

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

AGENDA

I. Welcome

II. Approval of October, 2011 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.

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| Action | A. Art Studio – Blevins, Jones |
| Action | B. AP 2-D Design – Blevins, Jones |
| Action | C. Literature Survey – Potter, Hardgrave & Dull |
| Information | D. Fundamentals of English 3 – Potter, Hardgrave & Dull (<i>due by April 2012</i>) |
| Information | E. Fundamentals of English 4 – Potter, Hardgrave & Dull (<i>due by April 2012</i>) |

Tabled ***Tabled Curriculum Guides/Courses (none)***

V. Textbooks (none)

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

Tabled ***Tabled Textbooks (none)***

VI. Discussion/Reports

- A. Benchmark Update
- B. Review Course Catalog Revision

VII. Updates

VIII. 2011-2012 Curriculum Committee Meeting Dates at the District Office

November 10, 2011

- Last meeting to submit new course proposals
- Last meeting to approve changes to the Course Catalog

December 8, 2011

January 12, 2012

- Last meeting for new textbook proposals for information

February 9, 2012

March 8, 2012

- Last meeting for new textbook proposals for approval

April 19, 2012

May 10, 2012

- Submit purchase orders for approved and replacement textbooks for next year

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

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

Voting Members Present: Ellice Blevins, Brian Combes, Brian Dull, Janice Ede, William Fishbough, Myndi Hardgrave, Roger Hartman, Cheryl Hunt, Denine Jones, Vicki Mizner, Bobby Peters, Gaynl Potter and Cheryl Silva.

Non-voting Members Present: None

Visitor(s) Present: None

- II. Approval of October, 2011 Minutes** – With no corrections, Cheryl H. motioned to approve the minutes and Brian seconded the motion. The minutes were unanimously approved.

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

IV. Curriculum Guides/Courses

Information A. Art Studio – Ellice presented this guide and noted that the former Art Studio course will now be a joint class with AP 2-D Design. It can be taken over the course of two years, with students following the Art Studio course outline during their first year. Projects, however, can be carried over a two year period. This item will return as presented for action at the November meeting.

Information B. AP 2-D Design – Ellice presented this guide. AP 2-D Design, which follows Art Studio, is the second year of this joint course that will offer additional rigor to the curriculum. At this time, it will be offered at Hanford West; however, Hanford High and Sierra Pacific will consider it down the road. This item will return as presented for action at the November meeting.

Information C. Literature Survey – Gaynl and Myndi presented this guide. Myndi shared that basically the old guide was not rigorous enough and did not reflect 12th grade standards. The textbook remains the same. This item will return as presented for action at the November meeting.

Action D. English 1 Guide & Pacing Guide

Action E. English 2 Guide & Pacing Guide

Action F. English 3 Guide & Pacing Guide

Cheryl H. motioned to approve items IV.D through IV.F and Myndi seconded the motion. These items were unanimously approved and will be forwarded to the Board for approval.

Action G. Racquet Sports – Roger motioned to approve this item and Bobby seconded the motion. Cheryl H. stated Hanford High opted to deny this elective course citing all the logistics around it would not be in the best interest of Hanford High. This item was approved by majority vote and will be forwarded to the board for approval.

Tabled ***Tabled Curriculum Guides/Courses (none)***

V. Textbooks

Action A. Anatomy/Physiology Honors – Vicki presented this textbook which returns for action and noted the book has been approved by each site. Janice motioned to approve this item and Roger seconded the motion. This item was unanimously approved and will be forwarded to the Board for approval.

Tabled **Tabled Textbooks** (none)

VI. Discussion/Reports

- A. Intel-Assess/Illuminate Education – Bill opened discussion to review the completion of our first benchmark under the new systems. Overall, the sites agree that while there have been a few bumps in the road, they are moving forward productively. Nancy Nagatani is working diligently on the program needs and doing a great job. The sites inquired about making test changes and Bill responded that making changes to one or two questions would not affect the validity of test scores over a period of time and would be acceptable. Myndi noted the language skills and reading passages are geared for normal to high level students and they are looking into how this can be addressed. Brian noted the need to look at the benchmarks from a SPED perspective and Nancy is doing this. Bill noted we will need to note why we may be seeing discrepancies due to these issues. Gaynl requested the opportunity for staff to review each test for accuracy and relevancy. Bill will contact the test writers to arrange a preview for remaining benchmarks. Brian D. noted that while concern expressed on upcoming benchmarks is significant, we have not devoted time to necessary data analysis. While this may prove to be uncomfortable, it is nonetheless necessary to our success. Bobby agreed stating that with our ability to access results immediately following a test, analysis is the key to identifying the mechanism necessary for re-teaching. He feels this will move us forward to the next level of growth for our students. Myndi noted curriculum and pacing guides are living documents and should be reviewed on a regular basis for relevancy and revision, if necessary. Brian C. asked what the timetable is for career tech standards. Bill will call Intel-Assess to inquire. Members noted that Nancy and Kristi have both done a wonderful job with this project.
- B. Course Catalog 2012-2013 Review & Discussion – Bill noted we will be finalizing the Course Catalog by October 28 and asked the principals for the total number of catalogs needed for English and Spanish copies.
- a. Business 2 – Roger noted that they would like to add this class to follow Business 1, which would replace Word Processing 1 and 2. Business 1 & 2 would include teaching Microsoft products and Google, which are more marketable skills, thus enhancing the sequence. Site principals will assign staff to create the curriculum guide and report on the expected timeline. Bill noted that when a new course is replacing an existing course, sites need to let us know so it can be removed from the Course Catalog.
 - b. Fundamentals of English 3 & 4 (credits) – Janice shared that English Fundamentals 3 credit will be changed to “Elective (Exception: English credit if noted in student I.E.P.)” English Fundamentals 4 credit remains “English” credit; however, both guides will need the opening description revised to reflect the credit for each course. Myndi noted these curriculum guides need to be completely revised. Bill asked that these revised guides be submitted to the committee for information by April, as they will need to be approved no later than the May meeting. Gaynl will email Donna with the English Fundamentals 3 course description for the Course Catalog. Principals will assign staff to make the revisions.
 - c. Concert Band & Percussion – Cheryl H. noted she believes that “percussion” simply needs to be added to the Marching Band/Symphonic title currently in the Course Catalog.

VII. Updates

VAPA - Ellice shared the recent Hanford West band car wash raised \$7,000 toward their new uniforms. The band is participating in several reviews and has done well to date. The choir concert is scheduled for November 2 in the Tarvin Presentation Center. Denine shared the

Hanford High Drama production of the Diary of Anne Frank begins this week in the Presentation Center.

CTE – Brian C. noted that Hanford High has a new lab for the business department. Mr. Ray is working with Air Pollution Control and has received tool donations for the auto shop. FFA students recently participated in a public speaking contest and individual speaking contests are coming in December. They are in the midst of cotton season also. The National Convention and National finals in Food processing will begin soon.

English – Brian D. noted that AVID had their regional consultant visit at all three sites as part of the fall initial study and they are looking into developing a District team.

HWHS – Bobby shared that tonight is their Junior/Senior Parent Night where they receive college information. This has been a well attended event in the past.

HHS – Cheryl H. noted they had the Setana visit last Friday. The Thursday Night Market Place will be a special evening as the Make-a-Wish Foundation is granting the wish of a Hanford High graduate who underwent brain tumor surgery. He asked that his truck be restored to suitable fashion so that he could drive it to college and Borba's Auto Body has fulfilled his wish. She also noted there were about ten students at the Poland exchange meeting, with each site represented.

SPHS – Roger shared they administered the PSAT yesterday to about 150 students. The band competed in the Caruthers parade and took first place, with the color guard placing second. They hope to have their uniforms before the Visalia band review. Academic awards will be held next week with about 165 students being honored.

District – Cheryl S. shared that Candace held a Google workshop for the sites and will get the websites up and running. Our current program, School Center is not user friendly and we have very few teachers using it. If all goes well with the Google service, we will cancel School Center. Vicki noted that access to You Tube videos is still a concern; however, work is in progress on this. Myndi asked what the approximate turn around time is when requesting a site be unblocked. Cheryl S. will look into this but estimates it to be a couple of weeks before the website would be opened. She noted they are working on a new form for this that requires site approval prior to district level approval. At this time, she noted our phone system is not currently able to dial 9-1-1 calls and asked staff to use their cell phones in case of emergency until this problem is solved. Candace will send a district notification to this effect. She also noted that Sierra Pacific is not listed in GPS systems and suggested including directions to the school whenever possible.

Meeting adjourned at 1:15 p.m.

VIII. 2011-2012 Curriculum Committee Meeting Dates at the District Office

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**Hanford Joint Union High School
DISTRICT CURRICULUM GUIDE**

I. COURSE NAME:	Art Studio
Grade Level:	11-12
Prerequisite:	Art 1 plus Drawing and/or Painting
Duration:	One year (2 semesters)
Credit:	Elective Credit
Guide – Board Adoption:	April 2003; Revised: December 2011
Course Articulation:	No
Text – Board Adoption:	(supplemental texts only)
Textbook Name:	n/a
Publisher:	n/a
Publication Year/Edition:	n/a
ISBN – Student Text:	n/a
ISBN – Teacher Text:	n/a

COURSE DESCRIPTION

This independent study course allows students to work in-depth in a specified area of art. Students are expected to develop a program of study based upon the AP Studio Art curriculum and carry it out under the general supervision of the teacher approving his/her program of study. Students may take art studio with the intent of building their portfolio and take AP Studio Art at another time or consecutively. Students may also take Studio Art without the intent of going further into AP Studio portfolio development but as an independent studio class.

CENTRAL INTELLECTUAL PURPOSE

Communications

Reading

Comprehension as shown through discussion and written work involving research, description, and critiques

Writing

Analysis, research paper, critique, and reflective writing on each subject

Speaking

Class/group discussions of student and artists' works
Oral reports

Visual

Art projects, thumbnail sketches, 2-D and 3-D works

Critical Thinking/Problem Solving

Designing and creating original visual projects using the Elements of Art and the Principles of Design

Creative use and modification of traditional materials and equipment
Innovative approaches to nontraditional materials

Learn to see objects both in and out of context to enhance the visualization process.

Research

Utilize various resources from library, computer network, classroom archives (books, posters, CDs, slides, etc.) and community resources.
Visual research documented through sketchbooks, visual studies, and personal photo archives.

Technology

Use of computer and Internet resources on campus and in other locations
Use of a variety of tools and equipment to produce a primary work of art

Ethics

Knowledge of and adherence to school and classroom rules
Original ideas and plagiarism
Viewing and presentation ethics

IV. CONTENT / TIMELINE / PERFORMANCE STANDARDS

Refer to *The College Board Advanced Placement Program: Studio Art* (May 2003) and the *California State Standards – Visual Arts – Grades Nine Through Twelve*, (California Department of Education, 2001)

A comprehensive visual arts program will offer systematic, explicit instruction and skills development while meeting the above standards. Since the Standards are not intended to describe a full visual arts curriculum but to reflect the essentials that proficient students should know and be able to do by the end of each specified grade span, *the choice of projects and supplemental materials designed to meet these standards may be modified by individual teachers.*

Note: All written work in this course addresses 9th-10th Grade English Language Arts Standards for writing. Exit Exam standards are underlined.

- W 1.1 Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.
- W 1.2 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.
- W 1.4 Develop the main idea within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).

FIRST SEMESTER

(First Six Weeks)

SDAIE Instructional Strategies

- Vocabulary & Language •Engage beginning-level students in using basic social & school vocabulary, phrases, & sentence structures.
- Guided Interaction Content knowledge: Clarify expectations, outcomes, & procedures related to tasks for flexible group activities.
- Meaning-Based Context & Universal Themes Content knowledge: Use associated types of “realia” meaningful or familiar to students to affirm the appropriate context for using new language.

- Metacognition & Authentic Assessment Appropriately modulate language delivery, i.e., speed & enunciation, when modeling language forms or presenting content; repetition helps.

I. Introduction to Studio Art

The student will:

Understand the goals for Studio Art and the goals for AP 2-D Art which students may take the following year. Encourage Creative as well as systematic investigation of formal and conceptual issues

- Emphasize making art as an ongoing process that involves the student in informed and critical decision-making
- Develop technical skills and familiarize students with the functions of the visual elements
- Encourage students to become independent thinkers who will contribute inventively and critically to their culture through the making of art

Compare the three types of portfolios offered for Advanced Placement:

1. Drawing Portfolio
2. 2-D Portfolio
3. 3-D Portfolio

Understand the components of each portfolio:

Quality, Concentration, and Breadth

Activity: Lecture/Discussion on above topics. Class will make a chart comparing components of each portfolio

4.0 AESTHETIC VALUING Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

4.6A Develop written criteria for the selection of a body of work from their portfolios that represents significant achievements.

The student will:

Understand copyright laws concerning legal use of images, compilations and derivations of artwork
Investigate Studio and AP student artwork and famous artworks for areas of interest

Activity: Use computer, classroom, and library resources to complete the worksheet: “Legal Use of Images, Compilations, and Derivations”

Activity: Use computer, classroom, and library resources to complete the worksheet: “Areas of Interest for Concentrations”. Sketch ideas and make notes in sketchbook.

4.0 AESTHETIC VALUING Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

4.2 Identify the intentions of artists creating contemporary artworks and explore the implications of those intentions.

4.3 Analyze and articulate how society influences the interpretation and message of artwork.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers

5.2 Compare and contrast artwork, probing beyond the obvious and identifying psychological content found in the symbols and images.

II. Portfolio Planning (Most activities to be done on an individual basis with teacher)

The student will:

Evaluate their artworks from previous art classes and areas of interest to choose those appropriate for one of the portfolios

Know and use the Four Steps for Art Criticism (Description, Analyze, Interpretation, and Judgment) to write a commentary for each portfolio piece selected

Activity: Bring in a minimum of three 3 previous artworks considered to be personal bests. Critique one artwork verbally with class/teacher using Four Steps for Art Criticism

Activity: Write critiques for the two other artworks.

4.0 AESTHETIC VALUING Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

4.4 Apply various theoretical perspectives to their own work and the work of others in classroom critiques.

4.5 Construct a rationale for the validity of a specific work of art – one that fall outside their conceptions of art.

4.6 Develop written criteria for the selection of a body of work from their portfolios that represents significant achievements.

Know which of the three portfolios they will complete

Know what materials are accepted for their chosen portfolio

Know and explain choices of technique, medium, style, form subject, and content to be used for concentration component of portfolio

Activity: Using the AP Studio Art book and teacher-generated form, write down chosen Portfolio, Subjects for Concentration and Breadth, first artworks planned for accomplishing the portfolio. Discuss technique, medium, style, etc. with teacher.

Activity: Create a series of sketches in sketchbook to show artworks for Concentration and Breadth in chosen portfolio

Possible Solutions for Concentrations for Drawing Portfolio:

- A series of expressive landscapes based upon personal experience of a particular place
- Abstraction developed from cells and other microscopic images
- A series of self-portraits with a specific theme
- Interpretive self-portraiture and figure studies that emphasize exaggeration and distortion

2.0 CREATIVE EXPRESSION Creating, Performing, and Participating in the Visual Arts
Skills, Processes, Materials, and Tools

2.1 Create original works of art of increasing complexity and skill in a variety of media that reflect their feelings and point of view.

2.2 Plan and create artworks that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual.

2.4 Demonstrate in their visual artworks a personal style and an advanced proficiency in communicating an idea, theme, or emotion.

2.5 Use innovative visual metaphors in creating artworks.

4.0 AESTHETIC VALUING Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

4.4 Apply various theoretical perspectives to their own work and the work of others in classroom critiques.

4.6 Develop written criteria for the selection of a body of work from their portfolios that represents significant achievements.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers

5.3 Prepare portfolios of their original artwork for a variety of purposes (e.g., review for postsecondary application, exhibition, job application and personal collection).

- A personal or family history communicated through the content and style of still-life images
- A project that explores interior or exterior architectural space, emphasizing principles of perspective, structure, ambiance created by light, etc.
- A figurative project combining animal and human subjects – drawings, studies, and completed works
- An interpretive study of literary characters in which mixed media, color, and form are explored

- The use of multiple images to create compositions that reflect psychological or narrative events

Possible solutions for Breadth (12 slides from one theme) in the Drawing Portfolio:

- The use of various spatial systems, such as linear perspective, the illusion of 3-D forms, aerial views, and other ways of creating and organizing space
- The use of various kinds of content, such as that derived from observation and expressionistic viewpoint; imaginary or psychological imagery; social commentary; political statements; and other personal interests

1.0 ARTISTIC PERCEPTION Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts

1.1 Analyze and discuss complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual in works of art.

1.2 Discuss a series of their original works, using appropriate vocabulary of art.

1.3 Analyze their works as to personal direction and style.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers

5.2A Compare and contrast artwork, probing beyond the obvious and identifying psychological content found in the symbols and images.

Career and Career-Related Skills

5.3A Prepare portfolios of their original artwork for a variety of purposes (e.g., review for postsecondary application, exhibition, job application and personal collection).

- The use of various subjects, such as the human figure, landscape, still-life objects, etc.
- The use of pencil, brush, crayon, pastel, charcoal, pen and ink, paint, markers
- The use of monotype and other printmaking processes, markers, collage, montage, and other media and techniques

Section II and III may not contain slides of the same work.

Possible Solutions for Concentrations for the 2-D Portfolio:

- Design and execution of a children's book
- Development of a series of identity products (logo, letterhead, signage, etc.) for imaginary business
- Political cartoons using current events and images

- A series of works that begin with representational interpretations and evolve into abstraction
- An exploration of pattern and designs found in nature and/or culture
- A series of landscapes based upon personal experience of a particular place in which color and composition are used to intensify artistic expression
- Abstractions developed from cells and other microscopic images
- Interpretive portraiture or figure studies that emphasize dramatic composition or abstraction
- A personal or family history communicated through symbols or imagery
- A series of fabric designs, apparel designs, or weavings used to express particular themes
- The use of multiple modules to create compositions that reflect psychological or narrative events

Possible Solutions for Breadth for 2-D Portfolio:

- Color organization using primary, secondary, tertiary, analogous, or other color subsets for an interior or exterior design
- Artworks that demonstrate the application of color theory, such as those embodied in Fauvism, Expressionism, and Color-Field painting
- Positive/negative (figure/ground) relationships in the rural, suburban, or urban landscape
- Color or design related to psychological, historical, or narrative events
- Development of a modular or repeat pattern for fiber or fabric
- Typographic organization, layout, or logo for a blues, jazz, classical, or rap CD
- Graphic designs for school theater productions, yearbooks, etc.
- Abstractions from the natural world or the urban environment
- Self-portraiture in the guise of a favorite industrial product
- Color symbolism used in an autobiographical diptych or to extend a narrative
- Design for a better and more humane mousetrap

Section II and Section III may not contain slides of the same work.

