math Standards:

2.1	Estimating answers and determining reasonableness of answers.

**Learning Objectives/Outcomes:**

The Student will...

- |   |   |
|---|---|
| 1 | Understand the importance and function of the brain and spinal cord on the body.  |
| 2 | Understand how signals are transmitted through out the body.  |
| 3 | Describe the function of the endocrine system, the location of the glands, and list the hormones that affect growth and reproduction. |

**Extensions & Enrichments as time allows:**

- |   |                               |
|---|-------------------------------|
| 1 | The brain and its function    |
| 2 | The spinal cord               |
| 3 | The peripheral nervous system |
| 4 | The autonomic system          |
| 5 | The Endocrine system          |
|   |                               |
|   |                               |
|   |                               |

**Strategies\Accommodations**SDAIE\ELL Students

- |   |  |
|---|--|
| 1 | <b>Pairs Check</b> - Cooperative pairs work on drill and practice activities.  |
| 2 | <b>Modeling, Visuals &amp; Graphic Organizers:</b> Model processes and concepts in a variety of ways. Provide both verbal and written input. Display models of end products  |
| 3 | <b>Explicit Instruction:</b> Elicits students' background knowledge as a conceptual springboard to new learning. Move from whole to part to whole  |
| 4 | <b>Guided Interaction:</b> Content knowledge: Structure multiple opportunities for peer-to-peer interactions as they learn content & develop their use of academic language in speaking/listening, reading & writing |
| 5 | <b>Co-op Co-op</b> - Students work in teams to complete a project  |
|   |  |

Primary Learning Styles: Refer to these and use as appropriate for suggested accommodations and strategies for all students including those with disabilities and those above grade level

Gardner's Intelligence

- |   |  |
|---|--|
| 1 | <b>Bodily-kinesthetic intelligence</b> entails the potential of using one's whole body or parts of the body to solve problems. It is the ability to use mental abilities to coordinate bodily movements. |
| 2 | <b>Linguistic intelligence</b> involves sensitivity to spoken and written language, the ability to learn languages, and the capacity to use language to accomplish certain goals.                        |



3	<b>Logical-mathematical intelligence</b> consists of the capacity to analyze problems logically, carry out mathematical operations, and investigate issues scientifically.
	<a href="#">Bloom's Taxonomy</a>


<b>Instruction Material:</b>	
<u>Textbook &amp; Publisher items available:</u>	
	Chapter\Sections
<u>Additional Resources and Materials:</u>	
<u>School Site Library:</u>	
	HWHS:
	HHS:
<u>Interactive Websites</u>	

<b>Projects and Activities:</b>	
<u>Required Labs\Activities:</u>	
	Dilution and toxicity
	Effects of steroids on growth
<u>Recommended Labs\Activities:</u>	
	Chemistry analysis that identifies blood glucose levels
<u>Optional Labs\ Activities:</u>	
	e-moments

<b>Assessments Tools:</b>
---------------------------

<u>Quizzes/Tests:</u>	
	Unit exam
Datawise:	
	District Spring Final Applied Animal Science
Publishers test bank questions	
Other assessments:	

**Hanford Joint Union High School  
DISTRICT CURRICULUM GUIDE  
Course Unit Plan**

<b>V. Unit Content/Performance Standards</b>		
Course Name:	Applied Animal Science	
Unit Name:	Respiratory System and Respiration	
Length of Unit:	2 weeks	

<b>Standards addressed in this unit:</b>	
<u>Subject Specific Standards:</u>	
D3.1	Understand the major physiological systems and the function of the organs within each system.

<u>CAHSEE English Standards:</u>	
2.4	Synthesize content; paraphrase & connect ideas.
1.5	Synthesize information from multiple sources

<b>CAHSEE Math Standards:</b>	
-------------------------------	--

2.1	Estimating answers and determining reasonableness of answers.

**Learning Objectives/Outcomes:**

The Student will...

