

**Hanford Joint Union High School District
Curriculum Committee Meeting
District Office • February 10, 2011 (5-L-6)**

AGENDA

I. Welcome

II. Approval of January, 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 A. 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.

Info A. Creative Activities – Booth (HW only) 10th edition

Info B. Art 1 – Blevins & Jones

Info C. Art 2 – Blevins & Jones

Info D. Art 3 – Blevins & Jones

Info E. Ceramics – Blevins & Jones

Tabled Textbooks

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

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 - report

b. 2011-12 PD:

Discuss G. AP Testing

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

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 • January 13, 2011 (5-L-6)**

MINUTES

- I. Welcome** – Bill opened the meeting at 12:00 p.m. and welcomed everyone. HJUHS Board of Trustee, Art Brieno, was introduced as Trustee Sandra Dawson was unable to attend today's meeting due to a prior commitment.

Voting Members Present: Carol Bennetts, Brian Combes, Nancy Dixon, Cheryl Hunt, Denine Jones, Renee Booth, Ellice Blevins, Bobby Peters, Brian Dull, Roger Hartman, Dorothy Crass, Cheryl Silva, Ward Whaley, Art Brieno and Bill Fishbough.

Non-voting Members Present: None

Visitor(s) Present: None

- II. Approval of December, 2010 Minutes** – With no corrections, Nancy 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, Ellice motioned to approve the agenda and Renee seconded the motion. The agenda was unanimously approved.

IV. Curriculum Guides/Courses

- Action
- A. Life Management B (*new course*) –With no changes, Nancy motioned to approve this item and Brian seconded the motion. This item was unanimously approved. It will be forwarded for Board approval.
- B. Applied Animal Science – Brian shared changes include a few new units and new state standards to help meet the UC requirements. He shared that State-wide, there are 1049 approved UC a-g Ag courses, with 622 of those courses meeting the UC g requirement. This course would not meet the UC d requirement. This is a HH and HW course, with SP added in the future pending enrollment. Vet Science follows this course and does meet the UC g requirement.

Tabled ***Tabled Curriculum Guides/Courses***

- *AP Statistics (new book)*
- *ASL 1 (new book)*
- *Earth Science A*

V. Textbooks

- Action
- A. Child Psychology – Renee presented this new textbook which was reviewed at the December meeting. The course does meet UC g requirements. With no changes, Cheryl H. motioned to approve this item and Carol seconded the motion. This item was unanimously approved.

Tabled ***Tabled Textbooks***

- *Honors World History*
- *Creative Activities*

VI. Discussion/Reports

- Discuss
- A. Benchmarks — Bill shared we have a signed contract with Intel-Assess. We will begin with Algebra 1 and English 1 this year, with all core areas on board for 2011-12. There is a presentation planned on the February 4 PD day for algebra and English staff. Bill recommends that staff view their website and visit the blog area which provides up to date information. The program targets mastery of each standard, with a five-a-day question bank that is geared toward mastery. There is a CMA component which gears toward special education students. We have purchased the use of the test bank for core areas and five-a-day. Intel-Assess will also do the printing for us, if we chose to do so; however, we need to explore the cost.

- Discuss B. Pacing Guides — Bill made note that it is still important that all groups have pacing guides and expects work will continue in this area. There will be time for non-core area groups to work on these during the February 4 PD day. Core areas will be involved with Intel-Assess; however, there may be some time available for pacing guides pending finalization of the PD schedule.
- Discuss C. Feeder School Articulation Update — Nothing to report.
- Discuss D. Gail Robinette and Associates — Nothing to report.
- Discuss E. Writing Partnership
- a. Cadre 1: Brian D. shared work continues on guides.
 - b. Cadre 2: Nothing to report.
 - c. Cadre 3: Nancy reported their meeting went well. The group reviewed a variety of student work. Staff came away knowing they need to be more specific on what they ask students to do and what is expected. The group also looked at getting more clarity and discussed how to turn student writing into independent work. Brian C. shared, as CTE teachers, they don't always think about the writing component of student work, which this lesson assisted with.
- Discuss F. Professional Development
- a. February 4, 2011: Plans are in the process for Intel-Assess training for algebra and English staff. Bill will meet with sites to plan the remainder of the day, which will include benchmarks and pacing guides.
 - b. 2011-12 PD: Bill shared work has begun on planning PD for 2011-12. One focus will be putting practical tools into teacher's hands and determining what these tools are. The goal is to have a plan in place by mid-spring for next year. Nancy inquired about SJVWP. She also mentioned with larger class sizes, some behavior/classroom management training may prove helpful. Bill noted we are looking at a program focused on EL students; however, would also be effective to all student learners. Brian D. noted more vocabulary and oral discussion would be helpful for EL students. Much discussion ensued.