Possible Solutions for Concentration for 3-D Portfolio:

- A series of 3-D works that begin with representational interpretations and evolve into abstraction
- A series of site-specific works that transform existing form or space
- Abstractions developed from natural or mechanical objects
- Interpretive portraiture or figure studies that emphasize expression and abstraction
- A personal or family history communicated through the content and style of narrative or poetic assemblage
- A series of architectural models for homes, public buildings, or monuments
- Assemblages that juxtapose the coarse and refined qualities of a material
- A ceramic project in which wheel-thrown and hand-built vessels demonstrate inventive thinking and proficiency with form
- The use of multiples/modules to create compositions that reflect psychological or narrative events
- A series of sculptures that explore the relationship between interior and exterior space

Possible Solutions for Breadth for 3-D Portfolio:

- Formal work that embodies line, plane, mass, or volume
- Work that demonstrates modular development
- Work that uses light or shadow to determine form, with particular attention to surface and interior space
- Work that demonstrates an understanding of symmetry, asymmetry, balance, anomaly, and rhythm
- Work that focuses on transitions, such as organic to mechanical
- Assemblage or constructive work that demonstrates transformations of material or identity
- Work that demonstrates an integration of color, texture, and form

Section II and Section III may not contain slides of the same work.

(Second Six Weeks)

SDAIE Instructional Strategies

- Vocabulary & Language Development Respectfully distinguish differences between primary language use & standard academic English.
- 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.

- Guided Instruction: Structure opportunities for student to student interaction during direct instruction
- Meaning-Based Context & Universal Themes Content knowledge: Introduce new concepts through familiar resources, prompts, visuals, or themes.

Activity: Using sketchbook drawings begin translating drawings into chosen medium.

(Third Six Weeks)

SDAIE Instructional Strategies

- Vocabulary & Language Development Respectfully distinguish differences between primary language use & standard academic English.
- 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.
- Guided Instruction: Structure opportunities for student to student interaction during direct instruction
- Meaning-Based Context & Universal Themes Content knowledge: Introduce new concepts through familiar resources, prompts, visuals, or themes.

Activity: Continue to execute artworks from sketchbook drawings.

2.0 CREATIVE EXPRESSION Creating, Performing, and Participating in the Visual Arts
Skills, Processes, Materials, and Tools

- 2.1 Create original works of art of increasing complexity and skill in a variety of media that reflect their feelings and point of view.
- 2.2 Plan and create artworks that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual.
- 2.4 Demonstrate in their visual artworks a personal style and an advanced proficiency in communicating an idea, theme, or emotion.
- 2.5 Use innovative visual metaphors in creating artworks.

Activity: Learn techniques for taking slides, develop, and place in portfolio.

Activity: Write commentary for finished artworks.

4.0 AESTHETIC VALUING Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

- 4.4 Apply various theoretical perspectives to their own work and the work of others in classroom critiques.
- 4.5 Construct a rationale for the validity of a specific work of art – one that falls outside their conceptions of art.
- 4.6 Develop written criteria for the selection of a body of work from their portfolios that represents significant achievements.

SECOND SEMESTER

(First Six Weeks)

SDAIE Instructional Strategies

- Vocabulary & Language Development Introduce new concepts via essential academic vocabulary.
- Explicit Instruction: Teach essential grade-level concepts & build students' background knowledge as needed.
- Guided Instruction: Structure opportunities for student to student interaction during direct instruction
- Metacognition & Authentic Assessment Appropriately modulate language delivery, i.e., speed & enunciation, when modeling language forms or presenting content; repetition helps.

Activity: Continue working on portfolio requirements making sure to check the number of artworks needed for that particular concentration.

2.0 CREATIVE EXPRESSION *Creating, Performing, and Participating in the Visual Arts Skills, Processes, Materials, and Tools*

- 2.1 Create original works of art of increasing complexity and skill in a variety of media that reflect their feelings and point of view.
- 2.2 Plan and create artworks that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual.
- 2.4 Demonstrate in their visual artworks a personal style and an advanced proficiency in communicating an idea, theme, or emotion.
- 2.5 Use innovative visual metaphors in creating artworks.

(Second Six Weeks)

SDAIE Instructional Strategies

- Vocabulary & Language Development Support students to distinguish word meanings, & their uses for subject-specific tasks & Lang. Skills.
- Explicit Instruction: Structure multiple opportunities or peer-to-peer interactions to increase speaking, listening, reading comprehension & writing skills.
- Guided Instruction: Structure opportunities for student to student interaction during direct instruction
- Modeling, Graphic Organizers, & Visuals Content knowledge: Model how to complete tasks.

Activity: Continue on portfolio artworks.

2.0 CREATIVE EXPRESSION *Creating, Performing, and Participating in the Visual Arts*

Skills, Processes, Materials, and Tools

- 2.1 Create original works of art of increasing complexity and skill in a variety of media that reflect their feelings and point of view.
- 2.2 Plan and create artworks that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual.
- 2.4 Demonstrate in their visual artworks a personal style and an advanced proficiency in communicating an idea, theme, or emotion.
- 2.5 Use innovative visual metaphors in creating artworks.

Activity: Take slides frequently, develop, and place in slide sleeves for portfolio.

(Third Six Weeks)

SDAIE Instructional Strategies

- Vocabulary & Language Development As students progress, continue to contextualize instruction of more complex language forms & uses: subject-specific academic vocabulary, grammatical forms, & sentence structures used in listening, speaking, reading & writing.
- Explicit Instruction: Follow contextualized introduction & explicit modeling of language use with repeated practice.
- Meaning-Based Context & Universal Themes Content knowledge: Introduce new concepts through familiar resources, prompts, visuals, or themes.
- Modeling, Graphic Organizers: Provide enough time to complete tasks, appropriate feedback, rubrics, & models to guide students' self-assessment.

Activity: Continue on portfolio artworks.

2.0 CREATIVE EXPRESSION Creating, Performing, and Participating in the Visual Arts

Skills, Processes, Materials, and Tools

- 2.1 Create original works of art of increasing complexity and skill in a variety of media that reflect their feelings and point of view.
- 2.2 Plan and create artworks that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual.
- 2.4 Demonstrate in their visual artworks a personal style and an advanced proficiency in communicating an idea, theme, or emotion.
- 2.5 Use innovative visual metaphors in creating artworks.

Activity: Take slides frequently, develop, and place in slide sleeves for portfolio.

Activity: Continue to write commentary for each artwork as finished.

Activity: Choose slides for Quality component for chosen Portfolio (5 slides for Drawing or 2-D Design , 10 for 3-D)

4.0 AESTHETIC VALUING Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

4.2 Identify the intentions of artists creating contemporary artworks and explore the implications of those intentions.

4.3 Analyze and articulate how society influences the interpretation and message of artwork.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers

5.2 Compare and contrast artwork, probing beyond the obvious and identifying psychological content found in the symbols and images.

(Portfolios are usually due sometime around the first week of May, so plan to finish on time to get to Curriculum Office in time for mailing.)

STUDENT ASSESSMENT

- A. Student generated projects, writing, quizzes, tests, and final AP Portfolio projects
- B. Portfolios
- C. Rubrics to grade projects/writings by teacher & student
- D. Student critiques of in-progress & completed work

INSTRUCTIONAL TECHNOLOGIES AND MATERIALS/SOFTWARE

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

- E. Supplemental text
 - 1. *Art Through the Ages* – Gardner
 - 2. *Drawing on the Right Side of the Brain* – Edwards
 - 3. *The Natural Way to Draw* – Nicholaides
 - 4. *Artforms* – Preble
 - 5. *Art Fundamentals* - Ocvirk
 - 6. *Visual and Performing Arts Framework for CA Public Schools* (1996)
 - 7. *National Standards for Arts Education* (1994)
 - 8. *History of Art* - Janson
 - 9. *Various other texts as needed*
- F. Classroom library
 - 1. Periodicals
 - a. *Art In America*
 - b. *American Art Review*
 - c. *Art Forum*
 - d. *Ceramics Monthly*
 - e. *Pottery Making*
 - 2. Art History texts and technique books for reference
- G. Videos
 - 1. *Masterworks of Painting*
 - 2. *History of Art – Robert Hughes*
- H. Classroom slide library
- I. Internet resources:
 - 1. <http://apcentral.collegeboard.com>

2. apexams@info.collegeboard.org
3. <http://lcweb.loc.gov/copyright/>
4. www.copyright.gov/title17/92chap1.html#102

LEARNING MODALITIES

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

LINGUISTIC LEARNER

- Oral discussions/reports
- Oral part of demonstrations
- Oral readings

LOGICAL/MATHEMATICAL LEARNER

- Sequential instructions in writing
- Timeline
- Computer research
- Visual logic – grouping into definable sets of visual information
- Mathematics of perspective/proportion (Golden Mean)

SPATIAL LEARNER

- Drawing and paintings
- Charts
- 2-D and 3-D displays
- Collages
- Exploration of spatial relationships

MUSICAL LEARNER

- Music of period of study
- Relation of rhythm and pattern in music and visual arts

BODILY-KINESTHETIC LEARNER

- Demonstrations
- Tool and material manipulation
- Student modeling within figure drawing

INTERPERSONAL LEARNER

- Discussions
- Cooperative/collaborative learning projects
- Peer help on projects

INTRAPERSONAL LEARNER

- Written reports
- Portfolio observations
- Personal images used in work
- Self Portraits

**Hanford Joint Union High School
DISTRICT CURRICULUM GUIDE**

I. COURSE NAME:	AP 2-D Design
Grade Level:	11-12
Prerequisite:	Art 1 plus Drawing and/or Painting
Duration:	One year (2 semesters)
Credit:	Elective Credit (or AP Studio Art)
Guide – Board Adoption:	April, 2003; Revised: December 2011
Course Articulation:	n/a
Text – Board Adoption:	(supplemental texts only)
Textbook Name:	n/a
Publisher:	n/a
Publication Year/Edition:	n/a
ISBN – Student Text:	n/a
ISBN – Teacher Text:	n/a

COURSE DESCRIPTION

This independent study course allows students to work in-depth in a specified area of art. Students are expected to develop a program of study based upon the AP Studio Art curriculum and carry it out under the general supervision of the teacher approving his/her program of study. Students may choose to submit a portfolio for evaluation by the AP Board at the end of the year.

CENTRAL INTELLECTUAL PURPOSE

Communications

Reading

Comprehension as shown through discussion and written work involving research, description, and critiques

Writing

Analysis, research paper, critique, and reflective writing on each subject

Speaking

Class/group discussions of student and artists' works
Oral reports

Visual

Art projects, thumbnail sketches, and 2-D works

Critical Thinking/Problem Solving

Designing and creating original visual projects using the Elements of Art and the Principles of Design

Creative use and modification of traditional materials and equipment

Innovative approaches to nontraditional materials

Learn to see objects both in and out of context to enhance the visualization process.

Research

Utilize various resources from library, computer network, classroom archives (books, posters, CDs, slides, etc.) and community resources.
 Visual research documented through sketchbooks, visual studies, and personal photo archives.

Technology

Use of computer and Internet resources on campus and in other locations
 Use of a variety of tools and equipment to produce a primary work of art

Ethics

Knowledge of and adherence to school and classroom rules
 Original ideas and plagiarism
 Viewing and presentation ethics

IV. CONTENT / TIMELINE / PERFORMANCE STANDARDS

Refer to *The College Board Advanced Placement Program: Studio Art* (May 2003) and the *California State Standards – Visual Arts – Grades Nine Through Twelve*, (California Department of Education, 2001)

Refer to specific teacher syllabus that was approved by the College Board for specific timelines.

A comprehensive visual arts program will offer systematic, explicit instruction and skills development while meeting the above standards. Since the Standards are not intended to describe a full visual arts curriculum but to reflect the essentials that proficient students should know and be able to do by the end of each specified grade span, *the choice of projects and supplemental materials designed to meet these standards may be modified by individual teachers.*

Note: All written work in this course addresses 9th-10th Grade English Language Arts Standards for writing. Exit Exam standards are underlined.

- W 1.1 Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.
- W 1.2 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.
- W 1.4 Develop the main idea within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).

FIRST SEMESTER

(First Six Weeks)

SDAIE Instructional Strategies

- Vocabulary & Language •Engage beginning-level students in using basic social & school vocabulary, phrases, & sentence structures.
- Guided Interaction Content knowledge: Clarify expectations, outcomes, & procedures related to tasks for flexible group activities.
- Meaning-Based Context & Universal Themes Content knowledge: Use associated types of “realia” meaningful or familiar to students to affirm the appropriate

context for using new language.

- Metacognition & Authentic Assessment Appropriately modulate language delivery, i.e., speed & enunciation, when modeling language forms or presenting content; repetition helps.

I. Introduction to AP Studio Art

The student will:

Understand the goals for AP Studio Art including participating in a rigorous visual arts experience and earning college credits and placement:

- Encourage Creative as well as systematic investigation of formal and conceptual issues
- Emphasize making art as an ongoing process that involves the student in informed and critical decision-making
- Develop technical skills and familiarize students with the functions of the visual elements
- Encourage students to become independent thinkers who will contribute inventively and critically to their culture through the making of art

Compare the three types of portfolios offered: Drawing Portfolio, 2-D Portfolio, and 3-D Portfolio

Understand the components of each portfolio: Quality, Concentration, and Breadth

Activity: Lecture/Discussion on above topics. Class will make a chart comparing components of each portfolio

4.0 AESTHETIC VALUING Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

4.6A Develop written criteria for the selection of a body of work from their portfolios that represents significant achievements.

The student will:

Understand copyright laws concerning legal use of images, compilations and derivations of artwork

Investigate AP student artwork and famous artworks for areas of interest

Activity: Use computer, classroom, and library resources to complete the worksheet: “Legal Use of Images, Compilations, and Derivations”

Activity: Use computer, classroom, and library resources to complete the worksheet: “Areas of Interest for Concentrations”. Sketch ideas and make notes in sketchbook.

4.0 AESTHETIC VALUING Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

4.2 Identify the intentions of artists creating contemporary artworks and explore the implications of those intentions.

4.3 Analyze and articulate how society influences the interpretation and message of artwork.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers

5.2 Compare and contrast artwork, probing beyond the obvious and identifying psychological content found in the symbols and images.

II. Portfolio Planning (Most activities to be done on an individual basis with teacher)
(Students who choose not to participate in the AP Portfolio process will follow the same processes as those who do, possibly completing fewer artworks.)

The student will:

Evaluate their artworks from previous art classes and areas of interest to choose those appropriate for one of the portfolios

Know and use the Four Steps for Art Criticism (Description, Analyze, Interpretation, and Judgment) to write a commentary for each portfolio piece selected

Activity: Bring in a minimum of three 3 previous artworks considered to be personal bests. Critique one artwork verbally with class/teacher using Four Steps for Art Criticism

Activity: Write critiques for the two other artworks.

4.0 AESTHETIC VALUING Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

4.4 Apply various theoretical perspectives to their own work and the work of others in classroom critiques.

4.5 Construct a rationale for the validity of a specific work of art – one that fall outside their conceptions of art.

4.6 Develop written criteria for the selection of a body of work from their portfolios that represents significant achievements.

Know which of the three portfolios they will complete

Know what materials are accepted for their chosen portfolio

Know and explain choices of technique, medium, style, form subject, and content to be used for concentration component of portfolio

Activity: Using the AP Studio Art book and teacher-generated form, write down chosen Portfolio, Subjects for Concentration and Breadth, first artworks planned for accomplishing the portfolio. Discuss technique, medium, style, etc. with teacher.

Activity: Create a series of sketches in sketchbook to show artworks for Concentration and Breadth in chosen portfolio

Possible Solutions for Concentrations (12 slides from one theme) for the 2-D Portfolio:

- Design and execution of a children's book
- Development of a series of identity products (logo, letterhead, signage, etc.) for imaginary business
- Political cartoons using current events and images
- A series of works that begin with representational interpretations and evolve into abstraction
- An exploration of pattern and designs found in nature and/or culture
- A series of landscapes based upon personal experience of a particular place in which color and composition are used to intensify artistic expression
- Abstractions developed from cells and other microscopic images
- Interpretive portraiture or figure studies that emphasize dramatic composition or abstraction
- A personal or family history communicated through symbols or imagery
- A series of fabric designs, apparel designs, or weavings used to express particular themes
- The use of multiple modules to create compositions that reflect psychological or narrative events

Possible Solutions for Breadth (12 slides for 1 theme) for 2-D Portfolio:

- Color organization using primary, secondary, tertiary, analogous, or other color subsets for an interior or exterior design
- Artworks that demonstrate the application of color theory, such as those embodied in Fauvism, Expressionism, and Color-Field painting
- Positive/negative (figure/ground) relationships in the rural, suburban, or urban landscape
- Color or design related to psychological, historical, or narrative events

- Development of a modular or repeat pattern for fiber or fabric
- Typographic organization, layout, or logo for a blues, jazz, classical, or rap CD
- Graphic designs for school theater productions, yearbooks, etc.
- Abstractions from the natural world or the urban environment
- Self-portraiture in the guise of a favorite industrial product
- Color symbolism used in an autobiographical diptych or to extend a narrative
- Design for a better and more humane mousetrap

Section II and Section III may not contain slides of the same work.

(Second Six Weeks)

SDAIE Instructional Strategies

- Vocabulary & Language Development Respectfully distinguish differences between primary language use & standard academic English.
- 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.
- Guided Instruction: Structure opportunities for student to student interaction during direct instruction
- Meaning-Based Context & Universal Themes Content knowledge: Introduce new concepts through familiar resources, prompts, visuals, or themes.

Activity: Using sketchbook drawings begin translating drawings into chosen medium.

(Third Six Weeks)

SDAIE Instructional Strategies

- Vocabulary & Language Development Respectfully distinguish differences between primary language use & standard academic English.
- 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.
- Guided Instruction: Structure opportunities for student to student interaction during direct instruction
- Meaning-Based Context & Universal Themes Content knowledge: Introduce new concepts through familiar resources, prompts, visuals, or themes.

Activity: Continue to execute artworks from sketchbook drawings.

2.0 CREATIVE EXPRESSION Creating, Performing, and Participating in the Visual Arts

Skills, Processes, Materials, and Tools

2.1 Create original works of art of increasing complexity and skill in a variety of media that reflect their feelings and point of view.

2.2 Plan and create artworks that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual.

2.4 Demonstrate in their visual artworks a personal style and an advanced proficiency in communicating an idea, theme, or emotion.

2.5 Use innovative visual metaphors in creating artworks.

Activity: Learn techniques for taking slides, develop, and place in portfolio.

Activity: Write commentary for finished artworks.

4.0 AESTHETIC VALUING Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

4.4 Apply various theoretical perspectives to their own work and the work of others in classroom critiques.

4.5 Construct a rationale for the validity of a specific work of art – one that falls outside their conceptions of art.

4.6 Develop written criteria for the selection of a body of work from their portfolios that represents significant achievements.

SECOND SEMESTER

(First Six Weeks)

SDAIE Instructional Strategies

- Vocabulary & Language Development Introduce new concepts via essential academic vocabulary.
- Explicit Instruction: Teach essential grade-level concepts & build students' background knowledge as needed.
- Guided Instruction: Structure opportunities for student to student interaction during direct instruction
- Metacognition & Authentic Assessment Appropriately modulate language delivery, i.e., speed & enunciation, when modeling language forms or presenting content; repetition helps.

