

**Hanford Joint Union High School District  
Curriculum Committee Meeting  
District Office  
October 14, 2010 (5-L-6)**

**I. Welcome****II. Approval of September, 2010 Minutes****III. Additions to/Approval of the Agenda****IV. Curriculum Guides/Courses**

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

- Info A. Introduction to Human Services PA (no guide) — Heriman (September)  
 Info B. Earth Science A (no guide) — Compagno, Dixon (September)  
 Info C. ASL 1 (new book) — Ayala (tabled from 2009-10) (September)  
 Info D. Life Management B (new course) — Compagno, Dixon (tabled from 2009-10) (September)  
 Info E. AP Statistics (new book) — Rebman, Nagatani (September)  
 Info F. Science Prerequisite Changes — Mizner, Craft (tabled from 2009-10) (September)  
     a. Chemistry AP  
     b. Physics Honors  
 Info G. English Prerequisite/Course Catalog Changes — Heriman, Hardgrave (October)  
 Info H. Algebra 1 Readiness (revision) — Compagno, Dixon (October)

**V. Textbooks**

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

- Info A. Honors World History — Revious-Uhlik, Caudillo (September)  
 Info B. AP Psychology — Revious-Uhlik, Caudillo (tabled from 2009-10) (September)  
 Info/Action C. AP Statistics (4<sup>th</sup> edition) — Rebman, Nagatani (September)

**VI. Discussion/Reports**

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

**VII. Department Updates**

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

- Board -

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

October 14, 2010

- Course Catalog 2011-2012 review begins
- Submit changes to course prerequisites for Curriculum Committee and Board approval
- Begin process for new textbook proposals

November 10, 2010

- Last meeting to submit new course proposals

December 9, 2010

- December 1—Schedule all first semester finals in Measures.
- Last meeting to approve changes to the Course Catalog

January 13, 2011

- Last meeting for new textbook proposals for information

February 10, 2011

March 10, 2011

- Last meeting for new textbook proposals for approval

April 14, 2011

May 12, 2011

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

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

- I. Welcome** – Bill opened the meeting at 11:55 a.m. and welcomed everyone. Introductions were done.

Voting Members Present: Xiomara Ayala, Carol Bennetts, Brian Combes, John Craft, Nancy Dixon, Jeana Heriman, Cheryl Hunt, Denine Jones, Nancy Nagatani, Brian Neves, Michele Uhlik, Renee Booth, Ellice Blevins, Tim Caudillo, Lou Compagno, Myndi Hardgrave, Sandy Johnson, Vicki Mizner, Bobby Peters, Josephine Rebman, Roger Hartman, Dorothy Crass, Gary Pannett, Cheryl Silva, Tim Smith, Ward Whaley, Gary Marr and Bill Fishbough.

Non-voting Members Present: None

Visitor(s) Present: Christine Lee

- II. Approval of May, 2010 Minutes** – With no corrections, Jeana motioned to approve the minutes and Cheryl Hunt seconded the motion. The minutes were unanimously approved.
- III. Additions to/Approval of the Agenda** – Nancy requested Algebra 1 Readiness be added to the Curriculum Guide/Courses section. Vicki motioned to approve the agenda as revised and Ellice seconded the motion. Algebra 1 Readiness was added as item IV.(H) The revised agenda was unanimously approved.
- IV. Curriculum Guides/Courses**
- Info A. Introduction to Human Services PA (no guide) – Jeana shared this proposed guide went to facilitators and will be presented in October.
- Info B. Earth Science A (no guide) – Lou stated they are reviewing the textbook and requested this item remain on the agenda.
- Info C. ASL 1 (new book) – Xiomara expects this guide will be ready for review in October.
- Info D. ELD 1 (new book) – Dorothy shared we will not have an ELD 1 class as it has been combined with ELD 2. This item can be removed from the agenda.
- Info E. Life Management B (new course) – This guide is complete; however, needs to be reviewed by facilitators and site curriculum. It will be presented in October.
- Info F. AP Statistics (new book) – Josephine expects this guides to be ready mid-year.
- Info G. Science Prerequisite Changes – This item will remain on the agenda.
- a. Chemistry AP
- b. Physics Honors
- Info H. Added Algebra 1 Readiness – Nancy shared they are proposing changing this course from two to one period and using the general education Algebra 1 block class as the second period effective 2011-12. This revised guide will be presented in October as information.

**V. Textbooks**

- Info A. Honors World History – Tim Caudillo shared they are still reviewing the textbook.
- Info B. English 3 – Jeana shared this item is on hold and requests it be removed from the agenda until new standards have been adopted. Our current books are still available to purchase.
- Info C. AP Psychology – Michele shared they have a book and are working on the textbook selection form which will be presented in October.
- Info D. ELD 1 – Per discussion on ELD 1 curriculum guide, this item can be removed from the agenda.
- Info E. AP Statistics (4<sup>th</sup> edition) – Josephine stated this item will be presented in October for

info/action as it is only an edition change.