VII. Department Updates

- English – Brian shared all is going well.
- Social Studies – Nothing to report.
- Math – Nothing to report.
- Science – Nothing to report.
- Visual & Performing Arts – Ellice shared we had a good show at the Young Masters Art Center last month. Denine shared our next show is coming the end of spring.
- World Languages - Nothing to report.
- PE - Nothing to report.
- Special Education – Nancy shared all is going well. They are looking at students for competency with passing Algebra and portfolios are coming together. Also working on transition issues for incoming eighth graders.
- CTE – Brian shared they are developing their graduate results for the Perkin 101-E2, while working on advisory committees and the Perkins application. Benchmark development continues. Ag is gearing up for winter and spring team competition. Renee shared HW is also working on benchmarks, 5-Year Acquisition Plan and pacing guides. They have a major SkillsUSA competition coming soon. They are moving forward with Advisory meetings.
- Library - Carol shared they are kicking off their California Young Reader program within the District.
- Site Administration – Bobby shared feedback on the recent drug bust has been supportive—the community is pleased the District is addressing this issue. He is working on data collection for finals and PI, CPM, WASC and the master schedule. Dorothy reports HNC is moving along. They have lost some 18-19 year old students; however, have new students coming in. Students are doing well in math and gives credit to the teacher. She is looking for an English teacher. Roger shared they've made some personnel changes at the three high schools to lessen the need for traveling teachers and allow math class sizes to be lowered. Bill noted we had good candidates for the open

math positions from Fresno State. SP is gearing up for 8th grade registration and open house next week. Cheryl H. shared they are preparing for 8th grade orientation. She was pleased with CAHSEE data. Sophomore teachers are gearing for the March CAHSEE test. PE has requested time to meet for Fitness Gram on the February 4 PD day.

- District Administration – Dorothy shared special education is gearing up for transition meetings for eighth graders and is in discussion with feeder schools. The Special Education self review is complete. ELL completed the Title III addendum with the assistance of teachers, administrators, students and parent input. They addressed the holes and have made plans to address these needs. Cheryl S. shared she is attending the workshop in Sacramento to unveil the governors budget. While he states education has already been hit hard; however, it appears he is looking at cutting state salaries, cell phones and other expenditure reductions as well as increasing revenue plans which could all impact the school budget. She noted the Jobs Bill and ARRA funds have helped us through the past few years; however, we did anticipate the worst and built our budget from there. On the IT front, we are putting a new process in place to track dates on IT work orders. The department is putting a new emphasis on old work orders. Please notify Cheryl of these issues. Also let her know if you have any issues with leaky roofs or telephones since the rain. Ward shared PI is going well with 90 students currently receiving SES services. A second window will open soon to fill the remaining 28 spaces. He hopes these services will assist with our CAHSEE and CST test scores. Our CPM visit is scheduled for May 16, 17 and 18 for the District and Hanford West High School. He expects they will look at ELL, Program Improvement, ARRA funding and the Jobs Bill. Ward noted that AP354 came out in December requiring students to have the whooping cough immunization by 2011-2012 school year. He is looking at how this affects our homeless students. The District is currently working on a report to the Office of Civil Rights due next week that we only learned about a few weeks ago. Cheryl H. noted Linda Downing, Linda Cotta, Karen Zoldak and Karen Clancy worked very hard on this project.

Board – With this being Trustee Brieno's first curriculum meeting, he noted it was very interesting.

Adjourned at 1:05 p.m.