Activity: Continue working on portfolio requirements making sure to check the number of artworks needed for that particular concentration.

2.0 CREATIVE EXPRESSION Creating, Performing, and Participating in the Visual Arts

Skills, Processes, Materials, and Tools

- 2.1 Create original works of art of increasing complexity and skill in a variety of media that reflect their feelings and point of view.
- 2.2 Plan and create artworks that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual.
- 2.4 Demonstrate in their visual artworks a personal style and an advanced proficiency in communicating an idea, theme, or emotion.
- 2.5 Use innovative visual metaphors in creating artworks.

(Second Six Weeks)

SDAIE Instructional Strategies

- Vocabulary & Language Development Support students to distinguish word meanings, & their uses for subject-specific tasks & Lang. Skills.
- Explicit Instruction: Structure multiple opportunities or peer-to-peer interactions to increase speaking, listening, reading comprehension & writing skills.
- Guided Instruction: Structure opportunities for student to student interaction during direct instruction
- Modeling, Graphic Organizers, & Visuals Content knowledge: Model how to complete tasks.

Activity: Continue on portfolio artworks.

2.0 CREATIVE EXPRESSION Creating, Performing, and Participating in the Visual Arts

Skills, Processes, Materials, and Tools

- 2.1 Create original works of art of increasing complexity and skill in a variety of media that reflect their feelings and point of view.
- 2.2 Plan and create artworks that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual.
- 2.4 Demonstrate in their visual artworks a personal style and an advanced proficiency in communicating an idea, theme, or emotion.
- 2.5 Use innovative visual metaphors in creating artworks.

Activity: Take slides frequently, develop, and place in slide sleeves for portfolio.

(Third Six Weeks)

SDAIE Instructional Strategies

- Vocabulary & Language Development As students progress, continue to contextualize instruction of more complex language forms & uses: subject-specific academic vocabulary, grammatical forms, & sentence structures used in listening, speaking, reading & writing.
- Explicit Instruction: Follow contextualized introduction & explicit modeling of language use with repeated practice.
- Meaning-Based Context & Universal Themes Content knowledge: Introduce new concepts through familiar resources, prompts, visuals, or themes.
- Modeling, Graphic Organizers: Provide enough time to complete tasks,

appropriate feedback, rubrics, & models to guide students' self-assessment.

Activity: Continue on portfolio artworks.

2.0 CREATIVE EXPRESSION Creating, Performing, and Participating in the Visual Arts
Skills, Processes, Materials, and Tools

2.1 Create original works of art of increasing complexity and skill in a variety of media that reflect their feelings and point of view.

2.2 Plan and create artworks that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual.

2.4 Demonstrate in their visual artworks a personal style and an advanced proficiency in communicating an idea, theme, or emotion.

2.5 Use innovative visual metaphors in creating artworks.

Activity: Take slides frequently, develop, and place in slide sleeves for portfolio.

Activity: Continue to write commentary for each artwork as finished.

Activity: Choose slides for Quality component for chosen Portfolio (5 slides for Drawing or 2-D Design , 10 for 3-D)

4.0 AESTHETIC VALUING Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

4.2 Identify the intentions of artists creating contemporary artworks and explore the implications of those intentions.

4.3 Analyze and articulate how society influences the interpretation and message of artwork.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers

5.2 Compare and contrast artwork, probing beyond the obvious and identifying psychological content found in the symbols and images.

(Portfolios are usually due sometime around the first week of May, so plan to finish on time to get to Curriculum Office in time for mailing.)

STUDENT ASSESSMENT

- A. Student generated projects, writing, quizzes, tests, and final AP Portfolio projects
- B. Portfolios
- C. Rubrics to grade projects/writings by teacher & student
- D. Student critiques of in-progress & completed work

INSTRUCTIONAL TECHNOLOGIES AND MATERIALS/SOFTWARE

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

- E. Supplemental text
 - 1. *Art Through the Ages* – Gardner
 - 2. *Drawing on the Right Side of the Brain* – Edwards

3. *The Natural Way to Draw* – Nicholaides
 4. *Artforms* – Preble
 5. *Art Fundamentals* - Ocvirk
 6. *Visual and Performing Arts Framework for CA Public Schools* (1996)
 7. *National Standards for Arts Education* (1994)
 8. *History of Art* - Janson
 9. *Various other texts as needed*
- F. Classroom library
1. Periodicals
 - a. *Art In America*
 - b. *American Art Review*
 - c. *Art Forum*
 - d. *Ceramics Monthly*
 - e. *Pottery Making*
 2. Art History texts and technique books for reference
- G. Videos
1. *Masterworks of Painting*
 2. *History of Art – Robert Hughes*
- H. Classroom slide library
- I. Internet resources:
1. <http://apcentral.collegeboard.com>
 2. apexams@info.collegeboard.org
 3. <http://lcweb.loc.gov/copyright/>
 4. www.copyright.gov/title17/92chap1.html#102

LEARNING MODALITIES

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

LINGUISTIC LEARNER

Oral discussions/reports
Oral part of demonstrations
Oral readings

LOGICAL/MATHEMATICAL LEARNER

Sequential instructions in writing
Timeline
Computer research
Visual logic – grouping into definable sets of visual information
Mathematics of perspective/proportion (Golden Mean)

SPATIAL LEARNER

Drawing and paintings
Charts
2-D and 3-D displays
Collages
Exploration of spatial relationships

MUSICAL LEARNER

Music of period of study

Relation of rhythm and pattern in music and visual arts

BODILY-KINESTHETIC LEARNER

Demonstrations

Tool and material manipulation

Student modeling within figure drawing

INTERPERSONAL LEARNER

Discussions

Cooperative/collaborative learning projects

Peer help on projects

INTRAPERSONAL LEARNER

Written reports

Portfolio observations

Personal images used in work

Self Portraits

Hanford Joint Union High School DISTRICT CURRICULUM GUIDE

I. COURSE NAME:	Literature Survey
Grade Level:	Senior
Prerequisite:	English 3 or 3H
Duration:	One Year(2 semesters)
Credit:	10 units (5 per semester)
Textbook Name:	Prentice Hall Literature: Timeless Voices, Timeless Themes (Platinum Level)
Publisher:	Prentice Hall
Publication Year/Edition:	2002
ISBN – Student Text:	0-13-054790-5
ISBN – Teacher Text:	0-13-054813-8
Board Approved:	Revised December 2011

II. COURSE DESCRIPTION

This course will cover the various types of literature, including short story, poetry, biography, drama, essay, and novel. Students will read works that span the centuries and the world. Composition is an integral part of the course requiring expository and persuasive writing. Grammar and vocabulary are primarily taught in the context of the literature. Course components are concentrated on the High School Exit Exam standards for Language Arts.

III. CONTENT/TIMELINE/ PERFORMANCE STANDARDS

Although academic freedom is supported and encouraged, essential elements presented must be covered. Teachers are encouraged to supplement the required elements with additional selections provided in the text or ancillary materials.

Literary selections in the timeline are correlated with the content standards.

Refer to English-Language Arts Content Standards for California Public Schools (California Department of Education, 1998).

Literature- Within the core literature study, the attached list of literary concepts should be taught and reinforced throughout the year using the following literary selections and the adopted course textbook

Essential Core Literary selections

Novels: The Giver, Lowry (or Anthem, Rand); Monster, Myers;
Plays: "Macbeth," Shakespeare (or "Taming of the Shrew," Shakespeare)

Expository Text selections

Selections from the 12 Grade Expository Reading and Writing Course (ER&WC)

Extended Reading selections

(In addition to the core works, teachers are encouraged to select at least one of these: Big Fish, Wallace; Speak, Anderson; Hunger Games, Collins ; Unwind, Shusterman; or choose a novel from the “California Young Reader Medal” list

Vocabulary

Review the meanings of literary terms.
Use context clues within literary text to discern the meaning of new words encountered, while also understanding the value of the dictionary as a resource tool.

Grammar

Focus on High School Exit Exam components of grammar
Exercises from Daily Language Practice Transparencies
Grammar exercises integrated with the teaching of literature and writing

Writing

All formal writing must go through the process of editing, revision, and final draft.
Reinforce the principles of expository writing.
Write responses to literature that support important ideas and viewpoints through accurate and detailed references to the text.
Write an autobiographical narrative for Senior Memory Book project.
Write a personal statement or scholarship essay.

Listening and Speaking

Organize and deliver at least one oral presentation using appropriately chosen language and effective public speaking techniques.
Communicate effectively in collaborative working environments.
Communicate effectively by developing appropriate listening skills.

Technology

Technology should be an integral component in the research and presentation of student work.
Utilize computer software programs for research and presentation of research.
Access Internet web sites for information.

The 12th grade teachers identified the following E/LA standards as Focus Standards to be addressed in every assignment where applicable so that the students will have mastered them by the end of the year. It is understood that these standards are covered in every assignment; therefore, the remaining standards listed with an activity are particular content-specific areas of emphasis. Focus Standards are indicated with a star in the timeline.

2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS)

2.4 Defend/clarify author's arguments using textual references.

- 1. Analyze author's philosophical beliefs.**
- 2. LITERARY RESPONSE AND ANALYSIS**

3.2 Analyze themes, using textual evidence.

3.3 Analyze the use of stylistic devices.

3.4 Analyze the effect of literary devices.

3.7 Analyze works of world literature:

- a. Contrast major literary periods.**
- b. Relate works and authors to major themes/issues.**

1.0 WRITING STRATEGIES

1.2 Use stylistic elements for rhetorical and aesthetic purposes.

1.4 Use rhetorical devices to enhance meaning.

1.9 Revise text to improve voice, meaning, sentence variety, and style.

SDAIE Instructional Strategies

- Directed reading: predict, read and evaluate the predictions
- Graphic Organizers: flowcharts, venn diagrams, etc
- Group Discussion: teacher generated questions, students discuss
- Image and Quote Poster: students choose quote and image from selection and create posters to share with other students
- Comprehension Check: teacher asks for verbal/nonverbal checks
- Brainstorming: recording all responses to stimulus
- Open Mind Diagram: within the shape of a head the students write and/or draw quotes, symbols, pictures, etc. from selection
- Directed reading: predict, read and evaluate the predictions

First Six Weeks

Literature Prentice Hall: Timeless Voices, Timeless Themes

- “Flood,” Dillard (Nonfiction)
- “A Walk to the Jetty,” Kincaid
- “The Monkey’s Paw,” Jacobs
- “The Dog That Bit People,” Thurber

Mt. Everest Text Set:

- “from View From the Summit,” Hillary
- “from Into Thin Air,” Krakauer
- “The Dream Comes True from The Tiger of the Snows,” Norgay

OR you may use (instead of the above Mt. Everest text set) the “Into the Wild,” Film used with the CSU Expository Reading/Writing Unit Into the Wild, Krakauer

STANDARDS FOR TEXTS AND ACTIVITIES:

- **R 3.5 Analyze recognized works of American literature representing a variety of genres and traditions:**
Trace the development of American literature from the colonial period forward.
Contrast the major periods, themes, styles and trends and describe how works by members of different cultures relate to one another in each period.
Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.
- **R 3.7 Analyze recognized works of world literature from a variety of authors**
- **R 3.3 Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.**
- **R 3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.**
- **R 3.6 Analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks).**
- **R 3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal. (9-10 standards)**
- **R 3.9 Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters. (Philosophical approach)**
- **R 3.8 Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (e.g., suffrage, women’s role in organized labor). (Political approach)**
- **R 2.8 Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material).**

- R. 1.1 Identify and use the literal and figurative meanings of words and understand word derivations.
- R. 1.2 Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.
- W/O 1.1 Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).
- W/O 1.2 Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).
- W/O 1.3 Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction and syntax.
- W 1.1 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.
- W 1.3 Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.
- W 2.3 Write reflective compositions:
 - a. Explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies (e.g. narration, description, exposition, persuasion)
 - b. Draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life.
- W 1.1 Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.
- W 1.2 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.

Activities/Assignments

Vocabulary taught in the context of the literature (through entire course)

Grammar exercises are correlated with the literature (through entire course)

Review expository writing, emphasizing essays that include a thesis, introduction, support, and meaningful conclusion. Use graphic organizer(s).

SENIOR MEMORY BOOK PROJECT ****This assignment may be a semester or year long project.** Students will weekly write to prescribed autobiographical incidents, and with the written work, incorporate components such as visuals, photographs, etc. for final presentation in a 8 by 11 or 12 by 12 binder that not only represents the student's work but also who they are.

Selected ER&WC Activities

PERSONAL STATEMENT and/or **SCHOLARSHIP ESSAY**

Second Six Weeks

Literature The Giver, Lowry (or Anthem, Rand); CSU Expository Reading/Writing Unit "Left Hand of Darkness"

STANDARDS FOR TEXTS AND ACTIVITIES:

- R 3.2 Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.
- R 3.3 Analyze the ways in which irony, tone, mood, the author's style and the "sound" of language achieve specific rhetorical or aesthetic purposes or both.
- R 3.5 Analyze recognized works of American literature representing a variety of genres and traditions: Contrast the major periods, themes, styles and trends and describe how works by members of different cultures relate to one another in each period.
- R 3.3 Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.
- R 3.5 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.
- R 3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.
- R 3.11 Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism.
- R 3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period.
- W 1.1 Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and

- maintain a consistent tone and focus throughout the piece of writing.
- W 1.2 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.
- W 1.6 Integrate quotations and citations into a written text while maintaining a flow of ideas.
- R 2.3 Generate relevant questions about readings on issues that can be researched.
- R 2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.
- W 2.2 Write responses to literature
 - a. Demonstrate a comprehensive grasp of the significant ideas of literary works.
 - b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
 - c. Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created.
 - d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

Activities/Assignments

“Design a Utopian Society”

SENIOR MEMORY BOOK PROJECT (*see previous standards)

Selected ER&WC Activities

Third Six Weeks

Literature Monster, Myers; CSU Expository Reading/Writing Text Set “Juvenile Justice”

STANDARDS FOR TEXTS AND ACTIVITIES:

- R 3.3 Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.
- R 3.5 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.
- R 3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.
- R 3.11 Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism.
- R 3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period.
- W 1.1 Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.
- W 1.2 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.
- W 1.6 Integrate quotations and citations into a written text while maintaining a flow of ideas.
- R 2.3 Generate relevant questions about readings on issues that can be researched.
- R 2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.
- W 2.2 Write responses to literature
 - a. Demonstrate a comprehensive grasp of the significant ideas of literary works.
 - b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
 - c. Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created.
 - d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

Activities/Assignments

Jury Notes written as we read the story out loud in class (students pick parts)

Jury Activity (divide class into 2 or 3 groups) to deliberate the case and present to the rest of class their jury’s findings.

Essay: “Should teenagers accused of violent crimes be tried and sentenced as adults?”

Write response to literature (Persuasive Essay about guilt or innocence of two characters on trial)

SENIOR MEMORY BOOK PROJECT (*see previous standards)

SECOND SEMESTER

SDAIE Instructional Strategies

- **Mnemonics:** A memory system often involving visualization and/or acronyms
- **SQP2RS:** An instructional framework for teaching content with expository texts that can include these steps:
 1. Surveying (scanning the text to be read for 1-2 minutes)
 2. Questioning (having students generate questions likely to be answered by reading text)
 3. Predicting (1-3 things students think they will learn based on the generated questions)
 4. Reading (searching for answers to questions and confirming/discussing predictions)
 5. Responding (answering questions and formulating new ones for the next section of text to be used)
 6. Summarizing (orally or in writing summarizing the text's key concepts)
- **GIST:** This summarization procedure assists students in "getting the gist" from extended text. Together, students and teacher read a section of text. After reading, teacher assists student in identifying words or concepts that are deemed "most important" to understanding the text. These are listed on overhead/board/Elmo and together write a summary statement or two using as many of the listed words as possible. Repeat process and needed. When finished, write a topic sentence to precede the summary sentences; the end result is a summary paragraph
- **Comprehension Strategies**
Prediction, Self-questioning, Monitoring, Determining, Importance, Summarizing
- **Graphic Organizers:** These are graphic representations of key concepts, literary terms, vocabulary, etc.
- **Instructional Scaffolding:** Use of graphic organizers as pre-reading tool or to illustrate text structure or to compare/contrast, organize ideas for writing, etc.
- **Procedural Scaffolding:** Instructional Framework that includes but is not limited to explicit teaching, modeling, practice opportunities with others, expectations for independent application; one on one teaching, coaching, and modeling; small group instruction with students practicing a newly learned strategy with another experienced student; partnering or grouping students for reading activities, with more experienced readers assisting those with less experience
- **Verbal Scaffolding**
Teacher to student/class, student to student, and student to class--verbalization of knowledge in these relationships within the classroom
Paraphrasing, "Think-Alouds," Reinforcing contextual definitions
- **Questioning:** Ask questions that promote critical thinking at the Literal, Interpretive, and Applied levels [While yes/no questions are necessary at times, the goal is to incorporate higher level of thinking by asking questions at a variety of levels to promote responses that are beyond the one word yes or no answer]
- **Guided Instruction**
Use of Elmo and projector to guide students through the use of writing models

First Six Weeks

Literature “Macbeth,” Shakespeare (or “Taming of the Shrew, Shakespeare)

Expository

(with “Taming of the Shrew”) From CSU Expository Reading/Writing Unit: "Language, Gender, and Culture"

(with “Macbeth”) From CSU Expository Reading/Writing Unit: "The Value of Life"

STANDARDS FOR TEXTS AND ACTIVITIES:

- R 2.3 Generate relevant questions about readings on issues that can be researched.
- R 2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.
- R 3.2 Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.
- R 3.3 Analyze the ways in which irony, tone, mood, the author’s style and the “sound” of language achieve specific rhetorical or aesthetic purposes or both.
- R 3.3 Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.
- R 3.5 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.
- R 3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.
- W 1.1 Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.
- W 1.2 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.
- W 1.6 Integrate quotations and citations into a written text while maintaining a flow of ideas.

Activities/Assignments

Shakespeare Reading Journal

Modern issue/Shakespeare Comparison Project

Selected ER&WC Activities

Second Six Weeks

Literature Variety of Expository Texts exploring theme of Respecting Others (“Respect Unit”) including CSU Expository Reading/Writing “Bullying at School” and “Racial Profiling” units

STANDARDS FOR TEXTS AND ACTIVITIES:

- R 3.5 Analyze recognized works of American literature representing a variety of genres and traditions:
Trace the development of American literature from the colonial period forward.
Contrast the major periods, themes, styles and trends and describe how works by members of different cultures relate to one another in each period.
Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.
- R 3.7 Analyze recognized works of world literature from a variety of authors
- R 3.3 Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.
- R 3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.
- R 3.6 Analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks).
- R 3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal. (9-10 standards)
- R 3.9 Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters. (Philosophical approach)
- R 3.8 Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (e.g., suffrage, women’s role in organized labor). (Political approach)

- R 2.8 Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material).
- R 1.1 Identify and use the literal and figurative meanings of words and understand word derivations.
- R 1.2 Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.
- W/O 1.1 Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).
- W/O 1.2 Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).
- W/O 1.3 Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction and syntax.
- W 1.1 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.
- W 1.3 Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.
- W 2.3 Write reflective compositions:
 - a. Explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies (e.g. narration, description, exposition, persuasion)
 - b. Draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life.
- W 1.1 Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.
- W 1.2 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.