- |   |   |
|---|---|
| 1 | Briefly explain the process of respiration, utilizing a diagram of the lungs. |
| 2 | Compare and contrast plant and animal respiration.                            |
|   |   |

**Extensions & Enrichments as time allows:**

- |   |   |
|---|---|
| 1 | Structure of mammalian respiratory system |
| 2 | Physiology of respiration                 |
| 3 | Mechanics of breathing                    |
| 4 | Plant respiration                         |
|   |   |
|   |   |
|   |   |
|   |   |

**Strategies\Accommodations**SDAIE\ELL Students

- |   |  |
|---|--|
| 1 | <b>Pairs Check</b> - Cooperative pairs work on drill and practice activities.  |
| 2 | <b>Modeling, Visuals &amp; Graphic Organizers:</b> Model processes and concepts in a variety of ways. Provide both verbal and written input. Display models of end products  |
| 3 | <b>Explicit Instruction:</b> Elicits students' background knowledge as a conceptual springboard to new learning. Move from whole to part to whole  |
| 4 | <b>Guided Interaction:</b> Content knowledge: Structure multiple opportunities for peer-to-peer interactions as they learn content & develop their use of academic language in speaking/listening, reading & writing |
| 5 | <b>Co-op Co-op</b> - Students work in teams to complete a project  |
|   |  |

Primary Learning Styles: Refer to these and use as appropriate for suggested accommodations and strategies for all students including those with disabilities and those above grade level

Gardner's Intelligence

- |   |  |
|---|--|
| 1 | <b>Bodily-kinesthetic intelligence</b> entails the potential of using one's whole body or parts of the body to solve problems. It is the ability to use mental abilities to coordinate bodily movements. |
| 2 | <b>Linguistic intelligence</b> involves sensitivity to spoken and written language, the ability to learn languages, and the capacity to use language to accomplish certain goals.                        |

3	<b>Logical-mathematical intelligence</b> consists of the capacity to analyze problems logically, carry out mathematical operations, and investigate issues scientifically.
	<a href="#">Bloom's Taxonomy</a>


<b>Instruction Material:</b>	
<u>Textbook &amp; Publisher items available:</u>	
	Chapter\Sections
<u>Additional Resources and Materials:</u>	
<u>School Site Library:</u>	
	HWHS:
	HHS:
<u>Interactive Websites</u>	

<b>Projects and Activities:</b>	
<u>Required Labs\Activities:</u>	
	Dissect a bovine respiratory system
	Pulse & breathing rate
<u>Recommended Labs\Activities:</u>	
	Concept mapping
	Aquatic respiration
<u>Optional Labs\ Activities:</u>	
	e-moments

<b>Assessments Tools:</b>
---------------------------

<u>Quizzes/Tests:</u>	
	Unit exam
Datawise:	
	District Spring Final Applied Animal Science
Publishers test bank questions	
Other assessments:	

**Hanford Joint Union High School  
DISTRICT CURRICULUM GUIDE  
Course Unit Plan**

<b>V. Unit Content/Performance Standards</b>		
Course Name:	Applied Animal Science	
Unit Name:	Professional Opportunities in Animal Science	
Length of Unit:	3 weeks	

<b>Standards addressed in this unit:</b>	
<u>Subject Specific Standards:</u>	
D10.1	Know how to synthesize and implement optimum requirements for diet, genetics, habitat, and behavior in the production of large and small animals.
D12.5	Understand how meat products and nonmeat products are marketed.
2.4	Deliver multimedia presentations

<u>CAHSEE English Standards:</u>	
2.4	Synthesize content; paraphrase & connect ideas.
1.5	Synthesize information from multiple sources

<b>CAHSEE Math Standards:</b>	
-------------------------------	--

2.1	Estimating answers and determining reasonableness of answers.

**Learning Objectives/Outcomes:**

The Student will...