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

I. Course Title:		Applied Animal Science	
	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	Board approval date not on file	
	Textbook Name:	The Science of Agriculture A Biological Approach	
	Publisher:	Delmar Thomson Learning	
	Publication year, edition:	2002, 2 nd 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**

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

Standards addressed in this unit:	
<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\AccommodationsSDAIE\ELL Students

1	Metacognition & Authentic Assessment: Use a variety of strategies to check for understanding
2	Modeling, Visuals & Graphic Organizers: Model processes and concepts in a variety of ways. Provide both verbal and written input. Display models of end products
3	Explicit Instruction: Elicits students' background knowledge as a conceptual springboard to new learning. Move from whole to part to whole
4	Guided Interaction: 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	Metacognition & Authentic Assessment: 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	Linguistic intelligence involves sensitivity to spoken and written language, the
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	ability to learn languages, and the capacity to use language to accomplish certain goals.
2	Intrapersonal intelligence entails the capacity to understand oneself.
3	Logical-mathematical intelligence consists of the capacity to analyze problems logically, carry out mathematical operations, and investigate issues scientifically.
Bloom's Taxonomy	


Instruction Material:	
<u>Textbook & 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)

Projects and Activities:	
<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

Assessments Tools:	
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<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**

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

Standards addressed in this unit:	
<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.

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

Learning Objectives/Outcomes:

The Student will...

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|---|--|
| 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 |
| | |
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Strategies\AccommodationsSDAIE\ELL Students

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|---|--|
| 1 | Metacognition & Authentic Assessment: Use a variety of strategies to check for understanding |
| 2 | Modeling, Visuals & Graphic Organizers: Model processes and concepts in a variety of ways. Provide both verbal and written input. Display models of end products |
| 3 | Explicit Instruction: Elicits students' background knowledge as a conceptual springboard to new learning. Move from whole to part to whole |
| 4 | Guided Interaction: 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 | Metacognition & Authentic Assessment: 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

- | | |
|---|---|
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	problems logically, carry out mathematical operations, and investigate issues scientifically.
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	Bloom's Taxonomy
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Instruction Material:

<u>Textbook & Publisher items available:</u>
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	Chapter\Sections
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<u>Additional Resources and Materials:</u>
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<u>School Site Library:</u>

	HWHS: List available videos, software, etc. as appropriate
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	HHS:
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<u>Interactive Websites</u>

	(links or URLs)
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Projects and Activities:

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

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

	Research project poster
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<u>Optional Labs\ Activities:</u>


	e moments
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	Flip books
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Assessments Tools:

<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**

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

Standards addressed in this unit:	
<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\AccommodationsSDAIE\ELL Students

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3	Explicit Instruction: Elicits students' background knowledge as a conceptual springboard to new learning. Move from whole to part to whole
4	Guided Interaction: 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	Metacognition & Authentic Assessment: 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

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<u>Bloom's Taxonomy</u>	

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**

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

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

Assessments Tools:	
<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.

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<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\AccommodationsSDAIE\ELL Students

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Bloom's Taxonomy	

Instruction Material:	
<u>Textbook & 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)

Projects and Activities:	
<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**

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

Standards addressed in this unit:

Assessments Tools:	
<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.
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<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...

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|---|---|
| 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 |
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Strategies\AccommodationsSDAIE\ELL Students

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|---|--|
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Instruction Material:	
<u>Textbook & 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)

Projects and Activities:	
<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

Assessments Tools:	
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<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**

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

Standards addressed in this unit:	
<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

CAHSEE Math Standards:	
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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\AccommodationsSDAIE\ELL Students

1	Pairs Check - Cooperative pairs work on drill and practice activities.
2	Modeling, Visuals & Graphic Organizers: Model processes and concepts in a variety of ways. Provide both verbal and written input. Display models of end products
3	Explicit Instruction: Elicits students' background knowledge as a conceptual springboard to new learning. Move from whole to part to whole
4	Guided Interaction: 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	Co-op Co-op - 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	Bodily-kinesthetic intelligence 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	Intrapersonal intelligence entails the capacity to understand oneself.
3	Logical-mathematical intelligence consists of the capacity to analyze

	problems logically, carry out mathematical operations, and investigate issues scientifically.
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	Bloom's Taxonomy
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Instruction Material:

<u>Textbook & Publisher items available:</u>
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	Chapter\Sections
--	------------------