Activities/Assignments

Respect Project/Research

Senior Memory Book Project

Selected ER&WC Activities

Third Six Weeks

Literature Teacher Selected "CA Young Reader Medal" Novel (Speak, Anderson; Big Fish, Wallace; Unwind, Shusterman; Hunger Games, Collins; etc)

Expository Text sets dealing with issues connected to chosen novel

STANDARDS FOR TEXTS AND ACTIVITIES:

- R 3.3 Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.
- R 3.5 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.
- R 3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.
- R 3.11 Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism.
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 - c. Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created.
 - d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

Activities/Assignments

Character/Issue/Novel Journal

Expository Text Annotation/Analysis

Selected ER&WC Activities

Issue Debate (topic drawn from novel/text)

Character Open Mind

Issue Venn

V. STUDENT ASSESSMENT

- Fall 6, 12, and Semester Final
- Spring 9 and Semester Final
- Novel/Unit Tests
- Essays/Writing

VI. INSTRUCTIONAL TECHNOLOGIES AND MATERIALS / SOFTWARE

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

- A. Primary text: Prentice Hall Literature: Timeless Voices, Timeless Themes (Platinum Level)
- B. Supplementary texts: 12th Grade Expository Reading and Writing Course
- C. Literature/Outside reading: Novels: The Giver, Lowry (or Anthem, Rand); Monster, Myers; Plays: "Macbeth," Shakespeare (or "Taming of the Shrew," Shakespeare) Big Fish, Wallace; Speak, Anderson; Hunger Games, Collins ; Unwind, Shusterman; or choose a novel from the "California Young Reader Medal" list
- D. Videos from video library: see library for availability
- E. Teacher/student resources:

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 E.L.A. 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



2012-2013 Course Catalog



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HJUHS CONTACT INFORMATION

823 W. Lacey Boulevard, Hanford Ca., 93230 • 559.583.5901 • www.hjuhsd.k12.ca.us

BOARD OF TRUSTEES

Art Brieno Sandra Dawson Gary Pannett Danny Todd John Webster

HJUHS ADMINISTRATION: 583.5901

Superintendent William L. Fishbough

Business Office, ext. 3113	Human Resources, ext. 3110
Educational Services, Ext. 3118	English Language Dev: Ext. 3121*
Special Education: Ext. 3123	Migrant Services: Ext. 3120 *

Hanford High School

120 E. Grangeville Blvd. Hanford Ca. 93230
559.583.5902 | Fax: 583.5229

Principal: Cheryl Hunt	4000
Assistant Principal: Pablo Chavero *	4010
Assistant Principal: Mark Dutra	4018
Attendance Office	4023
Counselor: Kristen Farrah	4014
Counselor: Allison Brum	4016
Counselor: Mario Gutierrez *	4017
Psychologist: Heather Fortune	4024
School Resource Officer: Jason Stingley	5940
Safety Supervisor: Andrew Mazza	4038
Athletic Coordinator: Beau Hill	4818
Student Records: Linda Downing	4006
Library: Carol Bennetts	4022
Career Center: Cindi Homburg	4011
ASB: Karen Evangelo / Chastity Riddle	4502
Ag Program Clerk: Connie Soares	4822
Work Experience: Carol Smith	4007

Hanford West High School

1150 Campus Drive Hanford, Ca. 93230
559.583.5903 | Fax: 583.6708

Principal: Bobby Peters	6000
Assistant Principal: Judy Willett	6007
Learning Director: Darin Parson	6006
Attendance Office	6013
Counselor: Kirsten Barnes	6016
Counselor: Pete Haro *	6017
Counselor: Wesley Forbes	6010
Psychologist: Catherine Garman-Ramirez	6002
School Resource Officer: Martha Forlines	5960
Safety Supervisor: Jason Black	6038
Athletic Coordinator: Lance Dowd	6012
Student Records: Linda Cotta	6003
Library: Carol Bennetts	6020
Career Center: Ruben Amavisca	6027
ASB: Joe McMahon / Nichole Hernandez	6037
NJROTC: LCDR John Wix	5965
Work Experience: Carol Smith	6051

Earl F. Johnson Continuation High School

1201 N. Douty Street Hanford, Ca. 93230
559.583.5904 | Fax: 559.583.6580

Principal: Gary Marr	7000
Counselor: Lowell Neilson	7005
Administrative Assistant: Irma Lopez *	7000
Psychologist: Heather Fortune	4024
Night Cont. Principal: Janice Ede	7003
Night Cont. Secretary: Josephine Magana	7003

* *Hablan Espanol*

Sierra Pacific High School

1259 N. 13th Avenue Hanford, Ca. 93230
559.583.5912 | Fax: 559.583.5914

Principal: Roger Hartman	2010
Learning Director: John Craft	2012
Counselor: Edward Kotoian	2306
Counselor: Maria Lee *	2020
Psychologist: Catherine Garman-Ramirez	6002
School Resource Officer: Jeff Ragsdale	2280
Safety Supervisor: Charles Reed	2280
Student Records: Sonja Thomas	2002
Library: Carol Bennetts	2014
Career Center: Ed Kotoian	2306
ASB: Michelle Duarte / Tiffany Card	8910

Hanford Adult School

905 Campus Drive Hanford, Ca. 93230 | 559.583.5905 Fax: 559.589.9564
Principal: Gary Marr | Extension 7508

INTRODUCTION

Welcome to the 2012-2013 school year. This handbook is designed to assist students and parents by providing overview of District courses as well as information about academic policies.

The Hanford Joint Union High School District is composed of six schools: Hanford High School (HHS), Hanford West High School (HWHS), Sierra Pacific High School (SPHS), Earl F. Johnson Continuation High School (EFJ), Hanford Night Continuation(HNC) and Hanford Adult School (HAS). In addition to the core college-prep curriculum and a variety of electives, HHS, HWHS, and SPHS offer a variety of extra-curricular programs including athletics, band, choral, theater, yearbook, newspapers, and clubs. EFJ serves students in grades 10-12. Students work with staff to create individualized instruction plans based on needs, goals and abilities. The Hanford Night Continuation School is also run at EFJ. HAS serves students 18 and older as well as parenting minors, providing the opportunity to earn a diploma and receive vocational training.

A regular high school schedule includes seven classes (35 credits) per semester. Freshmen enroll in English and math courses based on ability. All freshmen are also required to take Success 101 and Physical Education. Other course choices should be based on goals and interests. Counselors can help you decide which courses are right for you. A registration packet is mailed to families in the summer. Please read and complete all the necessary forms so that your registration will proceed smoothly. We want you to enjoy a successful and happy high school career!

HJUHSD MISSION

“Preparing Today’s Students for Tomorrow’s World”

The Hanford Joint Union High School District is an educational community committed to providing all students a quality education with a multiple of learning opportunities in a safe, orderly environment fully equipped to teach 21st century skills. As a learning community, we strive to increase student achievements, to be responsive to community needs and to foster accountability for all.

RESPONSIBILITIES

- **To students:** To reach their potential and be successful in all career endeavors
- **To parents & community:** To build school, parent and community partnerships on behalf of learning
- **To staff:** To develop, implement and evaluate our effectiveness and the effectiveness of programs on an ongoing basis
- **To one another:** To create an environment of trust and mutual respect wherein all are safe to take risks, learn new methods, share ideas and express their thoughts

BASIC PRINCIPLES

- A belief that all students should learn the elements of the Central Intellectual Purpose: Communication, Critical Thinking/Problem Solving, Research Skills, Technology, and Ethics
- A belief in maintaining a safe and orderly environment for learning
- A belief in continuous improvement for all staff and students
- A belief in accountability in all we do
- A belief in self analysis and in learning and growing from all we do
- A belief in accepting challenges
- A belief in creating a community where all staff and students are members of a learning community
- A belief that the greater community is an essential partner in the future of education

CHALLENGES

- To provide facilities that will meet current and future needs
- To provide each student with the tools necessary to learn and be a productive member of the 21st century
- To provide the parents and community with ongoing opportunities for input and open communication
- To provide staff the necessary tools and opportunities for staff development to continuously maximize student learning

EXPECTED SCHOOLWIDE LEARNING RESULTS

HANFORD HIGH SCHOOL

The Hanford High community is committed to **Integrity, Knowledge** and **Respect** for every person, every day. Hanford High School's mission is to build a learning community dedicated to the development of students who are critical thinkers, effective communicators and responsible citizens. We strive to ensure that all students are actively engaged in the pursuit of knowledge and are respectful, capable problem solvers who demonstrate integrity, enabling them to become productive members of our school, community and world. Hanford High staff fosters these opportunities for every student every day.

Critical Thinking

- Apply problem solving skills and logical thinking processes in a variety of contexts
- Apply appropriate technology to solve problems
- Analyze, interpret, evaluate, and synthesize concepts in a variety of contexts

Communication

- Read, comprehend, and interpret a variety of written and graphic material
- Convey information and ideas individually and collaboratively through appropriate verbal and nonverbal communication
- Write logically structured compositions/responses that demonstrate awareness of audience and purpose and that support ideas and arguments with examples

Citizenship

- The Citizenship policy will be used to promote positive behaviors that will enrich the school, home and community
- The following areas will be emphasized: Attendance, Punctuality, Responsibility and Behavior.

HANFORD WEST HIGH SCHOOL

At Hanford West High School...We make education first ~ We do our best to become our best ~ We meet all with respect ~ We are learning to lead our community ~ We choose to be better ~ We celebrate diversity.

All students will be:

- Work and/or college prepared
- Skill proficient
- Effective communicators
- Technology literate

SIERRA PACIFIC HIGH SCHOOL

The mission of Sierra Pacific High School is to provide our students with the opportunity for success in learning. We are committed to a safe environment where the individual development of attitudes, skills, knowledge, and responsibility essential to successful achievement in school are reached. We strive to actively involve parents and the community in supporting student learning and development. In connection with our community, Sierra Pacific will provide comprehensive educational opportunities that prepare our students to be literate, career-oriented, and productive citizens ready for the challenges of the 21st Century.

The following will be the initial basis for development of Sierra Pacific's ESLRs (Expected Schoolwide Learning Results)

Sierra Pacific Students will strive to be successful with *STRAIGHT A's*

Academic achievement
Attitude
Accountability
Active involvement
Aptitude

EARL F. JOHNSON CONTINUATION HIGH SCHOOL

Academic Achievement:

- Complete a minimum of 35 units each semester
- Maintain a 2.0 or higher grade point average (GPA)
- Pass the California High School Exit Exam (CAHSEE)
- Demonstrate continued growth on the California Standardized Test (CST)

Be Responsible:

- Attendance at 90% or better
- Be prepared (Binder/Pencil/Paper)
- Accountability (know where you stand, class work/graduation status)

Caring Community Member:

- Pride in school
- Positive interaction with staff and students
- Community Service

HJUHSD GRADUATION REQUIREMENTS

HJUHSD offers a variety of ways for students to meet graduation requirements. Each student will work with a counselor to create a plan that best meets the student's individual needs, goals and abilities. These individual plans will be reviewed and revised at least once a year to ensure students are on track to meet their goals.

To earn a comprehensive high school diploma, students must complete at least **265 units** including specific subject and course requirements. Students may earn a diploma from Earl F. Johnson Continuation High School with a minimum of 70 elective units (total 220) if they meet all other requirements, including attendance at EFJ for the entire Senior year. All HJUHSD students take **Core Curriculum** courses. Students may be allowed to use alternative means to complete the required course of study. Students are also required to pass the California High School Exit Exam. Graduation Requirements are subject to change.

40 units	English (<i>English 1, 2, 3 and 4 or equivalent</i>)
30 units	History/Social Science (<i>World Hist., US Hist., Govt. & Econ. or equivalent</i>)
20 units	Mathematics (<i>Including Algebra 1</i>)
20 units	Science (<i>Biological and Physical</i>)
10 units	Visual and Performing Arts
10 units	Career Technical Education
20 units	Physical Education (<i>required for 9th and 10th graders</i>)
115 units	Electives (including Success 101)
265	Total Units to Graduate (<i>and pass the CAHSEE</i>)

The **Sample Schedules** on page 6 show four ways students can meet requirements as freshmen. Other courses may meet requirements. Students and parents should work with a counselor to plan the best schedule for them.

COLLEGE ADMISSIONS

Business, Trade, Technical Schools can help students develop knowledge and skills for a career.

Four-year college or university admission requires a grade of “C” or better in required in high school course work. Students must take the SAT or ACT. Additionally, the University of California may recommend students take SAT subject tests based on the major they choose. See “University of California & California State University Requirements” and refer to college catalogs for more specific admission requirements.

University of California consists of ten campuses across the state – Berkeley, Davis, Irvine, Los Angeles, Merced, Riverside, San Diego, Santa Barbara, Santa Cruz and San Francisco. UC offers four-year programs in a wide variety of fields as well as graduate and doctoral degrees. UC is committed to serving the top 12.5% of California's high school graduates.

California State University consists of twenty-three campuses across the state, including CSU Fresno, our local campus. CSU's offer four-year programs in a wide variety of fields, as well as graduate level degrees, credential programs in various educational fields and a limited number of doctoral programs. CSU is committed to serving the top 33% of high school graduates.

Community Colleges are located in most California counties and offer two-year degree programs and vocationally oriented certificate programs. Students may transfer to a four-year college after successfully completing two years (or 56 units) of acceptable coursework at a community college. Local community colleges include College of the Sequoias and West Hills College.

Private Colleges and Universities are independently owned and operated, relying primarily on student tuition to meet costs. Many offer substantial financial aid packages to academically accomplished students or outstanding athletes, musicians and artists. Under-graduate and graduate degrees are offered, as well as some doctoral programs. See college catalogs for more information.

SAMPLE 9TH GRADE SCHEDULES

Sample 1: A student who needs help in reading & math		Sample 2: A “traditional” course of study	
English	English Seminar	English	English 1
Elective	Reading Skills	Math	Algebra 1
Math	Algebra 1	Physical Ed.	P.E. 1
Elective	Math Skills	Elective	Success 101
Physical Ed.	P.E. 1	Elective	Elective
Elective	Success 101	Elective	Elective
Elective	Elective	Elective	Elective
Sample 3: A student wanting accelerated study		Sample 4: An English Language Development student	
English	English 1 Advanced	English	English/ELD
Math	Geometry, Advanced	Elective	English/ELD
Physical Ed.	P.E. 1	Math	Algebra 1
Science	Biology, Advanced	Physical Ed.	P.E. 1
Elective	Success 101	Elective	Success 101
Elective	Elective	Elective	Elective
Elective	Elective	Elective	Elective

Four-Year Worksheet

Use this worksheet, with guidance from a counselor, to create a four-year education plan to meet your academic goals.

Freshman (9th Grade)

English	
Math	
P.E.	
Electives (4)	

Sophomore (10th Grade)

English		History-Social Science	
Math		P.E.	
Science		Electives (2)	

Junior (11th Grade)

English		History-Social Science	
Math		P.E.	
Science		Electives (2)	

Senior (12th Grade)

English		History-Social Science	
Math		P.E.	
Science		Electives (2)	

University of California & California State University Requirements

The HJUHS D courses below meet the subject-area requirements for admission to a UC or CSU. Additional information is available online at www.ucop.edu/doorways and www.csumentor.edu

A. History / Social Science: 20 units/2 years

Including 1 year world history; and 1 year U.S. History or 1 semester U.S. History and 1 semester American Government/Civics

- World History or Honors
- U.S. History or U.S. History AP
- Government
- U.S. Government and Politics AP

B. English: 40 Units/4 years

- English 1 or English 1, Advanced
- English 2 or English 2 Honors
- English 3 or Language and Composition AP
- English 4 or Literature and Composition AP

C. Mathematics: 30 units/3 years (UC recommends 40 units/4 years)

Including Algebra 1, Geometry and Algebra 2

- Algebra 1
- Trigonometry / Pre-Calculus or Honors
- Algebra 2
- Geometry or Geometry, Adv.
- Calculus or Calculus AP
- Statistics AP

D. Laboratory Science: 20 units/2 years (UC recommends 30 units/3 years)

Including 2 of 3: Biology, Chemistry and Physics

- Biology, Biology Advanced, Biology AP
- Chemistry, Chemistry Honors, Chemistry AP
- Environmental Science AP
- Physics, Physics Honors
- Anatomy / Physiology Honors

E. Language – other than English: 20 units/2 years of same language (UC rec. 30 units/3 years)

- American Sign Language 1, 2, 3
- Spanish 1, 2, 3, AP
- Spanish for Spanish Speakers 1, 2

F. Visual and Performing Arts: 10 Units/1 year

- Art 1: Visual Arts
- Art 2: Art Value/Color
- Art 3: Painting
- Art 4: Art Studio
- Band, Beginning
- Band, Jazz
- Band, Marching/Symph.
- Ceramics & Sculpture 1
- Concert Choir
- Chamber Singers
- Drama, Advanced
- Drama, Beginning
- Men's Chorus / Women's Chorus
- Multimedia Communication Design
- Percussion
- Photography
- Three-Dimensional Design
- Wind Ensemble
- Art and History of Floral Design

G. College Prep Elective: 10 Units/1 year

One year of any A-F class beyond minimum requirements OR other college prep courses, including:

- Creative Writing
- Economics of Business/Virtual Enterprise
- Economics
- Economics Macro AP/Micro AP
- Economics/Government AP
- Sociology
- Journalism 1 & 2
- Psychology / Psychology AP
- Veterinary Science
- Child Psychology

Quick Reference: HJUHSD Core Courses

F = Fine Arts Credit **T** = Career Technical Education Credit **P** = PE Credit **W** = Weighted Grade
L = Language Assisted Course Available **S** = Semester Course **E** = Also offered at EFJ Continuation*
C = Courses accepted by CSU and UC **A** = Articulated with COS, WHC and/or CSU

Unless otherwise noted, courses are offered at Hanford High, Hanford West High and Sierra Pacific High based on need / enrollment

English	Credit	Pg
Academic Literacy (<i>elective</i>)		11
English 1	C E	11
English 1 - Advanced	C	11
English 2	C E	11
English 2 - Honors	C W	11
English 3	C E	11
English Fundamentals 3 (<i>elective</i>)		11
English 4	C	11
English Seminar		11
Language and Composition AP	C W	11
Literature and Composition AP	C W	12
Literature Survey		12
English Fundamentals 4		12
ELD 1: Beginning Basic		12
ELD 2: Advanced Basic		12
ELD 3: Level A		12
ELD 4: Level B		12
ELD 5: Level C		12
Language Acquisition Support (<i>elective</i>)		12

Mathematics	Credit	Pg
Algebra 1	C L E	13
Algebra 1 w/Math Support	C L	13
Algebra B	C E	13
Algebra Literacy (<i>elective</i>)	E	13
Geometry	C L	13
Geometry, Advanced	C	13
Geometry, Applied	L	13
Algebra 2	C	13
Trigonometry / Pre-Calculus	C	13
Trigonometry / Pre-Calculus Honors	C W	13
Calculus	C	13
Calculus - AP	C W	13
Statistics - AP	C W	13
Math Readiness (Sp. Ed.)		13
Algebra Readiness (Sp. Ed.)		13