- |   |   |
|---|---|
| 1 | Communicate with others (oral and written) in a manner that is consistent with the knowledge of scientific conventions, and facilitates the learning of the listeners or readers. |
| 2 | List and discuss the different markets available for the sale of livestock.   |
| 3 | Demonstrate proper feeding, handling, and management practices for each species studied.  |

**Extensions & Enrichments as time allows:**

- |   |  |
|---|--|
| 1 | Current animal research and investigation    |
| 2 | Data presentation                            |
| 3 | Summarization and conclusion                 |
| 4 | Professional Opportunities in Animal Science |
| 5 | Animal research fields                       |
| 6 | Other related animal science fields          |
|   |  |
|   |  |

**Strategies\Accommodations**SDAIE\ELL Students

- |   |  |
|---|--|
| 1 | <b>Pairs Check</b> - Cooperative pairs work on drill and practice activities.  |
| 2 | <b>Modeling, Visuals &amp; Graphic Organizers:</b> Model processes and concepts in a variety of ways. Provide both verbal and written input. Display models of end products  |
| 3 | <b>Explicit Instruction:</b> Elicits students' background knowledge as a conceptual springboard to new learning. Move from whole to part to whole  |
| 4 | <b>Guided Interaction:</b> Content knowledge: Structure multiple opportunities for peer-to-peer interactions as they learn content & develop their use of academic language in speaking/listening, reading & writing |
| 5 | <b>Co-op Co-op</b> - Students work in teams to complete a project  |
|   |  |

Primary Learning Styles: Refer to these and use as appropriate for suggested accommodations and strategies for all students including those with disabilities and those above grade level

Gardner's Intelligence

- |   |  |
|---|--|
| 1 | <b>Interpersonal intelligence</b> is concerned with the capacity to understand the intentions, motivations and desires of other people.                                    |
| 2 | <b>Linguistic intelligence</b> involves sensitivity to spoken and written language, the ability to learn languages, and the capacity to use language to accomplish certain |



	goals.
3	<b>Logical-mathematical intelligence</b> consists of the capacity to analyze problems logically, carry out mathematical operations, and investigate issues scientifically.
	<a href="#">Bloom's Taxonomy</a>

<b>Instruction Material:</b>	
<u>Textbook &amp; Publisher items available:</u>	
	Chapter\Sections
<u>Additional Resources and Materials:</u>	
<u>School Site Library:</u>	
	HWHS:
	HHS:
<u>Interactive Websites</u>	

<b>Projects and Activities:</b>	
<u>Required Labs\Activities:</u>	
	Research term Paper/Presentation
<u>Recommended Labs\Activities:</u>	
	Guest speakers from local industry
	Futures market tracking of leading animal based commodities
<u>Optional Labs\ Activities:</u>	
	e-moments

<b>Assessments Tools:</b>
---------------------------

Quizzes\Tests:

Unit exam

Datawise:

District Spring Final Applied Animal Science

Publishers test bank questions

Other assessments:

**HANFORD JOINT UNION HIGH SCHOOL DISTRICT  
Textbook Selection Criteria**

**Discipline:** CTE **Date Submitted:** 11/4/2010

**HHS Principal:** Cheryl Hunt **Signature:** \_\_\_\_\_

**HWHS Principal:** Bobby Peters **Signature:** \_\_\_\_\_

**SPHS Principal:** Roger Hartman **Signature:** \_\_\_\_\_

**Other:** \_\_\_\_\_ **Signature:** \_\_\_\_\_

**Title:** The Developing Child **Grade Level(s):** 9-12

**Author:** Holly Brisbane **Publisher:** Glencoe/McGraw Hill

**ISBN Number:** 9780078883606

**Reading Level:** \_\_\_\_\_ **Edition/Copyright Date:** 2010 **Price:** 46.38

**Course(s) title(s) in which used:** Child Psychology

**Used as:**     **Basic**     **Supplementary**

**Binding:**     **Hardbound**     **Stapled**     **Paperback**     **Spiral**

---

**TEXTBOOK SELECTION COMMITTEE MEMBERS:**

**Proposed by:** Renee Booth

**Committee Members:** 1) Shirley Blanchard **Site:** HW

2) \_\_\_\_\_ **Site:** \_\_\_\_\_

3) \_\_\_\_\_ **Site:** \_\_\_\_\_

**HHS Curriculum Facilitator:** \_\_\_\_\_

**HWHS Curriculum Facilitator:** \_\_\_\_\_

**SPHS Curriculum Facilitator:** \_\_\_\_\_

**Note:** Principal signature(s) – all comprehensive principals should sign, unless the course is site specific.  
Facilitator signature(s) – if required, all should sign unless the course is site specific

# HANFORD JOINT UNION HIGH SCHOOL DISTRICT

## *Textbook Selection Process*

- I. The purchase of more than ten (10) copies of a book to be used as a classroom text requires board adoption.
- II. All new editions must go through the selection process.
- III. Consideration will be given for the adoption of a new textbook when one or more of the following criteria is met.
  - a) New course added to the curricula.
  - b) Present textbook has been in use at least five years.
  - c) Technological advancements/information that may make a text obsolete before five (5) years of use.