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

<u>School Site Library:</u>

	HWHS:
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	HHS:
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<u>Interactive Websites</u>

	(links or URLs)
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Projects and Activities:

<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
--	---

Assessments Tools:

<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**

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

Standards addressed in this unit:	
<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

CAHSEE Math Standards:	
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\AccommodationsSDAIE\ELL Students

- | | |
|---|--|
| 1 | Pairs Check - Cooperative pairs work on drill and practice activities. |
| 2 | Modeling, Visuals & Graphic Organizers: Model processes and concepts in a variety of ways. Provide both verbal and written input. Display models of end products |
| 3 | Explicit Instruction: Elicits students' background knowledge as a conceptual springboard to new learning. Move from whole to part to whole |
| 4 | Guided Interaction: 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 | Co-op Co-op - 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 | Bodily-kinesthetic intelligence 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 | Intrapersonal intelligence entails the capacity to understand oneself. |

3	Logical-mathematical intelligence consists of the capacity to analyze problems logically, carry out mathematical operations, and investigate issues scientifically.
	Bloom's Taxonomy

Instruction Material:	
<u>Textbook & 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)

Projects and Activities:	
<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**

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

Standards addressed in this unit:	
<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.

Assessments Tools:	
<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\AccommodationsSDAIE\ELL Students

- | | |
|---|--|
| 1 | Pairs Check - Cooperative pairs work on drill and practice activities. |
| 2 | Modeling, Visuals & Graphic Organizers: Model processes and concepts in a variety of ways. Provide both verbal and written input. Display models of end products |
| 3 | Explicit Instruction: Elicits students' background knowledge as a conceptual springboard to new learning. Move from whole to part to whole |
| 4 | Guided Interaction: 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 | Co-op Co-op - 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 | Bodily-kinesthetic intelligence 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	Linguistic intelligence involves sensitivity to spoken and written language, the ability to learn languages, and the capacity to use language to accomplish certain goals.
3	Logical-mathematical intelligence 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:
	HHS:
Interactive Websites	
	(links or URLs)

Projects and Activities:	
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**

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

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

Assessments Tools:	
<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\AccommodationsSDAIE\ELL Students

- | | |
|---|--|
| 1 | Pairs Check - Cooperative pairs work on drill and practice activities. |
| 2 | Modeling, Visuals & Graphic Organizers: Model processes and concepts in a variety of ways. Provide both verbal and written input. Display models of end products |
| 3 | Explicit Instruction: Elicits students' background knowledge as a conceptual springboard to new learning. Move from whole to part to whole |
| 4 | Guided Interaction: 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 | Co-op Co-op - 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 | Bodily-kinesthetic intelligence 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	Linguistic intelligence involves sensitivity to spoken and written language, the ability to learn languages, and the capacity to use language to accomplish certain goals.
3	Logical-mathematical intelligence consists of the capacity to analyze problems logically, carry out mathematical operations, and investigate issues scientifically.
Bloom's Taxonomy	

Instruction Material:	
<u>Textbook & Publisher items available:</u>	
	Chapter\Sections
<u>Additional Resources and Materials:</u>	
<u>School Site Library:</u>	
	HWHS:
	HHS:
<u>Interactive Websites</u>	
	www.Visablebody.com

Projects and Activities:	
<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**

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

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

Assessments Tools:	
<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\AccommodationsSDAIE\ELL Students

- | | |
|---|--|
| 1 | Pairs Check - Cooperative pairs work on drill and practice activities. |
| 2 | Modeling, Visuals & Graphic Organizers: Model processes and concepts in a variety of ways. Provide both verbal and written input. Display models of end products |
| 3 | Explicit Instruction: Elicits students' background knowledge as a conceptual springboard to new learning. Move from whole to part to whole |
| 4 | Guided Interaction: 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 | Co-op Co-op - 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 | Bodily-kinesthetic intelligence 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 | Linguistic intelligence involves sensitivity to spoken and written language, the ability to learn languages, and the capacity to use language to accomplish certain goals. |

3	Logical-mathematical intelligence consists of the capacity to analyze problems logically, carry out mathematical operations, and investigate issues scientifically.
	Bloom's Taxonomy