Science	Credit	Pg
Anatomy and Physiology - Honors	C W	14
Biology / Biology Ag	C E L	14
Biology - AP	C W	14
Biology - Advanced	C	14
Chemistry	C	14
Chemistry - AP	C W	14
Chemistry - Honors	C W	14
Earth Science	E L	14
Environmental Science - AP (<i>HW/SP</i>)	C W	14
Physics	C	14
Physics - AP	C W	14
Physics - Honors	C W	15

History – Social Science	Credit	Pg
Economics - AP (<i>HH</i>)	C W	15
Government (S) / Economics (S)	C L E	15
Modern World History	C L E	15
Modern World History - Honors	C W	15
Psychology	C	15
Psychology - AP	C W	15
U.S. Government & Politics - AP	C W	15
U.S. History	C L E	15
U.S. History AP	C W	15

World Languages	Credit	Pg
American Sign Language 1	C	16
American Sign Language 2	C	16
American Sign Language 3	C	16
Spanish 1	C	16
Spanish 2	C	16
Spanish 3	C	16
Spanish for Spanish Speakers 1	C	16
Spanish for Spanish Speakers 2	C	16
Spanish Language – AP	C W	16

**Other courses offered at Earl F. Johnson Continuation High School include: English Literacy, CT Lab Publishing, Reading, Life Skills, KROP, and Workability.*

Quick Reference: HJUHSD Electives

Arts: Visual and Performing	Credit	Pg
Art 1: Visual Arts	C F E	16
Art 2: Art Value/Color	C F	16
Art 3: Painting	C F	16
Art 4: Art Studio	C F	16
Band, Beginning	C F	17
Band, Jazz	C F	17
Band, Marching/Symphonic	C F	17
Ceramics and Sculpture 1 & 2	C F	17
Chamber Singers	C F	17
Choir, Concert	C F	17
Choir, Gospel (HW)	C F	17
Choir, Men's / Choir, Women's	C F	17
Color Guard/Winter Guard	F	17
Drama, Advanced / Beginning	C F	17
Guitar (HH)	F	17
Music Theory - AP (HW)	C F	17
Stagecraft / Stagecraft, Advanced (HH)	T F	17
Synthesizer Music Practicum (HW)	F	18
Theatrical Costuming & Makeup (HH)	F	18
Three-Dimensional Design	C F	18
Career Technical Education	Credit	Pg
Architectural Drawing (SP)	T	18
Automotive Services, Adv. (HW)	T	18
Auto, General	T	18
Business 1 & 2 (HH)(SP)	T	18
Careers in Education, Advanced (HW)	T	18
Careers in Hospitality, Tourism, Rec (HW)	T	18
Child Psychology (HW)	C T A	18
Computer Assisted Drafting 1 & 2 (SP)	T A	18
Computerized Accounting 1 (HH)(SP)	T A	18
Consumer Foods (HW)	T	18
Creative Activities for Children (HW)	T A	19
Cultural Foods (HW)	T	19
Fundamentals of Education (HW)	T A	19
Industrial Processes, Intro (SP)	T	19
Life Management (HW)	T	19
Mechanical Drawing (SP)	T A	19
Metal Shop 1, 2 (HW)	T A	19
Web Page Design 1	T A	19
Web Page Design 2	T A	22
Woodshop, Advanced / Beginning	T	19
Word Processing 1 & 2 (HH, HW)	T	19
Work Experience 1 & 2 (HH, HW)	T E	19
Physical Education	Credit	Pg
Physical Education 1, 2	P E	23
Other P.E. Courses	P	23

Agriculture Program	Credit	Pg
Agricultural Biology	C	20
Agricultural Earth Science		20
Ag Leadership and Communications	T	20
Agricultural Mechanics 1, 2, 3, 4	T A	20
Ag Science 1: Intro to Agriculture	T	20
Ag Science 2: Applied Animal Sci.	T	20
Ag Science 3: Applied Plant Science	T	20
Ag Science 4: Ag Business	T	20
Art and History of Floral Design	C T A	21
Floral Design, Advanced	T A	21
Ornamental Horticulture 1	T A	21
Veterinary Science	C T	21
Regional Occupational Program	Credit	Pg
Auto Body and Paint (HH)	T	21
Automotive Services, Adv. (HH)	T	21
Automotive Internship	T	21
Business Internship	T	21
Business Technology Program	T	21
CISCO Courses	T	21
Econ. of Bus./Virtual Enterprise (HH)	C T	21
Health Occupations 1, 2	T A	21
Marketing Occupations (HW)	T	22
Microsoft Office Specialist (HW)	V	22
Multimedia Communic. Design 1, 2	C V E A	22
Nursing Assistant	Science A	22
PC Maintenance and Repair (HW)	T A	22
Power Equipment Tech. 1, 2 (HH)	T	22
Public Safety (SP)		
Retail Marketing 1 & 2 (HW)	T	22
Welding courses (HW)	T	22
Other Electives	Credit	Pg
AVID 9, 10, 11, 12		23
Creative Writing		23
Driver's Education		23
Journalism 1 & 2		23
Student Assistant	E	24
Student Government		24
Study Skills	E	24
Yearbook		24
Naval Science 1, 2, 3, 4 (HW)		24
Partnership Academies		25
Success 101		24

*Students may be allowed to enroll in electives at other HJUHSD high schools, depending on need and availability.

Quick Reference: Career Technical Recommended Sequences

CTE provides students with a **sequenced course of study** that develops academic and technical knowledge and skills for careers from entry level (high school diploma) through professional (college degree). CTE is standards-based, applied learning that emphasizes academic knowledge, problem-solving, employability skills, and occupation-specific skills.

Agriculture Science *(HH) (HW) (SP)*

Ag 1: Intro to Agriculture
Ag 2: Applied Animal Science
Ag 3: Applied Plant Science
Agriculture Leadership
Ag 4: Agribusiness

Agriculture Mechanics *(HH) (HW) (SP)*

Agriculture Mechanics 1
Agriculture Mechanics 2
Agriculture Mechanics 3
Agriculture Mechanics 4
Power Equip. Tech. 1 & 2 (ROP)

Animal Science *(HH) (HW) (SP)*

Ag 1: Intro to Agriculture
Ag 2: Applied Animal Science
Veterinary Science
Ag 4: Agribusiness

Architecture & Drafting *(HH)*

Word Processing 1
Computer Assisted Drafting 1
Computer Assisted Drafting 2

Architecture & Drafting *(HW) (SP)*

Intro to Industrial Processes
Mechanical Drawing
Computer Aided Drafting 1
Computer Aided Drafting 2
Architecture Drawing

Automotive Technology *(HH)*

Beginning Auto
Auto Body & Paint (ROP)
Adv. Automotive Services (ROP)
Automotive Internship (ROP)

Automotive Technology *(HW)*

Intro to Industrial Processes
Beginning Auto
Advanced Auto

Business Information Technology *(HH) (HW)(SP)*

Business 1
Business 2
Word Processing 1
Word Processing 2
Computerized Accounting
Virtual Enterprise/Econ of Business
Retail Marketing 1 (ROP)
Retail Marketing 2 (ROP)

Business Media Support *(HH) (HW)*

Word Processing 1
Word Processing 2
Business FastTrack (ROP)

Business Systems Development *(HH) (HW)*

Word Processing I
Web Page Design
Web Page Design 2
Multimedia Comm. & Des. 1 (ROP)
Multimedia Comm. & Des. 2 (ROP)

Child Dev. & Education *(HW)*

Life Management
Child Psychology
Fundamentals of Education
Creative Activities
Advanced Careers in Education

Construction & Technology *(HH)*

Beginning Wood
Advanced Wood

Construction & Technology *(SP)*

Intro to Industrial Processes
Beginning Wood
Advanced Wood

Food Sci., Dietetics & Nutrition *(HW)*

Life Management
Consumer Foods
Cultural Foods
Careers in Hospitality, Tourism & Recreation

Ornam. Hort. & Floral Design *(HH) (HW) (SP)*

Ag 1: Intro to Agriculture
Ornamental Horticulture
Introduction to Floral Design
Advanced Floral Design

Plant & Soil Science *(HH) (HW) (SP)*

Ag 1: Intro to Agriculture
Ag 2: Applied Plant Science
Ornamental Horticulture
Ag 4: Agribusiness

Support Services *(HH) (HW) (SP)*

Health Occupations 1 (ROP)
Health Occupations 2 (ROP)
Nursing Assistant (ROP)

Welding Technology *(HW)*

Intro to Industrial Processes
Metal 1
Metal 2
Welding Fabrication 1 (ROP)
Welding Fabrication 2 (ROP)
Welding Stainless (ROP)

ENGLISH

Academic Literacy (elective)

Grade: 9/10

Prerequisite: Basic score on the CST

This support course helps students become independent, higher-level, strategic readers and writers. Focus is on reading and writing competencies necessary for academic and personal success across disciplines, employment and everyday life.

English 1 (C)

Grade: 9

Literature is integrated with language skills to include writing workshops, grammar/vocabulary instruction, oral communication, critical reading/listening skills, and research skills. Basic literary genres are covered. Classic and contemporary literature emphasizes multicultural perspectives.

English 1 - Advanced (C)

Grade: 9

Prerequisite: A/B grade, 380 and above on CST, 50 or above on DRP and teacher recommendation

This advanced writing and literature course expands on English 1. This course is for students who read rapidly and accurately, and write fluently. Expectations are that students are able to read with insight; they will have reading assignments each night in core novels. Readings include novels, plays, short stories, poetry and essays. Students will study fiction and non-fiction, academic writing, listening and speaking skills

English 2 (C)

Grade: 10

Prerequisite: English 1/1 Advanced

This course emphasizes reading and comprehension, literary response and analysis, writing strategies and applications and vocabulary. Students also prepare for the California High School Exit Exam.

English 2 - Honors (C) (W)

Grade: 10

Prerequisite: Semester A/B grade, Proficient/Advanced on CST and teacher recommendation or petition

This writing and literature course challenges students to read additional selections and delve deeper into literature. In addition to English 2 curriculum, this honors course prepares students for other advanced courses, and requires students to do more outside reading, more rigorous writing, and more in-depth analysis of the author's craft.

English 3 (C)

Grade: 11

Prerequisite: English 2 or 2H

This course emphasizes reading and comprehension, literary response and analysis, writing strategies and applications, and vocabulary development. Basic genres are covered with emphasis on depth of analysis and

complementing U.S. History study. Novels, plays, stories, poetry and essays are included.

English Fundamentals 3 (elective) (Exception: English credit if noted in student I.E.P.)

Grade: 11

Prerequisite: CAHSEE not passed

This course is required in addition to English 3 for juniors who have not passed the English-Language Arts section of the CAHSEE. The focus is on CAHSEE standards with intense instruction and practice in reading, comprehension, literary response/analysis, writing strategies/applications and vocabulary. The teacher determines individual emphasis based on CAHSEE results.

English 4 (C)

Grade: 12

Prerequisite: English 3 or AP Language and teacher recommendation or petition

Emphasis is on reading comprehension, literary response and analysis, and writing strategies and applications. This in-depth study focuses on interpretation and analysis to learn to appreciate expression, explore the human condition and reveal the common experiences of man. Primary content is British literature with supplemental multicultural literature.

English Seminar

Grade: 9 - 5 units English/5 units elective per semester

Prerequisite: Score Below or Far Below Basic on CST

This required two-period course substitutes for English 1 for students who need reading intervention. The course is based on the state-approved, research-based intervention program, READ 180. Daily literacy instruction includes: Phonics and decoding skills, automatic word recognition, reading fluency, vocabulary development, comprehension of text, and spelling. Students have access to software that provides individualized instruction.

Language and Composition - AP (C) (W)

Grade: 11

Prerequisite: Semester A/B, Proficient/Advanced on CST and teacher recommendation or petition

This course requires more outside reading, more rigorous writing assignments and more in-depth analysis. Focus is on diction, syntax, organization, rhetorical strategies and narrative techniques. Emphasis is on comprehension, literary response and analysis, writing strategies and applications and vocabulary development. Literature includes short stories, essays and classic novels.

Literature and Composition - AP (C) (W)

Grade: 12

Prerequisite: Semester A/B, Proficient/Advanced on CST and teacher recommendation or petition

This course exposes students to a level of literary analysis they would encounter in college. The focus is on literature with emphasis on poetry. It engages students in the careful reading and critical analysis of imaginative literature. Through close reading of selected texts,

students deepen their understanding of the ways writers use language to provide meaning and pleasure for readers. As they read, students consider structure, style themes and smaller-scale elements, such as figurative language, imagery, symbolism and tone. Such in-depth reading leads to in-depth, college-level writing.

Literature Survey

Grade Level: 12

Prerequisite: English 3

This course covers includes study of short story, poetry, biography, drama, essay, and novel. Students read works that span the centuries and the world. Composition is an integral part of the course requiring expository and persuasive writing. Course components are concentrated on Language Arts Exit Exam standards.

English Fundamentals 4

Grade Level: 12

Prerequisite: English 3 CAHSEE unfulfilled

Emphasis is on skills and strategies required for passing the CAHSEE. This course covers short story, poetry, drama, biography, autobiography, essay and novel. Students read works that span the centuries and the world. Composition is integral and students will be required to produce expository, persuasive and literary analysis text.

ENGLISH LANGUAGE DEVELOPMENT (ELD)

The ELD Program offers individual and group instruction to meet the needs of students with limited English proficiency. Specially trained teachers prepare students for mainstream classes by providing extensive language instruction. Class materials are provided by Hampton Brown's *Edge* program. All ELD courses provide communication-based language instruction. To acquire proficiency in English, students receive comprehensible input in a supportive, effective environment. Materials and instruction are challenging, yet understandable. The classes integrate listening, speaking, reading, and writing. The high schools also offer ELD social studies, math and science courses. The University of California grants admission credit for all ELD social studies courses and one year of advanced ELD. These two period blocks earn five units of English and five units of elective credit each semester. Students at beginning or intermediate levels are urged to enroll in the ELD program. Students are tested to determine appropriate course placement.

English Language Development 1

Grade Level: 9-12, Beginning Basics Level

Prerequisite: Diagnostic placement teacher/couns. rec.

A one semester, two period course for beginning students that covers the first six units of Basic Level. Beyond English there is language development across the curriculum through consistent lessons that focus on developing vocabulary and skills outside of English, such

as science, social science and mathematics. The focus is literacy skills and study skills.

English Language Development 2

Grade Level: 9-12 Edge Advanced Basic Level

Prerequisite: ELD 1, teacher/counselor recommendation

A one semester, two period course for beginning level students. There are consistent lessons that focus on developing vocabulary and skills outside of English, such as science, social science and mathematics. There is a focus on literacy skills, study skills and survival skills.

English Language Development 3

Grade Level: 9-12 Edge Level A

Prerequisite: ELD 2, teacher/counselor recommendation

A one semester, two period course for beginning intermediate students that covers all five units of Level A. Focus is on vocabulary, reading strategies/comprehension, grammar in context, and response to literature.

English Language Development 4

Grade Level: 9-12 Edge Level B

Prerequisite: ELD 3, teacher/counselor recommendation

A one semester, two period course for intermediate students that covers all five units of Level B. The focus is vocabulary, reading strategies/comprehension, grammar in context and response to literature.

English Language Development 5

Grade Level: 9-12 Edge Level C

Prerequisite: ELD 4 teacher/counselor recommendation

A one semester, two period course for intermediate and early advanced students that covers all five units of Level C. The focus is vocabulary, reading strategies and comprehension, grammar in context and response to literature.

Language Acquisition Support (elective)

Grade Level: 9-12

Prerequisite: Completion of Edge

This support class continues instruction to ensure students master 9-12 ELD standards that in turn facilitate mastery of grade level ELA standards. Students also enroll concurrently in the appropriate English course.

MATHEMATICS

Algebra 1 (C) (L)

Grade: 9-12

Students learn properties and structure of our number system and its operations and basic skills for solving quantitative problems. Content includes rational and irrational numbers; linear equations and inequalities; linear and quadratic functions; solving equations graphically and with linear combinations; polynomials, rational expressions, exponents, statistics and probability.

Math Support (elective)

Grade: 9-12

Prerequisite: Teacher recommendation and/ or test

This two semester, one period course is for students at risk of not passing Algebra 1. Students get extra instruction and support as they learn skills and standards.

Algebra B (HW)

Grade: 9-12

Prerequisite: Algebra 1

Students who did not pass the second semester of Algebra 1 have the opportunity to re-take it relative to second semester standards they need to focus on. Algebra 1 standards are covered.

Algebra Literacy (elective)

Grade: 11-12

Prerequisite: CAHSEE math not passed

Students who did not pass the High School Exit Exam math section get individualized plans on standards they need to focus on. All Algebra 1 standards are covered.

Geometry (C) (L)

Grade: 10-12

Prerequisite: C in Algebra 1 or Algebra Mastery Test

Students learn geometric concepts including area, volume, perimeter, angles, lines and circles, and develop their ability to construct formal logical arguments and proofs.

Geometry, Advanced (C) (L)

Grade: 9

Prerequisite: B in Algebra 1, teacher recommendation, 70% Algebra Mastery Test

Students learn problem solving, connections with real world applications, fractals, functions/ratios/dilations, coordinate geometry, vectors, and measurement, with emphasis on advanced geometric skills.

Geometry, Applied

Grade Level: 10-12

Prerequisite: D in Algebra 1 w/Math Support or teacher recommendation

This is the study of measurement, scale, proportions, perimeter, area and volume. Students apply the properties of triangles, quadrilaterals, polygons and circles. Study includes basic transformations, trigonometry and logic skills with hands-on opportunities and real-world situations. (Meets HJUHSD requirements, but not CSU/UC.)

Algebra 2 (C)

Grade: 9-12

Prerequisite: C in Algebra 1 and Geometry

Students review Algebra 1 topics and are introduced to more complex concepts including linear, quadratic and exponential and logarithmic functions. They are exposed to the binomial theorem and complex number system.

Trigonometry/Pre-Calculus (C)

Grade: 11-12

Prerequisite: C in Algebra 2

This course emphasizes problem-solving skills. The fundamental concepts of trigonometry, mathematical analysis and statistics are presented.

Trigonometry/Pre-Calculus - Honors (C) (W)

Grade: 10-12

Prerequisite: B in Algebra 2 and teacher recommend.

This course prepares students for college calculus. Emphasis is on trigonometry, analytical geometry, functional analysis and statistics.

Calculus (C)

Grade: 11-12

Prerequisite: C in Trig./PreCalculus or teacher approval

This course develops understanding of the concepts of calculus and provides experience with methods of differentiation and integration and their applications.

Calculus - AP (C) (W)

Grade: 11-12

Prerequisite: B in Trig./Pre-Calculus or teacher approval

This college level course prepares students for the AP Calculus AB Test. The concepts of differentiation and integration and their applications is the focus.

Statistics - AP (C) (W)

Grade: 11-12

Prerequisite: C in Algebra 2

Students use exploratory analysis of data to use graphical and numerical techniques to study patterns and departures from patterns.