## VI. Discussion/Reports

- Discuss A. Benchmarks – Bill disseminated the benchmark selection form and instructed facilitators to complete one form per District course. Forms must be signed by both facilitators and Bill before leaving today's meeting.
- Discuss B. Pacing Guides – Nothing to report at this time.
- Discuss C. Gail Robinette and Associates – Josephine and Nancy shared yesterday's meeting went well. They reviewed math's new instructional guide format and planning time was very productive. Their pacing guide form was revised to meet their needs.
- Discuss D. Writing Partnership
- Cadre 1: Jeana shared they are working on English core courses with writing strategies and revising blueprints as necessary.
  - Cadre 2: John shared they had a visitor from Fresno Unified speaking on inquiry based writing skills. They will continue on last year's theme of moving along the writing process; however, look for deeper progress this year.
  - Cadre 3: Nancy shared Patrick Hendricks presented on several different strategies to be used for CTE, PE, special education and he did a great job. Lou agreed and noted next month's topic will be on rubrics.

Bill requested GRA and SJVWP contact him with any concerns on attendance or other issues as necessary. Cheryl Hunt requested notes from each meeting be emailed to principals, as they will be helpful during observations.

## VII. Department Updates

- English – Myndi shared good progress was made getting guides and benchmarks set with everyone on the same page. Jeana would like to propose changing the name of the senior CAHSEE class and Academic Literacy as we begin to discuss the Course Catalog for next year. Jeana asked for some clarification on benchmark goals. Bill shared the ultimate goal is to get students to a certain point and know where they are along the way—to be able to accomplish common conversations on how students are doing and on common goals. If students are not where they should be, we need to know where to go from there. Jeana also noted the EL population success needs to be discussed. Dorothy noted the ELD world understands this situation which is why they are meeting every two weeks to look at scores and standards to see if they are meshing.
- Social Studies – Tim Caudillo shared they accomplished much on Friday. Michele invited Bill to observe the Success 101 classes to evaluate the curriculum.
- Math – Josephine shared Standards Plus materials were distributed at HW. Nancy shared they are working to make sure all classes are aligned and on the same pace.
- Science – Vicki shared the sites worked well together on Friday's benchmark development. However, singleton classes are still working individually. Benchmark and pacing guides are about done. John said HH planed goals based on CST data and charted teacher performance which has sparked some interesting conversations. They will continue working the next few Wednesdays on this – looking for ways to re-teach and re-test.
- Visual & Performing Arts – Ellice shared Friday's work went well and much was accomplished. Denine shared the *Taming of the Wild*, *Wild West in a Dress* production is coming soon. The band performed at Back to School Night. HH's classroom Art Gallery will open soon.
- World Languages – Xiomara shared they have six week benchmarks for every class and has made good progress on remaining tests.
- PE – Sandy shared PE aligned their benchmarks for all sites, with six week tests complete. Brian noted HW had a good set of pacing guides already set for the department, which was appreciated.
- Special Education – Lou and Nancy agreed Friday was productive. HW has nine seniors signed up for West Hills. Student services have been completed. Nancy shared HHS will begin looking at NWEA English and math data which was used in special ed, ELD and CAHSEE Lit classes last year. They are excited about the collaboration with general education classes.

- CTE – Renee and Brian shared they were pleased with Friday’s benchmark work. All six week benchmarks are complete. HW has a good number of students signed up for Skills USA. Brian shared Mr. Ray is doing a good job with the auto shop program. They had over 500 students at the Ag get together—their largest group.
- Library – Carol shared the libraries are doing well, working on balancing textbook needs across the district.
- Site Administration – Cheryl Hunt agrees much positive work was accomplished on Friday and applauded the efforts put forth to do so. Back to School Night was successful and was well attended. Roger agreed Friday went well. SP is crowded and continues to receive students. They won their first football game—ever. Myndi asked about SP curriculum facilitators; Bill stated it is in process. Dorothy shared HAS currently has 75 students and all is going well. Most staff has been hired; however, they are still looking for a science teacher. Bobby agrees Friday went well with all staff pulling together and working well. Their Back to School Night also went well with good attendance. He sees much more parental involvement at the high school level than in years past.
- District Administration – Cheryl Silva shared notices where sent to principals regarding work in progress on benchmark scanners. Bill added we are moving Datawise from our servers to Datawise servers, which will free up a few District servers. Jeana asked if one server could be used as a sharing access point for curriculum work. The District will provide paper for benchmarks, with a separate code for this purpose. Bill instructed benchmarks are to be given sometime within the scheduled benchmark week. Ward shared he spent time with classified staff last Friday on customer service standards and also focused on what their contributions are to the district. He will be presenting academic progress information at the next Board meeting. He mentioned since July many positions have been filled in-house and feels this speaks highly of our employees. However, it does create a domino effect, causing changes at each location. We hired District alumni this year and he feels good about this. Principals will be working next week on single plans with the SI&A trainer. Bill noted the federal government has a jobs bill that is intended to provide money to school districts; however, has not yet been released. We are taking steps now to put this funding to work. Recent discussions with principals have brought back one Spanish position, along with a few other certificated and classified positions. We are trying to be proactive and get people back early in the year—not waiting for the actual funding release. Cheryl shared we expected about \$800,000; however, the actual amount may change slightly. Bill stressed this is one-time money; however we are trying to make some long term plans. He stated our PD day was very productive and commended staff for their hard work. Our benchmark and pacing guide development is a work in progress that will be on-going.
- Board – Gary noted the dedication to students in our District is something to be commended.