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

Projects and Activities:	
<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

Assessments Tools:

<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**

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

Standards addressed in this unit:	
<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

CAHSEE Math Standards:	
-------------------------------	--

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\AccommodationsSDAIE\ELL Students

- | | |
|---|--|
| 1 | Pairs Check - Cooperative pairs work on drill and practice activities. |
| 2 | Modeling, Visuals & Graphic Organizers: Model processes and concepts in a variety of ways. Provide both verbal and written input. Display models of end products |
| 3 | Explicit Instruction: Elicits students' background knowledge as a conceptual springboard to new learning. Move from whole to part to whole |
| 4 | Guided Interaction: 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 | Co-op Co-op - 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 | Bodily-kinesthetic intelligence 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 | Linguistic intelligence involves sensitivity to spoken and written language, the ability to learn languages, and the capacity to use language to accomplish certain goals. |

3	Logical-mathematical intelligence consists of the capacity to analyze problems logically, carry out mathematical operations, and investigate issues scientifically.
	Bloom's Taxonomy


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

Projects and Activities:	
<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

Assessments Tools:

<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**

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

Standards addressed in this unit:	
<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

CAHSEE Math Standards:

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\AccommodationsSDAIE\ELL Students

1	Pairs Check - Cooperative pairs work on drill and practice activities.
2	Modeling, Visuals & Graphic Organizers: Model processes and concepts in a variety of ways. Provide both verbal and written input. Display models of end products
3	Explicit Instruction: Elicits students' background knowledge as a conceptual springboard to new learning. Move from whole to part to whole
4	Guided Interaction: 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	Co-op Co-op - 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	Interpersonal intelligence is concerned with the capacity to understand the intentions, motivations and desires of other people.
2	Linguistic intelligence involves sensitivity to spoken and written language, the ability to learn languages, and the capacity to use language to accomplish certain

	goals.
3	Logical-mathematical intelligence consists of the capacity to analyze problems logically, carry out mathematical operations, and investigate issues scientifically.
	Bloom's Taxonomy

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

Projects and Activities:	
<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

Assessments Tools:	
---------------------------	--

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:** January 13, 2011

HHS Principal: Cheryl Hunt **Signature:** _____

HWHS Principal: Bobby Peters **Signature:** _____

SPHS Principal: Roger Hartman **Signature:** _____

Other: _____ **Signature:** _____

Title: Creative Activities for Young Children **Grade Level(s):** 11-12

Author: Mary Mayesky **Publisher:** Delmar Cengage Learning

ISBN Number: ISBN-10: 1111298092 ISBN-13: 9781111298098

Reading Level: College level **Edition/Copyright Date:** 10th Edition **Price:** \$81.00

Course(s) title(s) in which used: Creative Activities

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 library could not replace the books. We have to go to the latest version. The book is the same book that is used at West Hills Community College. The course is articulated.
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.*)
It aligns with the Child Development and education Career Pathway standards
4. How does this text deal with the Central Intellectual Purpose? Same as before
5. Readability:
 - What is the reading level by grade level? AP level textbook but my students are not having problems with it now.
6. What teacher teaching materials are available? (Lesson approaches, background, bibliographies, critical thinking issues.)

Early Childhood Education CourseMate with eBook Instant Access Code

Instant Access Code

Collection of nearly 100 videos covering a wide range of topics in Early Childhood Education showing teachers and children in real classrooms and child care settings, providing your students with an accurate picture of teaching challenges and situations.

Online Instructor's Manual

The Instructor's Manual provides chapter overviews, objectives, key terms and concepts, suggested teaching strategies, forms, supplemental instructional resources and experiences, and answers to chapter review questions. The Test Bank contains a combination of true/false, multiple-choice, completion, and short-answer questions for each chapter.

PowerLecture with ExamView®

This digital library includes new preassembled Microsoft® PowerPoint® lecture slides, an image library with visuals from the book, and new TeachSource Video Cases. In addition to the Instructor's Manual and Test Bank, PowerLecture™ also includes ExamView® testing software with all the test items from the Test Bank in electronic format to create customized tests in print or online.

WebTutor™ on Blackboard® Instant Access Code or WebTutor™ on WebCT™ Instant Access Code

Helps to Web-enable the class or put an entire course online and offers a wide array of resources including videos, quizzes, Web links, and more.