Math Readiness

Prerequisite: IEP Placement

This two semester course is for special education students who have not completed courses leading to algebra and need special instructional strategies to assimilate the necessary skills. This class does not cover any single course/grade standards or requirements. It includes critical skills from several previous grades.

Algebra 1 Readiness with Math Support

Prerequisite: IEP Placement

This two period, two semester course is for students who remain at risk of not passing algebra. It provides support and an introduction to Algebra 1. It fills skill gaps and allows extra time to understand concepts.

SCIENCE**Anatomy and Physiology Honors (C) (W)**

Grade: 11-12

Prerequisite: C in Geometry and Biology, Chemistry may be concurrent

This science lab emphasizes the anatomy and physiology of human systems. The themes of a hierarchy of

organization, emergent properties, homeostasis and structure and relation to function will be highlighted.

Biology (C) (L)

Grade: 10-12 (9 if concurrent with Geometry)

Students are introduced to major concepts in biology and current biological issues, particularly related to humans. Topics include molecular and cellular aspects of living organisms, reproduction and inheritance, conservation biology and the scientific method. Students should have strong reading ability and basic math proficiency.

Biology, Agricultural (C)

Grade: 10-12 (9 if concurrent with Geometry)

This is a biology course with agricultural emphasis.

Biology, Advanced (C)

Grade: 9

Prerequisite: Concurrent in English 1 Advanced, concurrent in Geometry Advanced recommended

This lab course emphasizes in-depth study of the scientific method, molecular and cellular aspects of living organisms, reproduction and inheritance, biological classification and ecological relationships. It also takes an inquiry-based approach to connections to the world.

Biology - AP (C) (W)

Grade: 11-12

Prerequisite: C in Geometry, Biology, Chemistry

This is the equivalent of intro college biology. This second-year course differs from Biology and Advanced Biology in textbook, range and depth of topics, lab work and time and effort required. It provides students with the conceptual framework, factual knowledge and analytical skills to deal critically with rapidly changing science.

Chemistry (C)

Grade: 10-12

Prerequisite: C in Biology, concurrent with Geometry or higher

Students are introduced to the structure and properties of matter. Topics include atomic structure, chemical bonds, gases, conservation of matter, and acids and bases. Math skills needed to understand these ideas are reinforced; therefore, students are expected to have basic math skills. This lab-based course is intended for students not planning to major in science.

Chemistry - AP (C) (W)

Grade: 11-12

Prerequisite: A in Chemistry, B in Chemistry H and Algebra 2

This is the equivalent of introductory college chemistry. It provides students with college preparation and an opportunity to pursue college credit. It is accelerated and rigorous, requiring lengthened periods for experiments. Students develop an understanding of fundamentals and competence in chemical problems.

Chemistry - Honors (C) (W)

Grade: 10-12

Prerequisite: B in Biology, concurrent with Algebra 2

Students are introduced to the structure and properties of matter. Emphasis is on development of chemical principals and theories based on experiment and demonstration. Topics include atomic structure, chemical nomenclature, stoichiometry, gas laws, solids, liquids and solutions, chemical bonding, reaction rates, acid-base chemistry, oxidation-reduction and electrochemistry. The quantitative aspects of chemistry are thoroughly covered.

Earth Science (L)

Grade: 9-12

This entry-level course introduces students to a broad range of topics including physical, earth and life science. It encompasses basic science concepts and presents them in a relevant practical manner. Students learn strategic reading skills to use science texts and procedures with confidence. Experiments and demonstrations introduce/reinforce academic principles.

Environmental Science - AP (C) (W)

Grade: 10-12

C in Biology, concurrent with Chemistry

This class is the equivalent of an introductory college course and provides students with scientific principals, concepts and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made and to evaluate the risks of these problems and examine solutions for resolving or preventing them.

Physics (C)

Grade: 11-12

Prerequisite: C in Biology, concurrent with Algebra 2

Physics focuses on concepts of the physical world through a laboratory and problem-solving approach. Students develop an understanding of how things work and the importance of being a scientifically literate member of society. Major topics include mechanics, energy, waves, optics, electricity, magnetism, thermodynamics and astronomy. Students use algebra 1 and geometry concepts.

Physics - AP (C) (W)

Grades: 11-12

Prerequisite: Algebra 2, Physics

This course is the equivalent of introductory college physics. This second-year course differs from Physics and Physics Honors in the textbooks used, range and depth of topics, lab work and time and effort required. This course provides students with the framework to understand the fundamentals of physics. *This course is offered every other year at Hanford West when enrollment warrants.*

Physics - Honors (C) (W)

Grade: 11-12

Prerequisite: C in Biology, concurrent with Algebra 2

This course is for students considering college study and a career in math or science. Study includes mechanics,

energy, waves and optics, electricity, magnetism, thermodynamics, astronomy, and modern physics. Extensive time is devoted to lab work.

HISTORY-SOCIAL SCIENCE

Economics - AP (C) (W)

Grade: 12

Prerequisite: Teacher approval, summer assignment

This course is equivalent to most intro college micro- and macro-economics. Summer, evening and weekend sessions may be required. (Students must also complete a semester of Government.)

Government (S) / Economics (S) (C) (L)

Grade: 12 (one semester each)

Government: Analysis of concepts of leadership, decision making, institutions, individual rights and ideologies are explored, including the constitution, presidency, courts and legislature. Economics: Study of how individuals and society make choices regarding resources; including economic systems, market system, business organization, competition, money, banking, and government.

Modern World History (C) (L)

Grade: 10

This is a general survey of World history focusing on significant events and issues of the last 300 years. Special attention is paid to the impact of political revolutions, the role of technology in history, globalization, the nature of conflict and evolution of and challenges to democracy.

Modern World History - Honors (C) (W)

Grade: 10

Prerequisite: Honors English or teacher recommendation

This is a more in-depth survey of world history focusing on significant events and issues of the last 300 years. Special attention is paid to the impact of political revolutions, the role of technology in history, globalization, the nature of conflict and evolution of and challenges to democracy.

Psychology (C)

Grade: 10-12

This course, designed for college-bound students, is a survey of psychological topics (mental illness, therapy, development, personality, learning and biological processes). Application to the individual is a feature.

Psychology - AP (C) (W)

Grade: 11-12

Prerequisite: Teacher approval, summer assignment

This course introduces students to the systematic and scientific study of the behavior and mental processes of humans and other animals. Students are exposed to facts, principals and phenomena associated with major sub-fields of psychology and to psychologists' methods.

U.S. Government and Politics - AP (C) (W)

Grade: 12

Prerequisite: U.S. History AP teacher recommendation, summer assignment

This course covers the American political system including its structure, operations, and behavior of the electorate and politicians. Students will gain an analytic perspective, enabling critical evaluation of information, hypotheses, concepts, opinions and processes. Summer, assignments and eve/weekend sessions may be required.

U.S. History (C) (L)

Grade: 11

This is a general survey of United States History focusing on 20th century events and issues. Special attention is paid to the themes of state versus federal power, the evolution of American democracy, the role of minorities and women, the development of American culture, and the role of the United States as a world power.

U.S. History - AP (C) (W)

Grade: 11

Prerequisite: Teacher approval, AP contract, strong reading and writing skills

This course is designed for students desiring the challenge of a college-level course and to take the AP U.S. History Exam. It is a comprehensive course covering U.S. history from founding to present. Extensive reading, writing, homework, research and historical thinking required. Summer work and eve/weekend sessions may be required.

WORLD LANGUAGES

American Sign Language 1 (C)

Grade: 9-11

This class prepares students to function comfortably with deaf people. They learn of cultural differences between Deaf and hearing people and appropriate social interaction. A natural language environment is created by exposure to the target language and creating situations that focus on purpose over mechanics of conversation.

American Sign Language 2 (C)

Grade: 10-12

Prerequisite: C in ASL 1

Students express more complicated needs and become more adept and comfortable functioning in with the Deaf. They become more aware of nuances of cultural adjustments for a hearing person to communicate with the Deaf. A natural language environment is created by exposure to the target language and creating situations focusing on purpose over mechanics of conversation.

American Sign Language 3 (C)

Grade: 11-12

Prerequisite: C in ASL 2

This class emphasizes awareness of cultural adjustments necessary for hearing people to communicate with the Deaf and respect for other cultures through literature and

interaction. Advanced language skills are emphasized in a signing only class and in various activities and projects. Community service projects required.

Spanish 1 (C)

Grade: 9-12

This college-prep course introduces students to Spanish, developing listening, reading, speaking and pronunciation skills and cultural understanding. Students learn an extensive vocabulary and grammatical structure.

Spanish 2 (C)

Grade: 9-12

Prerequisite: C in Spanish 1 or teacher recommendation

This college-prep intermediate course reinforces Spanish 1 skills. Students expand abilities in comprehension, speaking, reading and writing and develop insight into Spanish customs, history, art, music and literature.

Spanish 3 (C)

Grade: 11-12

Prerequisite: C in Spanish 2

This advanced course emphasizes reading and writing. Students are exposed to Hispanic cultures, values and literature. Skills are emphasized by activities and projects.

Spanish for Spanish Speakers 1 (C)

Grade: 9-12

Prerequisite: Oral fluency in Spanish

This college prep beginning course emphasizes grammar, reading and culture. Reading is integrated with language skills to include writing workshops, grammar, oral activities, critical reading and listening and research.

Spanish for Spanish Speakers 2 (C)

Grade: 9-12

Prerequisite: C in Spanish for Spanish Speakers 1 or teacher recommendation

In this college-prep intermediate course students further analyze grammar and structure. Using a thematic approach, students study Spanish and Latin American cultures through selected readings and analyze themes, relationships of characters, and the role of author/narrator.

Spanish Language - AP (C) (W)

Grade: 11-12

Prerequisite: B in Spanish 3, or Spanish Speakers 2, teacher recommendation

This course is equivalent to a third-year college course in advanced Spanish encompassing aural/oral skills, reading comprehension, grammar and composition with the following objectives: Composing expository passages; ability to express ideas orally with accuracy and fluency; Extensive training in organizing and writing compositions.

ARTS: VISUAL & PERFORMING

Art 1: Visual Arts (C) (F)

Grade: 9-12

Students are introduced to concepts of visual thinking, aesthetics and art history. The elements of art and principles of design are covered with drawing, painting and sculpture.

Art 2: Art Value/Color (C) (F)

Grade: 10-12

Prerequisite: Art 1: Visual Arts

This course focuses on visual communication through drawing and painting with continued awareness of elements of art and principles of design. Students explore life drawing, still life, landscape, advanced perspective, portfolio, career and a research/technical project.

Art 3: Painting (C) (F)

Grade: 11-12

Prerequisite: Art 2: Value/Color

Students develop an understanding of pictorial space and organization through painting. Consideration is given to 3-D and flat use of pictorial space.

Art 4: Art Studio (C) (F)

Grade: 11-12

Prerequisite: Teacher approval

This independent study class allows students to work in-depth in a specific area of art. Students are expected to develop a program and carry it through under supervision.

2-D Design – AP (PENDING C approval) (F) (HW)

Grade: 11-12

Prerequisite: Art 1 plus Drawing and/or Painting

This independent course allows students to work in-depth in a specified area of art. Students are expected to develop a program of study based upon the AP Studio Art curriculum and carry it out under the supervision of the teacher. Students may submit work to the AP Board at the end of the course.

Band, Beginning (C) (F)

Grade: 9-12

Students learn to read and play instrumental music. Students may need to provide their own instrument.

Band, Jazz (C) (F)

Band, Marching/Symphonic/Percussion (C) (F)

Grade: 9-12 (May be repeated for credit)

Prerequisite: Prior instrument experience, teacher approval

These advanced performance courses emphasize music learning and performance in a variety of styles. Sight-reading, notation, melodic dictation, music history and technique are covered. Analysis and evaluation are taught through listening, performing and improvisation. (Eve/weekend practices/performances are part of grade.)

Ceramics and Sculpture 1 (C) (F)

Grade: 10-12

Prerequisite: Art I/Visual Arts

Students use clay as an expressive, artistic medium through coil, slab and wheel techniques. Students use the elements of art and principles of design.

Ceramics and Sculpture 2 (C) (F)

Grade: 11-12 (May be repeated for credit)

Prerequisite: Ceramics and Sculpture 1

This class emphasizes design and decoration of advanced projects. Students use the elements of art and principles of design in coil, slab and wheel forming techniques.

Chamber Singers (C) (F)

Grade: 9-12

Prerequisite: Teacher approval

This advanced course emphasizes music learning and performance: Sight reading, notation, melodic dictation, music history and technique. Analysis and evaluation are taught through listening, performing and improvisation. (Eve/weekend practices/performances are part of grade.)

Choir, Concert (C) (F)**Choir, Gospel (C) (F) (HW)**

Grade: 9-12 (May be repeated for credit)

These courses emphasize music learning and performance: Sight reading, notation, melodic dictation, music history and technique. Analysis and evaluation are taught through listening, performing and improvisation. (Eve/weekend practices/performances are part of grade.)

Choir, Men's (C) (F)**Choir, Women's (C) (F)**

Grade: 9-12 (May be repeated for credit)

These entry-level performance courses emphasize vocal technique. Sight reading, notation, melodic dictation, music history and technique are covered. Analysis and evaluation are through listening, performing and improv. (Eve/weekend practices/performances are part of grade.)

Color Guard/Winter Guard (F)

Grade: 9-12

Prerequisite: Audition, Teacher approval

This group performs with the marching band in the Fall and at other competitions in the Spring. (Eve/weekend practices/performances are part of grade.)

Drama, Advanced (C) (F)

Grade: 9-12

Prerequisite: Beg. Drama or Teacher approval

This advanced study of acting, production, directing and stage management includes outside reading in theater arts. Students take initiative in problems and projects and make consistent self-improvement efforts.

Drama, Beginning (C) (F)

Grade: 9-12

Emphasis is on fundamental acting skills: Interpretative techniques, body control, voice, diction, pantomime,

character, memorization, projection of ideas/emotions, and scene preparation and acting. Students identify a variety of styles and demonstrate mastery of at least four genres and an awareness of theater history.

Guitar (F) (HH)

Grade: 9-12 (May be repeated for credit)

Guitar must be provided by the student.

This course emphasizes music learning and performance. Sight reading, notation, chord theory, melodic dictation, music theory, and technique are covered. Analysis and evaluation is taught through listening, performing and improvisation. Public performances are encouraged.

Music Theory – AP (C) (F) (HW)

Grade: 11-12

Prerequisite: Vocal and/or instrum. exp., teacher app.

Students develop the ability to recognize, understand and describe basic materials and processes of music. The course integrates aspects of melody, harmony, texture, rhythm, form, analysis, elementary composition, history and style. Reading/writing music notation is fundamental.

Stagecraft (T) (F) (HH)

Grade: 9-12

Students focus on aspects of technical theater that support and complement the drama program: Set construction, theatrical lighting, and general design principals. Students may serve as stage crew for credit.

Stagecraft - Advanced (T) (F) (HH)

Grade: 10-12

Prerequisite: Teacher approval

This course continues development in technical theater and includes designing, building, painting and maintaining theater, sets and props. Students are expected to assist in theater operation, school/community activities.

Synthesizer Music Practicum (F) (HW)

Grade: 9-12

This course helps students develop sight reading and instrumental skills at keyboard/piano. Notation, history and technique are covered. Students work at an independent pace with emphasis on mental discipline, attentiveness, cooperation, reflection and curiosity. Grade is based on practice habits in class and performance tests.

Theatrical Costuming and Makeup (F) (HH)

Grade: 10-12

Prerequisite: Teacher Approval

Students research history of makeup and costumes studying methods and technology. They learn the basics of production costuming by analyzing scripts, selecting material and constructing costumes.

Three-Dimensional Design (C) (F)

Grade: 10-12 (May be repeated for credit)

Prerequisite: Art I: Visual Arts

This is a technical and aesthetic exploration of 3-D design in jewelry, pottery, batik and other crafts. Artistic

perception, creative expression and aesthetic value are used to compare historical, cultural and modern aspects of art.

CAREER TECHNICAL EDUCATION

See Career Technical Recommended Sequences Page 11

Architectural Drawing (T) (SP)

Grade: 11-12

Prerequisite: Mechanical Drawing, Algebra 1

This course introduces architectural drawing techniques, for careers in architecture, home planning or drafting

Auto, General (T)

Grade: 9-12 (HH) / 10-11 (HW)

Prerequisite: Intro. To Industrial Processes (HW)

Emphasis is on tool identification, theory of operation, electrical systems and industry working habits. Safety glasses and work clothes required (supplied by student).

Automotive Services, Advanced (T) (HW)

Prerequisite: General Auto

Emphasis is on employability skills, tool identification and their safe usage, advanced theory and repair, auto components identification, service procedures and industry quality work habits. Safety glasses and work clothes required (supplied by student).

Business 1 (T) (HH)(SP)

Grade: 9-12

First semester is devoted to keyboarding and computer literacy. Students use word processing software and learn basics of consumerism. 2nd semester includes an overview of financial institutions and improving employability skills.

Business 2 (T) (HH) (SP)

Grade: 10-12

Prerequisite: Business 1

Need description from Roger/Cheryl.

Careers in Education, Advanced (HW)

Grade Level: 12

Prerequisite: Fundamentals of Education

This course offers in-depth study in child development and education. Students gain real life experience through internships and a contracted project.

Careers in Hospitality, Tourism, and Recreation (HW)

Grade Level: 12

Prerequisite: Cultural Foods

This is an in-depth study of hospitality, tourism and recreation with real-life experience through an internship and project. Students may take the ServSafe test (fee).

Child Psychology (C) (T) (A) (HW)

Grade: 10-12

Prerequisite: Life Management

Students learn how to care for children from birth to five, how to provide tools for growth and development, and basic parenting skills and will work with preschoolers.

Computer Assisted Drafting (CAD) 1 (T) (A) (SP)

Grade: 10-12

Prerequisite: Word Processing 1 or Business 1 (HH), Mechanical Drawing or Intro. to Ind. Processes (HW)

Computers have revolutionized the drafting industry. This course transfers skills learned in earlier courses to computer drafting to accomplish tasks faster and easier.

Computer Assisted Drafting (CAD) 2 (T) (SP)

Grade: 10-12

Prerequisite: C in CAD 1, Alg. 1. Teacher approval

Students review CAD 1 skills and continue revolutions, tolerance, oblique, orthographic projections, 3D drawings and assembly/production drawings and draw threads, fasteners and metal work and shaded and working drawings. Students may draft plans for wood/metal shop.

Computerized Accounting 1 (T) (A) (HH) (SP)

Grade: 11-12

Prerequisite: C in Word Processing 1 or Business 1

Computerized Accounting I will allow the student to build on math skills, while learning overall accounting concepts, principles, and computerized accounting procedures. Students study the records maintained by a service type business, a merchandising business, and a computerized accounting system. This course serves as a capstone course in preparing students for collegiate accounting as well as an accounting career in the business world.

Consumer Foods (T) (HW)

Grade: 10-12

Prerequisite: Life Management

Learning to prepare nutritious menus is the focus of this course. Students learn to prepare, select, use and purchase a variety of foods and small appliances. Study includes meats, eggs, cheese, breads and cereals, vegetables, fruits, baked goods, cake decorating and microwave cooking.