**NOTE:** When framework or model curriculum standards have been provided by the California Department of Education, **alignment of the corresponding course** with those frameworks or model curriculum standards **must be completed and approved** by the District Curriculum Committee **prior to beginning the textbook selection process.**

- IV. The teacher requesting textbook adoption will be responsible for forming a review committee to examine at least four textbooks when considering a new textbook for a course.
- V. The Textbook Committee will evaluate each text based on the textbook selection criteria established by the District Curriculum Committee.
- VI. The textbook selected for adoption by the Textbook Committee will then be sent with all documentation to the following:
  - a) Appropriate Facilitator(s) and Discipline Team Members by the first Thursday of November.
  - b) District Curriculum Committee's Recording Secretary by the first Wednesday of December.
- VII. Curriculum Committee will begin to review textbook proposals at the January meeting. March is the final meeting to consider new textbooks.
- VIII. Upon recommendation of the District Curriculum Committee, textbook selections will be presented to the District Board of Trustees for information by the end of April and for adoption in May.

## TEXTBOOK SELECTION JUSTIFICATION FORM

**Directions:** Please submit the text and any supplementary materials along with this form and your responses.

### ***ADDRESS EACH ITEM IN NARRATIVE FORM ON A SEPARATE SHEET FOR SUBMISSION***

1. Is the proposed text presently being used in any feeder district? NO If yes, please describe how use of this text will not be a duplication.
2. Briefly describe how the need for this proposed text was determined.  
The current textbook is a 2000 copyright and it is difficult to obtain replacement copies of this text.
3. Explain the alignment of this text with the model curriculum framework, State standards, **Exit Exam** standards, **STAR** test, and other courses (within and outside the department – *give examples.*)

This book is one of the textbooks that is on the list to be articulated with the Community Colleges. We have been using previous versions of this book for years. It is current with the CA and Federal Standards for FACS (Family and Consumer Sciences)

4. How does this text deal with the Central Intellectual Purpose? Same as the older version
5. Readability:
  - What is the reading level by grade level?
6. What teacher teaching materials are available? (Lesson approaches, background, bibliographies, critical thinking issues.)  
This new revision gives teachers the tools they need to support their goals and efforts: Easy, fast, and portable resources teachers can use to prepare assess, reteach, and enrich.  
This thoroughly revised program consistently integrates activities that:
  - Support differentiated instruction
  - help teachers monitor students' progress through various assessment formats
  - provide reteaching strategies
  - provide FACS standards and academic correlations
  - help teachers meet the requirements of the Perkins mandate for relevant and rigorous content and improved achievement
  - provide easy-to-use electronic tools that save teachers prep and calendar-management time

7. Technology:
  - What technology support does the publisher provide with the text?  
Mini clip video library  
PowerPoint presentations  
Web links
  - How does the textbook integrate technology?  
Online student edition  
Web links  
e-Flashcards

### ***HOW ARE THE FOLLOWING AREAS ADDRESSED?***

8. **CONTENT:**
  - appeal to the interest of the pupils - yes
  - cover the essentials in this field - yes
  - any bias of the materials- yes
  - suitable vocabulary- yes
  - material adequate in scope and interest- yes

- material factually correct and up to date- yes
- illustrations appropriate to the textbook materials- yes
- ELL instructional support- not sure

9. **INSTRUCTIONAL AIDS AND AUTHORSHIP:**

- Is the bibliography adequate? yes
- Describe instructional aids such as suggested problems or projects, tests, bibliographies, appendixes, glossaries, maps, etc.  
all of above and graphic organizers
- Describe the suitability of the book in general (i.e., binding, size, attractiveness, cost, etc..)  
The cost is reasonable at \$46.38