7. Technology:
 - What technology support does the publisher provide with the text? Links to websites, PowerPoint lecture slides, an image library, Exam View, and WebTutor on Blackboard if purchased – see above
 - How does the textbook integrate technology? Links to websites and class assignments

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-no It has a section in the book where it discusses promoting antibias curriculum
- suitable vocabulary-yes
- material adequate in scope and interest-yes
- material factually correct and up to date-yes This newer version has current philosophies and practices.
- illustrations appropriate to the textbook materials-yes
- ELL instructional support- Includes sections in text on working with English Language Learners, lots of hands on activities, and language development.

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.
Includes several learning activities suggestions, lists of helpful websites, suggestions for further readings, graphs, pictures, charts etc that are fun and easy to use
- Describe the suitability of the book in general (i.e., binding, size, attractiveness, cost, etc..)
The bad thing about this book is that it is paperback. However, it is user friendly and has lots of color and great charts

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

Discipline: VAPA – Art 1 **Date Submitted:** Jan. 25, 2010

HHS Principal: Cheryl Hunt **Signature:** _____

HWHS Principal: Bobby Peters **Signature:** _____

SPHS Principal: Roger Hartman **Signature:** _____

Other: _____ **Signature:** _____

Title: The Visual Experience Third Edition **Grade Level(s):** 9-12

Author: Jack Hobbs, Richard Salome, Ken Vieth **Publisher:** Davis

ISBN Number: 0-87192-627-x

Reading Level: 9-12 **Edition/Copyright Date:** Third / 2004 **Price:** \$65.95

Course(s) title(s) in which used: Art 1

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

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

TEXTBOOK SELECTION COMMITTEE MEMBERS:

Proposed by: Denine Jones, Ellice Blevins

Committee Members: 1) Denine Jones / Vanessa Bejarano **Site:** HHS

2) Ellice Blevins / James Case / Bill Brauckman **Site:** HWHS

3) Tom Sowers **Site:** SPHS

HHS Curriculum Facilitator: Denine Jones

HWHS Curriculum Facilitator: Ellice Blevins

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 outdated and hard to read. As a department we felt that The Visual Experience was easy to read, has current vocabulary and a better progression of the arts for a beginning class.
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.*)
The Visual Experience follows all State Standards and the Framework for the Arts in California
4. How does this text deal with the Central Intellectual Purpose?
5. Readability:
 - What is the reading level by grade level?
6. What teacher teaching materials are available? (Lesson approaches, background, bibliographies, critical thinking issues.) Teachers addition, studio rubrics, vocabulary masters, chapter review worksheets, digital images of fine art, PowerPoint presentations, there is a teacher resource package available for \$199.95
7. Technology:
 - What technology support does the publisher provide with the text?
Optional The Visual Experience Digital (cost is extra) some online imagery available on website
 - How does the textbook integrate technology?

Digital imagery, power points, History of Art

HOW ARE THE FOLLOWING AREAS ADDRESSED?

8. CONTENT:

- appeal to the interest of the pupils
The images used are very colorful and would catch the eye of the students. The use of imagery will help engage the students into reading about each Element.
- cover the essentials in this field
The book follows a good progression of the Elements of Art and Principles of Design. There are many activities including drawing, painting, sculpture, 2-D and 3-D work. It is an excellent introduction to Art as a whole
- any bias of the materials
No
- suitable vocabulary
The vocabulary is current and follows the California State Standards Framework for the Arts
- 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
Easily accommodating

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.

The book is full of suggested studio work with more than one option for each Element of Art and Principle of Design. The vocabulary is easy to understand and there is a lot of suggestions on how you can implement more vocabulary into everyday lessons. The chapter review questions are meaningful and will help students understand how to use the vocabulary they learned

- Describe the suitability of the book in general (i.e., binding, size, attractiveness, cost, etc..)
The book is good size with lots of colorful imagery inside. The font is easy to read and clear. The cover is very pleasing to the eye and would attract a students interest.