Creative Activities for Children (T) (A) (HW)

Grade: 11-12

Prerequisite: Child Psychology

Students explore the concept of creativity and plan, prepare and implement activities for children in math, reading, music, art, science, and dramatic play. Credit can be applied to the 12 college units required for child care.

Cultural Foods (T) (HW)

Grade: 10-12

Prerequisite: Consumer Foods

Students are exposed to international food customs and prepare and sample international and regional food. Gourmet equipment and advanced techniques are used.

Fundamentals of Education (T) (A) (HW)

Grade: 11-12

Prerequisite: Child Psychology

Students examine how people learn, how children develop, organization of education facilities, roles of parents, teachers and politicians, and how to deliver effective lessons. Students observe and participate in pre-schools, elementary classes, offices etc.

Introduction to Industrial Processes (T) (SP)

Grade Level: 9-12

In this basic course, students learn the proper use and names of tools of the industry. Students rotate every nine weeks to learn the basic mechanics of metal, wood, and mechanical drawing. At HW, students also learn about small engines. At SP, the focus is electrical systems.

Life Management (T) (HW)

Grade: 9-12

This course introduces careers in Home Economics and Technology with essential life skills. Focus is on managing personal and work responsibilities.

Mechanical Drawing (T) (A) (SP)

Grade: 10-12

Prerequisite: Intro. To Industrial Processes

Students are introduced to drafting equipment, sketching, orthographic projection, isometric and oblique drawings, and border and center draw. Students learn applied descriptive geometry and line dimensions.

Metal Shop 1 (T) (HW)

Grade: 9-12

Prerequisite: Intro. to Industrial Processes

This course develops basic shop skills including: Safety, metal and tool identification, arc, acetylene and oxyacetylene welding, flame cutting, lathe machining, forging, heat treatment, project design and instruction.

Metal Shop 2 (T) (A) (HW)

Grade 10-12

Prerequisite: Metal Shop 1

This course provides more concentrated study in safety, mig, acetylene and oxy-acetylene welding, flame cutting, lathe, milling, shaper and project construction.

Web Page Design 1 (T) (A)

Grade: 9-12

Prerequisite: C is Word Processing 1 or Business 1

This course provides entry to intermediate training in HTML and includes: Page layout, syntax, lists, tables, multimedia, forms, JavaScript and cascade styling sheets.

Woodshop, Beginning (T)

Grade: 9-12 (HH); Grade 10-12 (SP)

Prerequisite: Intro to Industrial Processes (HW)

Students develop basic carpentry skills and learn how to operate equipment and plan and construct projects.

Woodshop, Advanced (T)

Grade: 10-12 (HH) / 11-12 (SP)

Prerequisite: C in Beginning Woodshop

Advanced carpentry skills are developed as students are introduced to cabinet making and other techniques.

Word Processing 1 (T)

Grade: 9-12

Students use word processing software and learn correcting, editing, creating, saving, printing, retrieving text, justifying, centering, and headers and footers. First semester focus is keyboarding mastery and computer familiarization. Second semester includes reports, outlines, letters, tables, language skills, and composing.

Word Processing 2 (T)

Grade: 10-12

Prerequisite: C in Word Processing 1

This advanced course prepares students for business. Study includes forms, reports, tables, letters and Microsoft apps.

Work Experience 1 & 2 (T)

Grade: 11-12 (28 work hours earn 1 unit.)

Pre: Paid job, worker's comp, 2.0 GPA previous period

This course combines paid employment with instruction. Students develop employment skills and awareness of labor laws, interpersonal/communication skills, career goals, job safety, basic financial management and technology literacy. Students must attend weekly class.

CTE: AGRICULTURE

The Agricultural Education Program allows students to explore fields of agriculture, including business, mechanics, animal and plant science, forestry, horticulture and floriculture through college-prep curriculum and career-tech training. Future Farmers of America (FFA) is an integral part of the program, supporting leadership, personal growth and career success. **All courses require active FFA membership and a Supervised Ag Project.**

Agricultural Biology (C) (Science Credit)

Grade: 10-12 (9 if concurrent with Geometry)

Students are introduced to major concepts in biology. Topics include molecular and cellular aspects of living organisms, reproduction and inheritance, conservation biology and the scientific method. Students should have strong reading ability and basic math proficiency.

Agricultural Earth Science (Science Credit)

Grade: 9-12

This is an entry-level course introduces students to Earth Science and investigation and experimentation techniques and methods. Study includes basic science skills, tool use and data recording/reporting and develops critical thinking skills with interpretation/analysis.

Agricultural Leadership & Communications (T)

Grade: 11-12

Prerequisite: C in Ag Biology or Ag Science 2 or teacher approval

Students develop leadership skills pertaining to agriculture. Personal growth activities include public speaking, team-building and organization of activities. Students will assist with completion of applications and at least two FFA newsletters. Curriculum themes include: Self-image, cooperation, goal setting, positive attitude, work ethic, patriotism, and community service.

Agricultural Mechanics 1 (T)

Grade: 9

This course provides individualized instruction in developing basic shop skills. Instruction includes shop safety, tool identification, wood working and carpentry skills, metal work, electrical wiring, painting, plumbing, concrete work, basic tool repair, introduction to arc welding, project plan and drawing for shop projects and individual projects students may build and take home.

Agricultural Mechanics 2 (T)

Grade: 10-12

Prerequisite: Ag Mechanics 1 or Intro to Ind. Proc.

This is a more in-depth study of shop skills. Curriculum focus includes wood, electrical, metal, painting, plumbing, concrete, tool repair, arc welding, and metal cutting using an acetylene gas or plasma cutting torch. Leadership and employability skills are emphasized.

Agricultural Mechanics 3 (T)

Grade: 11-12

Prerequisite: C in Ag Mechanics 2, Ag Welding 1

Students apply practical knowledge and skills in welding (oxyacetylene, Arc, & MIG), cutting (oxyacetylene torch, plasma arc), metal work, measurement, tools, project design and layout, safety, equipment, engines, work and power, advanced electrical, cold metal and layout, and concrete as well as career development, record keeping and portfolios.

Agricultural Mechanics 4 (T)

Grade: 12

Prerequisite: B in Ag Mechanics 3 or teacher approval

This course trains advanced students for entry-level positions in metal fabrication, specialty welding shops and post-secondary education agricultural mechanics. Students will prepare working drawings, figure billing of materials, and plan and construct/fabricate projects. They will develop advanced skills in welding (oxyacetylene, arc and MIG), cutting (oxyacetylene torch and plasma arc), metalworking, measurement, tool and equipment use and maintenance, project design, career options & development, record keeping, safety, and critical thinking.

Agriculture 1: Intro to Agriculture (T)

Grade: 9

This course is designed for beginning agriculture students interested in business, animal science, plant science, floral design and horticulture science. Content areas include

California agriculture, FFA, leadership, public speaking, record keeping, animal science and plant science. This course provides “hands on” learning and qualifies students to participate in all FFA activities such as showing at the county fair.

Agriculture 2: Applied Animal Science (T)

Grade: 10-12 (w/ AgSci3 for HJUHS life science credit)

Prerequisite: Agricultural Science 1 or teacher approval

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.

Agriculture 3: Applied Plant Science (T) (A)

Grade: 11-12

Prerequisite: Ag Science 2, Biology or teacher approval

Students study plant growth, insects, weeds, soils, fertilizers, pesticides, herbicides, irrigation, weather, sustainable agriculture, food web, ethics, plant genetics and concepts of advanced record book keeping, Supervised Agricultural Projects. There is an emphasis on California crops, laws and regulations.

Agriculture 4: Agribusiness (T)

Grade: 11-12 (10th with teacher approval)

Prerequisite: Agriculture program student

Students learn about ag business, banking and finance, farm co-ops, sales and service, careers and employability, management, marketing, and international, state and local production. This course also touches on the stock market, commodity trading and investments.

Art and History of Floral Design (C) (T) (A)

Grade: 11-12

Students are introduced to floral design. Instruction includes basic design techniques, corsage and arrangement construction, care and selection of flowers, elements and principals of design, history of floral design, balloons and floral accessories and shop practices.

Floral Design, Advanced (T)

Grade: 11-12

Prerequisite: Floral Design and/or teacher approval.

This course is designed to provide advanced training in floral design. In this course students will learn how to construct advanced floral projects, focusing on wedding and sympathy designs. In addition, students will learn practices necessary for placement in floral industry.

Ornamental Horticulture 1 (T)

Grade: 10-12

Students will have “hands on” experience in how to use plants in everyday living, such as gardening, landscaping, floral design and greenhouse production. The skills and

knowledge learned in this class can lead to jobs and will help prepare for college Ornamental Horticulture classes.

Veterinary Science (C) (T)

Grade: 10-12

Prerequisite: C or better in Ag Biology/Biology and Applied Animal Science recommended

This course focuses on agricultural animals. Units include basic management practices, veterinarian techniques, equipment identification and use, anatomy and physiology, genetics, breeding systems, reproduction management, lactation physiology and related units.

CTE: ROP

Kings Regional Occupational Program (ROP) classes are open to students in grades 11 and 12 and offer a variety of opportunities to learn skills for careers and/or college. ROP courses can be taken for CTE or elective credit.

Auto Body and Paint (HH) (2 period block)

Prerequisite: General Auto recommended

Students learn to repair collision damage and paint cars. and to safely use tools, equipment, chemicals and paint products. Students may work in a body shop with a journeyman body and paint technician through Community Classroom Internships. Safety glasses and work clothes required (supplied by student).

Automotive Services, Advanced (HH) (2 periods)

Prerequisite: C in General Auto or Auto Body and Paint

Emphasis is on employability skills, tool identification, advanced theory of operation, automobile components, service procedures, and good work and clean-up habits. Students will also have on-the-job training opportunities through community classroom (internship). Safety glasses and work clothes required (supplied by student).

Automotive Internship (Community Classroom) (HH)

Prerequisite: Concurrent with Advanced. Automotive Services or Auto Body and Paint

This course provides on-the-job training in local auto, tractor and diesel repair shops.

Business Internship

Prerequisite: Typing 30 wpm (Open to all students.)

The course is for students to refresh, polish and update skills on state-of-the-art equipment. After short-term class preparation, students are placed in an office for further training. Includes basic office and computer skills.

Business Technology Program (3 hours)

Offered at Hanford Adult School; open to all students.

This course is for those with minimal or no office skills. Instruction includes: Office skills, business English and math, filing, proofreading, phone skills, payroll, job hunting, grooming, interview and resume skills. (2+2)

Cisco Discovery: Levels 1 & 2 (HW)

Recommended Prerequisites: PC Maintenance & Repair

Level 1 prepares students for entry-level home network installation and working with small business networks. It provides hands-on introduction in networking and the Internet using tools and hardware including software installation and resource sharing. Level 2 is an overview of routing and remote access, addressing, security and servers (e-mail, web and authenticated access).

Cisco Discovery: Levels 3 & 4 (HW)

Recommended Prerequisites : PC Maintenance & Repair, Cisco Discovery Level 1 & 2

Level 3: students learn advanced IP addressing techniques intermediate routing protocols, command-line interface configuration of switches, Ethernet switching, Virtual LANs, Spanning Tree Protocol, and VLAN Trunking Protocol. Level 4 focuses on advanced IP addressing techniques, Port Address Translation, and DHCP, WAN technology and terminology, PPP, ISDN, DDR, Frame Relay, network management, and introduction to optical networking. Students also prepare for the CCNA Exam.

Digital Communication (HW)

Recommended Prerequisites: Multimedia Web Design or teacher permission

This course is designed to integrate video, sound, web design and presentation media and utilize these formats to communicate and publish information through digital venues. Students will not only learn the technical aspects of each media but will learn to apply language art skills in a journalistic manner by writing articles, scripts and promotional materials. Students will bring all learned skills together in an on-line publication.

Econ. of Business/Virtual Enterprise (C) (HH) (2 per.)

Prerequisite: C in Word Processing 1 and/or Business 1

This course introduces students to entrepreneurship and business administration. Students will develop a marketable product and learn the daily mechanics of operating a business. Seniors can receive Economics credit for this class as well as learn business applications.

Health Occupations 1 (2 periods)

This is an introduction to careers in the health care field.

It is designed to give students an overview of medical careers, medical abbreviations and terminology, growth and development, anatomy and physiology of systems of the body, nutrition, infectious disease control and vital signs. It is a prerequisite to the Nursing Assistant class and Health Occupations 2.

Health Occupations 2 (2 periods)

Prerequisite: Health Occupations 1

This course prepares students for entry-level employment in hospital / medical occupations. Students will participate in community classroom/internships at a medical facility.

Fundamentals of Video Game Design & Develop. (HW)

This hands-on course provides introduction to: The history of video gaming, social issues, story development, game development, game genres and industry software applications. Students develop games using an automated program and produce self-generated coding. Allows students an opportunity to discover aspects of computer programming in a genre conducive to their interest level.

Microsoft Office Specialist (HW)

Prerequisite: Keyboarding recommended

This course is designed to prepare students for Microsoft Office Specialist exam in Word, Excel, and PowerPoint. Students learn the creation and manipulation of data, text, and graphics in the different applications, how to integrate application files and business use of the software.

Multimedia Communication Design 1 (C) (A) (2 per.)

This course includes video production and editing techniques, an introduction to the history of American television, filming, and critiquing movies. Students will manipulate digital images, create brochures, ads and other layouts, use a video camera and import/export video.

Multimedia Communication Design 2 (2 periods)

This course furthers student abilities in video production, video and sound editing, and operation of television and radio broadcasts. Advanced students will refine leadership skills as peer directors in group projects and assist fellow students in critiquing and improving projects. Emphasis is on the art of film making and creating new works.

Nursing Assistant (Biology credit) (2+2 Credit) (2 per.)

Grade: 12

Prerequisite: Health Occupations 1 preferred

Students will learn basic nursing assistant skills, diseases, office/hospital procedures, and health assessment through classroom and community training. Student can earn a CPR certification and may test to become a CNA. Fees: Physical, TB Test, Uniform, State Certification exam.

PC Maintenance & Repair (A) (HW)

Students learn to maintain, upgrade, repair and construct PC systems, including disks, drives, sound cards, central processing units, math co-processors, and power supplies. Students learn about proper care of components and about the diagnosing and repair of specific problems and components.

Power Equipment Technology 1 (HH)

This course is designed for students with a basic background in engines and shop skills. Students will be exposed to various aspects of small engine tools, equipment and repair applications.

Power Equipment Technology 2 (HH) (2 periods)

Recommended: Power Equip. Tech.1, or teacher approval

This course is designed for the student who has completed Power Equipment Technology I (or has extensive knowledge of small gasoline engines) .Students will be

exposed to various aspects of small engine tools, equipment, and repair applications for both gasoline and diesel powered compact machinery. In addition students will be exposed to hydraulic systems and controls, and DC electronics and electrical systems.

Public Safety (SP) (2 periods)

Grade: Age 16 and over

Prerequisite: None

This course will provide the students an introduction to different career options within the fields of law enforcement and public safety; including police, correctional personnel, peace officers, security and protection occupations.

Retail Marketing 1 & 2 (HW) (2 periods)

Recommended: Retail Marketing 1, or teacher approval

Provide "hands-on" experience in different marketing careers. Industry specific training is available in Retailing, Distribution, and Food Services. The course integrates math, communication, and people skills to better prepare students for successful employment in marketing.

Web Design 2 (A) (HW)

Introduction to becoming a Web Design professional, focusing on the overall web site production processes, particular emphasis on design elements involving layout, navigation and interactivity. This course prepares the student to take the certification to become an Apprentice Web Master. Students may have the opportunity to work on production web pages with local businesses or schools.

Welding and Construction 1 & 2 (HW) (2 periods)

These courses develop welding skills and techniques, including oxy-acetylene welding and introduction to metal inert gas welding and tungsten inert gas welding. Personal projects are encouraged after assignments.

Welding Fabrication 1 & 2 (HW)

It is recommended that students take Welding Fabrication 1 first, but students may enroll in 1 and 2 concurrently.

These courses are for students who have developed a foundation in welding technology as a basis for developing advanced skills. These courses integrate mathematic and scientific principles to applied processes in metal fabrication. These courses operate within an extensive laboratory to provide practical application and advanced instruction to foundry principles.

Welding – Stainless (HW)

Recommended Prerequisites: A beginning welding course

The course is designed to teach students the processes of stainless steel welding from flat plate to tubing. Students are introduced to industry standards regarding stainless steel fabrication. Students produce weldments using a variety of techniques and materials. Students also learn about careers in stainless and employment requirements.

PHYSICAL EDUCATION

All students must take PE in 9th and 10th grades and take the **California Physical Fitness Test** in 9th grade. Students who do not pass the Physical Fitness Test must take PE courses until they pass the test by meeting the healthy fitness zone in 5 of 6 areas in one testing window.

Physical Education 1 (P)

Grade: 9

Students will learn about health/wellness, including physical fitness, first aid, safety, nutrition, adolescent changes, abstinence, AIDS, STDs, alcohol and illegal drugs. Team sports will also be introduced, such as flag football, softball, basketball and volleyball.

Physical Education 2 (P)

Grade: 10-12

Students learn about physical fitness, nutrition, illegal drugs, tobacco, alcohol, stress, abstinence, and STDs. Individual and recreational sports will also be introduced, such as tennis, pickleball, intramural activities.

P.E. - Fitness for Life (P) (HW) (SP)

Grade: 10-12

This course is designed to stress the importance of cardiovascular, muscular and mental fitness development for maintaining a healthy lifestyle. Students will participate in aerobic and anaerobic exercise and discussion sessions and plan personal fitness programs.

P.E. - Dance (P) (HW)

Grade: 10-12

This course includes modern, jazz, social, country and ballroom dance, culminating in unit performances. Physical fitness components are also incorporated. A performance represents a final grade.

P.E. - Strength and Conditioning (P)

Grade: 10-12

Students learn about nutrition, drugs, tobacco, alcohol, weight room safety, designing a strength and conditioning program, physical fitness and the muscular system and participate in a personalized weight-training program.

Racquet Sports (P) (SP)

Grade: 11-12

Prerequisite: P.E. 1 & successful execution of Fitness Tests (pass 5 out of 6)

Racquet Sports is a two-semester course. This course is designed to give the student an in depth exposure to four specific racquet sports (badminton, speedminton, pickleball and tennis). Students will be able to focus specifically on skills that will help to make them successful and by doing so allow for a deeper appreciation for these lifetime activities.

OTHER ELECTIVES

AVID 9 (Advancement Via Individual Determination)

Grade: 9

Prerequisite: Teacher approval/placement

Emphasis is on improving study and organizational skills. Students get extensive support academic support through WICR (writing, inquiry, collaboration and reading) strategies and are expected to take a rigorous curriculum, including honors courses.

AVID 10

Grade: 10

Prerequisite: AVID 9 or teacher recommendation

Emphasis is on continued improvement of study and organizational skills. Students get extensive support academic support through WICR strategies and are expected to take a rigorous curriculum, including AP.