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

Discipline: VAPA Art 2 **Date Submitted:** Jan, 25, 2010

HHS Principal: Cheryl Hunt **Signature:** _____

HWHS Principal: Bobby Peters **Signature:** _____

SPHS Principal: Roger Hartman **Signature:** _____

Other: _____ **Signature:** _____

Title: Discovering Drawing Second Edition **Grade Level(s):** 9-12

Author: Ted Rose, Sallye Mahan-Cox **Publisher:** Davis

ISBN Number: 0-87192-720-9

Reading Level: 9-12 **Edition/Copyright Date:** 2007 **Price:** \$53.95

Course(s) title(s) in which used: Art 2

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

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

TEXTBOOK SELECTION COMMITTEE MEMBERS:

Proposed by: Denine Jones, Ellice Blevins

Committee Members: 1) Denine Jones / Vanessa Bejarano **Site:** HHS

2) Ellice Blevins / James Case / Bill Brauckman **Site:** HWHS

3) Tom Sowers **Site:** SPHS

HHS Curriculum Facilitator: Denine Jones

HWHS Curriculum Facilitator: Ellice Blevins

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.
As a department we decided that Art 2 should focus on drawing and a textbook would give the class a good foundation of vocabulary and history of drawing. The text would be a resource for the teacher to bring new ideas and lessons into the class
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.*)
Discovering Drawing follows all California State Standards and Framework of the Arts
4. How does this text deal with the Central Intellectual Purpose?
5. Readability:
 - What is the reading level by grade level?
6. What teacher teaching materials are available? (Lesson approaches, background, bibliographies, critical thinking issues.) Studio experiences, history, imagery, some digital images available online, teacher resource package available for \$99.95
7. Technology:
 - What technology support does the publisher provide with the text?
Optional Discovering Drawing digital available for a cost
 - How does the textbook integrate technology?
Digital imagery, power points, History of Art

HOW ARE THE FOLLOWING AREAS ADDRESSED?

8. CONTENT:

- appeal to the interest of the pupils
The images used are very colorful and would catch the eye of the students. The use of imagery will help engage the students into reading about drawing.
- cover the essentials in this field
Discovering Drawing addresses what drawing actually is and its purpose. Using the Elements of Art and Principles of Design the Book follows a nice progression of drawing techniques
- any bias of the materials
No
- 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
Easily adaptable

9. INSTRUCTIONAL AIDS AND AUTHORSHIP:

- Is the bibliography adequate? Yes
- Describe instructional aids such as suggested problems or projects, tests, bibliographies, appendices, glossaries, maps, etc.
The book is full of suggested studio work with more than one option for each drawing technique. The vocabulary is easy to understand and there is a lot of suggestions on how you can implement more vocabulary into everyday lessons. The chapter review questions are meaningful and will help students understand how to use the vocabulary they learned

- Describe the suitability of the book in general (i.e., binding, size, attractiveness, cost, etc..)
The book is good size with lots of colorful imagery inside. The font is easy to read and clear. The cover is very pleasing to the eye and would attract a students interest.

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

Discipline: VAPA Art 3 **Date Submitted:** Jan, 25, 2010

HHS Principal: Cheryl Hunt **Signature:** _____

HWHS Principal: Bobby Peters **Signature:** _____

SPHS Principal: Roger Hartman **Signature:** _____

Other: _____ **Signature:** _____

Title: Exploring Painting Third Edition **Grade Level(s):** 9-12

Author: Gerald F. Brommer, Nancy K. Kinne **Publisher:** Davis

ISBN Number: 0-87192-600-8

Reading Level: 9-12 **Edition/Copyright Date:** 2003 **Price:** \$53.95

Course(s) title(s) in which used: Art 3

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

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

TEXTBOOK SELECTION COMMITTEE MEMBERS:

Proposed by: Denine Jones, Ellice Blevins

Committee Members: 1) Denine Jones / Vanessa Bejarano **Site:** HHS

2) Ellice Blevins / James Case / Bill Brauckman **Site:** HWHS

3) Tom Sowers **Site:** SPHS

HHS Curriculum Facilitator: Denine Jones

HWHS Curriculum Facilitator: Ellice Blevins

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.
As a department we decided that Art 2 should focus on Painting and a textbook would give the class a good foundation of vocabulary and history of Painting. The text would be a resource for the teacher to bring new ideas and lessons into the class
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.*)
Discovering Drawing follows all California State Standards and Framework of the Arts
4. How does this text deal with the Central Intellectual Purpose?
5. Readability:
 - What is the reading level by grade level?
6. What teacher teaching materials are available? (Lesson approaches, background, bibliographies, critical thinking issues.) Studio experiences, history, imagery, some digital images available online, teacher resource package available for \$99.95
7. Technology:
 - What technology support does the publisher provide with the text?
Optional Exploring Painting digital available for a cost
 - How does the textbook integrate technology?
Digital imagery, power points, History of Art

HOW ARE THE FOLLOWING AREAS ADDRESSED?

8. CONTENT:

- appeal to the interest of the pupils
The images used are very colorful and would catch the eye of the students. The use of imagery will help engage the students into reading about painting.
- cover the essentials in this field
Exploring Painting addresses what painting actually is, its purpose and how to communicate through it. Using the Elements of Art and Principles of Design the Book follows a nice progression of painting techniques and types of paint.
- any bias of the materials
No
- 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
Easily adaptable

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.
The book is full of suggested studio work with more than one option for each painting technique and using color. The vocabulary is easy to understand and there is a lot of suggestions on how you can implement more vocabulary into everyday lessons. The chapter review questions are meaningful and will help students understand how to use the vocabulary they learned

- Describe the suitability of the book in general (i.e., binding, size, attractiveness, cost, etc..)
The book is good size with lots of colorful imagery inside. The font is easy to read and clear. The cover is very pleasing to the eye and would attract a students interest.

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

Discipline: VAPA – Ceramics 1 **Date Submitted:** Jan. 25, 2010

HHS Principal: Cheryl Hunt **Signature:** _____

HWHS Principal: Bobby Peters **Signature:** _____

SPHS Principal: Roger Hartman **Signature:** _____

Other: _____ **Signature:** _____

Title: Experiencing Clay Second Edition **Grade Level(s):** 9-12

Author: Maureen Mackey **Publisher:** Davis

ISBN Number: 978-1-61528-030-8

Reading Level: 9-12 **Edition/Copyright Date:** Second / 2011 **Price:** \$53.95

Course(s) title(s) in which used: Ceramics 1

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

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

TEXTBOOK SELECTION COMMITTEE MEMBERS:

Proposed by: Denine Jones, Ellice Blevins

Committee Members: 1) Denine Jones / Vanessa Bejarano **Site:** HHS

2) Ellice Blevins / James Case / Bill Brauckman **Site:** HWHS

3) Tom Sowers **Site:** SPHS

HHS Curriculum Facilitator: Denine Jones

HWHS Curriculum Facilitator: Ellice Blevins

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 Ceramics curriculum does not include a textbook. Using a book in the beginning class will help implement more history and writing.
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.*)
Experiencing Clay follows all California State Standards and Framework of the Arts
4. How does this text deal with the Central Intellectual Purpose?
5. Readability:
 - What is the reading level by grade level?
6. What teacher teaching materials are available? (Lesson approaches, background, bibliographies, critical thinking issues.)
Studio experiences, history, imagery, some digital images available online
7. Technology:
 - What technology support does the publisher provide with the text?
Optional Experience Clay Digital available for a cost
 - How does the textbook integrate technology?
Digital imagery, power points, History of Ceramics

HOW ARE THE FOLLOWING AREAS ADDRESSED?

8. CONTENT:

- appeal to the interest of the pupils
The images used are very colorful and would catch the eye of the students. The use of imagery will help engage the students into reading about ceramics and its history.
- cover the essentials in this field
Experience Clay covers the introduction to clay and how to work with it. The book follows a nice progression building on each technique.
- any bias of the materials
No
- 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
Easily adaptable

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.

The book is full of suggested studio work for each building technique. The vocabulary is easy to understand and there is a lot of suggestions on how you can implement more vocabulary into everyday lessons. The chapter review questions are meaningful and will help students understand how to use the vocabulary they learned

- Describe the suitability of the book in general (i.e., binding, size, attractiveness, cost, etc..)
The book is good size with lots of colorful imagery inside. The font is easy to read and clear. The cover is very pleasing to the eye and would attract a students interest.