AVID 11

Grade: 11

Prerequisite: AVID 9 and 10 or teacher recommendation

Students engage in higher levels of WICR strategies, get extensive academic support and are expected to take rigorous curriculum, including AP. Emphasis is on analytical writing, college entrance exams, study techniques, test taking, oral expression, note taking, academic leadership, and advanced research.

AVID 12

Grade: 12

Pre.: AVID 11, enrollment in 1+ honors/AP, Teacher rec.

Students get extensive academic support and are expected to take a rigorous curriculum, including AP. Continued emphasis is on analytical writing, college entrance exams, college study techniques, test taking, oral expression, note taking, academic leadership, and advanced research.

AVID Tutor

Grade: 11-12

Prerequisite: Enrolled in AP course(s). Site AVID coordinator approval.

This class is a two-semester, one period course. Tutors take an active role in developing the academic and personal strengths of AVID students. They will serve as a role model/mentor to AVID students by being a lifelong learner, demonstrate appropriate academic and social behaviors and become familiar with AVID curriculum. Tutors will conduct tutorial sessions in all subject areas and work with students on brainstorming, revision and editing.

Creative Writing (C)

Grade: 9-12

This course helps writers develop skills and explore personal creativity and insight. Students brainstorm, write, edit, revise and publish. They read about writing and classical and contemporary works. They are exposed

to many styles and reflect on their own. Homework includes reading, research, exam study and writing.

Driver's Education

Grade: 9-12

This course prepares students to take the DMV written test and qualify for the driver's permit pink slip.

Journalism 1 (C)

Grade: 9-12

This course offers an introduction to communications and media. It is intended for students with a wide range of abilities and offers experience particularly helpful for skills. Students learn about the history of journalism and write features, news and sports.

Journalism 2 (C) (School Newspaper)

Grade: 10-12

Prerequisite: Journalism 1 or teacher approval

Students hone news writing and production skills and develop the ability to write under pressure, gather information independently, organize it effectively and work cooperatively with peers. Students study media coverage and analyze local and international events. Study covers media design, graphics, paste-up, the newspaper organization, desktop publishing and business.

Student Assistant (4 semester limit)

Grade: 10-12 (HH/SP); 11-12 (HW)

Prerequisite: Teacher and administrator approval

Students assist a teacher or staff member. A stricter dress code may be enforced. Students may not be an assistant more than 4 semesters and must maintain eligibility.

Student Government

Grade: 9-12

Prerequisite: Activities Director Approval

Students learn creative leadership techniques through problem solving and project planning. Students plan and implement school-wide activities. Success depends on ability to conduct activities and interact. Associated Student Body Officers and Class Officers are expected to enroll. Evening and weekend activities are expected.

Study Skills (meets Success 101 requirement for graduation)

Grade: 9-12

Prerequisite: Teacher/Parent Recommendation, IEP

Provides students with additional academic support.

Success 101

Grade 9

Success 101 is an academically based program repackaged as a career guidance and self-discovery experience. It provides students the opportunity to uncover their own answers to three important questions: Who am I? What do I want? How do I get it? By exploring their own abilities, ambitions and dreams, students learn how this knowledge can help them plan a

future career and successful life, and the importance of being able to read, write, speak and compute well.

Yearbook

Grade: 9-12

Prerequisite: Teacher approval, application/interview

Students prepare the annual school yearbook. Activities include planning of theme and layout, writing and typesetting copy and headlines, scheduling and taking photos, sales, bookkeeping and public relations.

NJROTC-HWHS

HW students may participate in the nationally approved Naval Junior Reserve Officers Training Corps. NJROTC is a three or four year program. Successful completion can lead to appointment to a U.S. military academy or college scholarships. NJROTC prepares students to enter at pay grade E3 in most armed forces.

Naval Science 1

Grade: 9-12

This course introduces cadets to the precepts of citizenship, the elements of leadership and the value of scholarship in attaining life goals. Students develop an appreciation for American heritage and traditions with recognition of the historically significant role of sea power and its importance in America's future. It fosters in each cadet a growing sense of pride in their organization, associates and self.

Naval Science 2

Grade: 10-12

Prerequisite: Naval Science 1

This course further develops the traits of citizenship and leadership in cadets, introduce cadets to naval history and the technical areas of naval science as well as develop a deeper awareness of the vital importance of the world oceans to the continued well-being of the U.S.

Naval Science 3

Grade: 11-12

Prerequisite: Naval Science. 2

This course broadens understanding of the operative principles of military leadership, the concept and significance of teamwork and the intrinsic value of good order and discipline in the accomplishment of assigned objectives. Continued instruction includes astronomy, meteorology, weather and navigation.

Naval Science 4

Grade: 12

Prerequisite: Naval Science 3

A comprehensive, advanced study of practical leadership and provides opportunities to exercise leadership in positions of authority and responsibility within the NJROTC unit. Additionally, it will prepare cadets to recognize and accept the responsibility and importance of citizenship as it relates to America's founding democratic

principles. Cadets will gain an understanding of the nature, rigors and benefits of a military career.

PARTNERSHIP ACADEMIES

Both Hanford High and Hanford West High offer a Partnership Academy consisting of three elements: Career-path coursework, supervised occupational experience and core curriculum. Participation is voluntary and requires parental permission. Students are selected in the second semester of ninth grade.

Hanford High: Community Service

Life Skills/Intro to Human Services

Grade: 10

Students learn life and study skills. They become more aware of the importance of organization and acquire knowledge, skills, attitudes and behaviors to make healthful choices. This course helps students understand the value of community service, ethics and decision making to enable them to function in today's society.

Psychology (C)

Grade: 11

This course is for college-bound students. It is a survey of psychology topics (mental illness, therapy, development, personality, learning and biological processes.

Application of material to the individual is a feature.

Senior Seminar – 2 period block

Grade: 12

This course helps students identify individual talents and create internal motivation and drive. Topics include: College selection, SAT registration, financial aid and scholarships, independent living skills and computer instruction. Mandatory two semesters of community service/job training internship.

Hanford West: Retail Merchandising

Introduction to Business (T)

Grade: 10

This multi-component course combines explanations of business and economic concepts with practical applications to help students explore business opportunities and learn to make informed economic decisions in our global economy. Units covering the economy, owning and operating a business, influences on business, marketing human resources, financial and technological resources, career planning in a global economy, buying goods and services, credit, money management, and risk management.

Introduction to Retail Merchandising (T)

Grade: 11 (in conjunction with ROP)

This multi-unit course will cover the following units; today's evolving marketplace, the exciting world of retail marketing, the retail business, retail business strategy, the retail store, exploring careers in retailing, time

management, customer service, and exploration of other career fields.

Advanced Marketing Occupations (T)

Grade: 12 (2 periods) (in conjunction with ROP)

Prerequisite: Introduction to Cashiering

This course explores the retail industry first-hand and as a potential career. Following classroom preparation, students have on-the-job training in local retail.

Senior Seminar – 2 period block

Grade: 12

This multi-component course is designed to assist Partnership Academy Seniors in preparing them for the world after high school. Covering the following topics; career exploration, career plan, assist them with applying for scholarships and financial aid, study skills, period, reviewing reading proficiency skills, reviewing job skills, review math skills, and life skills.

ACADEMIC POLICIES AND INFORMATION

Additional information about HJUHS D policies and procedures is available in the Student Handbook and Parent Handbook and online at www.hjuhsd.k12.ca.us

Advanced Placement (AP)

The AP program enables high school students to complete college-level courses and permits participating colleges to evaluate that accomplishment by granting credit and/or placement. Teachers must receive approval from the College Board to offer a course with the AP designation. AP exams are administered in the first two weeks of May. Most colleges award credits and/or placement for scores of 3, 4 or 5 on these exams. Please note that there is no designated pass/fail. Three to four units of college credit may be awarded per semester for each test. Credit and required scores vary by institution. HJUHS D offers AP courses in English, math, history-social science, science and Spanish. Students in AP classes are required to take the AP exam and pay the test fee (in cases of verified hardship, counselors may arrange waivers). A student who drops an AP course at the end of the first semester may not take the exam. AP credit is granted for completion of the year-long course and the AP exam. If a student drops the course or fails to take the exam, the transcript will note the regular, non-weighted course.

Attendance Office

Students leaving or returning to school after an absence must check in/out at the Attendance Office. See the Student Handbook for more information.

AVID (Advancement Via Individual Determination)

The AVID program for students who have the potential to perform at a higher academic level than their records indicate. Students selected for the AVID program have

average to high test scores on standardized tests, but lower GPAs than they are capable of earning. Selection for the AVID program is highly competitive and students must commit to completing the University of California a-g requirements and to repeating in Summer School any class in which they earn less than a C. Students must maintain a 2.0 GPA. AVID includes academic support such as an elective course in note-taking and organizational skills, opportunities for tutoring, and college field trips. Contact your counselor for more information.

College and Career Centers

Information and assistance about careers, technical preparation, job availability, colleges, scholarships and financial aid are available in the College and Career Centers. Career Technicians also coordinate visits from college and military representatives. Other resources include sample college applications and software to support AP students, those preparing for the ACT, SAT and CAHSEE, or who need skill development.

Community Day School (CDS)

CDS is an alternative educational program for expelled ninth grade and first-semester tenth grade students. It is on the Hanford High campus and provides a low student-teacher ratio and individualized instruction.

Counseling

Counselors are available to help with scheduling, course planning, academic goals, college advisement and personal/social guidance. Hours are 7:30 a.m. to 3:30 p.m. Appointments are recommended.

Course Fees

Fees may be charged for some courses (labs, CTE, ROP). See your counselor for more information.

Course Registration

Student requests determine how many classes are available each semester and spaces are set for those who request the class during registration. Students should not assume space will be available to drop one class and add another.

Courses and Credit per Semester

The normal course load for HJUHS students is seven courses each semester. Some courses – such as English Language Development – are two or three class periods per day. Courses can be added by request. Students are not permitted to register for more than 45 credits in a semester, except during the senior year. In coordination with counselors, seniors may develop a schedule to meet graduation requirements within existing district programs. Credits earned in an alternative program must have prior administrative approval. See also *Senior Reduced Schedule*.

Fifth-Year Students

Students who plan to attend a fifth year of high school must complete a Fifth Year Student application during spring of the fourth year. A fifth year will be granted based on need, planned course of study, past record and counselor

recommendation. A fifth-year senior may request a schedule of fewer than seven periods. Fifth-year students may not participate in athletics.

Grade Point Average

Students receive five units per class at the end of each semester with a passing grade (A, B, C, D, P). No credit is awarded at the end of the six and 12 week progress periods: Those progress reports are for students and parents and to determine extra-curricular eligibility.

For colleges, schools report weighted and un-weighted GPAs, depending on the college. Both GPAs include grades earned in grades 10-12. Freshman grades and grades for classes taken outside of the high schools are not included.

Total GPA calculations, weighted or un-weighted, include all grades earned 9-12.

Weighted GPAs include extra points for Honors and AP courses in grades 10-12. The weighted grade provides incentive for students to enroll in advanced studies. The unweighted system is: A=4; B=3; C=2; D=1; F=0. The weighted system adds 0.02 to grades of A, B or C. AP courses are not weighted if students do not take the exam.

Class rank for academic honors for seniors is based on the 9-12 weighted GPA earned through the first semester of 12th grade. The Valedictorian is the graduate with the highest GPA; the Salutatorian is the graduate with the next highest GPA. Students with a GPA of 4.0 or above are *Graduates with Distinction*.

Home Instruction

Home Instruction is available to students who will miss two weeks or more of school for medical reasons. A doctor's note with a beginning and ending date is required. The student remains enrolled and a teacher visits the student.

Honors Courses

Honors courses satisfy criteria established by the University of California. HJUHS offers honors courses in English, math, science, history/social science and Spanish. Grades of A, B or C in honors courses in grades 10-12 are weighted.

Incomplete Grades

An Incomplete is given only when student work is not finished because of illness or other excused absence.

Independent Study

Independent Study offers an educational alternative for students with special needs. Students meet weekly with a teacher who provides personal attention, assesses student progress, and plans approximately five days of academic work to be completed independently by the student. Independent Study uses curriculum comparable to the comprehensive schools. A variety of assessments are used to determine student competencies.

Library/Media Centers

The HH and HW libraries are staffed by credentialed library-media teachers and other knowledgeable staff. Students can use library computers to research projects, locate books or access skill-development software.

Textbooks are issued from and returned to the library.
Library hours are: HW: 7 a.m. to 4 p.m., HH: 7:15 a.m. to 4:30 p.m. and SP: 7:15 a.m. to 3:30 p.m.

Make-Up Work

Twice the amount of time absent is allowed for make-up work, including tests. Only school days are to apply, e.g.: If a student is absent two days, s/he has four school days to make up the missed work. Exception: Work due the first day of a student's absence is due the first day the student returns to class unless there are extenuating circumstances.

MESA (Math, Engineering, Science Achievement)

MESA is a support program to help students achieve greater academic success. Recognizing that some racial and ethnic groups are under-represented in technical fields, MESA is directed at closing this gap. MESA offers students visits to industrial, college and university sites, math and science tutoring, and financial awards for 11th and 12th graders. A 3.0 GPA is required in English, math, physics, and chemistry.

Migrant Services

HJUHS D provides support services and resources for migrant students and families, including special programs, materials and activities.

NCAA Eligibility Clearinghouse List

The National Collegiate Athletic Association Initial Eligibility Clearinghouse has approved HJUHS D courses for establishing the certification status of student athletes from HJUHS D. A list of these courses for each school and other NCAA Clearinghouse requirements are available at the school or online at: www.ncaaclearinghouse.net/ncaa.

Repeating Courses for Credit

With approval of the principal or designee, a student may repeat a course to raise his/her grade from a D or F. Both grades are entered on the student's transcript, but the student receives credit only once for the course. Grades are never removed from transcripts.

School Psychologists

School psychologists provide services such as consultation, evaluation, intervention, prevention, research and planning. They work with parents, teachers and administrators to clarify sources of student learning and behavior problems, and serve as intermediaries to other services and resources. Psychologists test for student eligibility for special support services and evaluate social-emotional needs and special aptitudes and abilities. They oversee development of Individual Education Plans (IEPs) and are skilled in evaluating the learning environment of a class or school. They also offer support for students, families and staff in case of crises, such as death, illness or community trauma.

School Safety

HJUHS D maintains a *School Safety Plan* for each school that outlines how responses to school/community crises. Staff and students review and drill regularly.

Senior Reduced Schedule

Seniors may qualify to enroll in fewer than seven courses, if they have a 90 % attendance record, a GPA of 2.0 or better and passed the California High School Exit Exam. Reduced schedules are only be granted by signed agreement with a parent/guardian. To enroll in six periods per day, students must have earned 215 units at the beginning of the senior year. To enroll in a five period day, students must have 225 units at the beginning of the senior year. Seniors on a reduced schedule may enroll in only one period of Work Experience and may not enroll as a Student Assistant. Per Education Code, College and ROP courses at an alternative site may not be included in the five or six classes.

Services for Parenting Students

Expectant and parenting teens are encouraged to complete their high school program and pursue post-secondary education. Accommodations may include flexible scheduling, on-site counseling or transportation assistance. Options also include enrollment at Earl F. Johnson High, which offers shortened day or night schedules, or Independent Study. Expectant/ parenting teens (and their parents or significant others) can meet with a counselor to discuss options.

Short-Term Independent Study

When it is in the student's best interest, s/he may be assigned short term independent study (SIS) by mutual agreement of the school, parent/guardian, and student in advance of the absence. The SIS must be 5 to 15 school days. Contact a counselor for application.

Special Education

Special Education is a government-funded program for students who meet certain qualifications indicating they have a diagnosed educational disability. Eligible students may receive assistance in regular classes, be placed in classes with modified curriculum or qualify for other support services to ensure success in school. Students are evaluated by the school psychologist and a special education teacher. Placement decisions are made by a team that includes staff, the student, and parents/guardians. For qualifying students, an Individualized Education Plan (IEP) is developed that describes the student's academic needs and program. Before a student is evaluated for special education, modifications and interventions must have been implemented on a consistent basis in the regular education program. Additional information is available by contacting the School Psychologists.

Student Progress

Parents of students at risk of failing are notified by six week progress reports or at scheduled conferences. Teachers attempt to notify parents before the end of the grading period to allow adequate time to achieve a passing grade. Other academic performance monitors:

- **Online Gradebook (ABI)** allows parents to view student attendance, grades and progress in each class. Contact your school testing secretary.

- **Semester Report Cards** and six and twelve week **Progress Reports** are mailed to parents/guardians.
- **Counselors** call parents when issues require input.
- **Administrators** and **Counselors** mail discipline referrals, telephone about problems and try to contact parents before suspensions.
- **Student Study Team:** Parents of students with attendance, discipline or credit problems are notified regularly by mail. If the comprehensive school is not meeting student needs, an alternative program will be suggested (or, in some cases, mandated).
- **Weekly Progress Reports:** Parents may contact counselors regarding progress reports. It is the student responsibility to follow through on Weekly Reports.

Summer School

At-risk students may take Summer School courses for full credit. Summer School has two three week sessions. Courses are usually offered in math, English, reading, science, social science and CAHSEE prep. Registration starts in March. Students should register early as classes are closed when filled. Contact your counselor for information.

Testing: California High School Exit Exam

In addition to HJUHSD Graduation Requirements, all students must pass the California High School Exit Exam (CAHSEE) to receive a diploma. The CAHSEE assesses required minimum competencies for high school graduation in English/language arts and mathematics. Students have multiple opportunities to take the test, beginning in the second semester of tenth grade. For transferring students, HJUHSD will verify scores from transferring schools. *Please note: California does not accept high school exit exams from out-of-state.* Parents receive written notice of CAHSEE results every time students take the test. Conferences are held periodically to communicate student progress and determine if intervention is necessary. Students who meet all district requirements but do not pass the CAHSEE receive an HJUHSD Certificate of Completion and may participate in the graduation ceremony.

Testing: California Physical Fitness Test

The Physical Fitness Test (PFT) is administered each spring. To pass the test, the state requires students to reach the Healthy Fitness Zone in five of six tests in one testing window. Students who do not pass will be enrolled in PE until they pass.

Testing: STAR

The California Standardized Testing and Reporting (STAR) program includes the California Standards Tests (CSTs) administered each Spring to assess students in English, math, history and science. Additionally, sophomores take a life science test required by No Child Left Behind (NCLB), and juniors have the option of adding the California State University Early Assessment Program (EAP) questions to their English and math tests. In the weeks before students take these tests, teachers

review strategies for successful performance. Students who recognize how assessments work are more confident going into a test and more adept at test-taking.

Tutoring

Teachers are available for after-school tutoring by arrangement. HWHS also offers peer-tutoring.

Unit Recovery

HJUHSD offers a Unit Recovery program for students at-risk of not meeting graduation requirements. Students can also recover units through Earl F. Johnson Continuation High School or other alternative programs. See your counselor for more information.

Withdrawal from Course

A student who drops a course during the first six weeks of the semester may do so without entry on his/her permanent record. A student who drops a course after the first six weeks will receive a drop grade and variable units on his/her record.