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

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April 14, 2011


May 12, 2011

- May 1—schedule all second semester finals in Measures
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The meeting was adjourned at 1:45 p.m.

**Insert coversheet**

**Hanford Joint Union High School  
DISTRICT CURRICULUM GUIDE  
Course Unit Plan 1**

<b>V. Unit Content/Performance Standards</b>		
Course Name:	<b>Study Skills/Introduction to Human Services</b>	
Unit Name:	Basics of Service-Learning	
Length of Unit:	4 weeks	

<b>Standards addressed in this unit:</b>	
<u>National Service-Learning Standards</u>	
1.0	Effective service-learning efforts strengthen service and academic learning.
2.0	Model service-learning provides concrete opportunities for youth to learn new skills, to think critically, and to test new roles in an environment that encourages risk-taking and rewards competence.
3.0	Preparation and reflection are essential elements in service-learning.

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

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



**Learning Objectives/Outcomes:**

The Student will...

	describe the basics of service-learning.
	explain the steps of a service-learning project.
	analyze sample student projects.
	predict outcomes for service-learning projects.

**Extensions & Enrichments as time allows:**

	Compare and contrast past Partnership service-learning projects.

**Strategies\Accommodations**SDAIE\ELL Students

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

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

Gardner's Intelligence

	<b>Intrapersonal intelligence</b> entails the capacity to understand oneself.
	<b>Interpersonal intelligence</b> is concerned with the capacity to understand the intentions, motivations and desires of other people.

Bloom's Taxonomy


	If hard copy, refer to separate documents, if online, links may be provided. May include reading strategies here

<b>Instruction Material:</b>	
<u>Textbook &amp; Publisher items available:</u>	
	Chapter 1 & 2
<u>Additional Resources and Materials:</u>	
<u>School Site Library:</u>	
	HWHS: List available videos, software, etc. as appropriate
	HHS:
<u>Interactive Websites</u>	
	<a href="http://www.nylc.org/index.cfm">www.nylc.org/index.cfm</a>
	<a href="http://www.servicelearning.org">www.servicelearning.org</a>

<b>Projects and Activities:</b>	
<u>Required Labs\Activities:</u>	
	Complete vocabulary specific to service-learning projects.
	Read about service-learning projects and evaluate.
	Write a reflection of previous service learning project.
<u>Recommended Labs\Activities:</u>	
	(Some sections of this course will complete these items as time allows, another method of teaching the concept may be selected by teacher)
<u>Optional Labs\ Activities:</u>	
	Volunteer for Academy projects set up by 11 <sup>th</sup> or 12 <sup>th</sup> graders.

<b>Assessments Tools:</b>	
<u>Quizzes\Tests:</u>	
<u>Datawise:</u>	
	Enter datawise test name
<u>Publishers test bank questions</u>	
	Enter question numbers, as agreed, that are or may be on final, or name of test created.
<u>Other assessments:</u>	
	Participation reflections of service-learning projects
	Completed work.

**Hanford Joint Union High School  
DISTRICT CURRICULUM GUIDE  
Course Unit Plan 2**

<b>V. Unit Content/Performance Standards</b>		
Course Name:	<b>Study Skills/Introduction to Human Services</b>	
Unit Name:	Service-Learning Projects	
Length of Unit:	4 weeks	

<b>Standards addressed in this unit:</b>	
<u>National Service-Learning Standards</u>	
4.0	Youths' efforts are recognized by those served, including their peers, the school, and the community.
5.0	Youth are involved in the planning.
6.0	The service students perform makes a meaningful contribution to the community.

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

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

**Learning Objectives/Outcomes:**

The Student will...

	survey for 'areas of need' within community.
	evaluate community's needs.
	formulate service-learning projects for identified needs.
	explain project specifics.
	explain how project addresses needs.

**Extensions & Enrichments as time allows:**

	Participate in Academy planned service-learning projects.
	Execute the unit planned projects.

**Strategies\Accommodations**SDAIE\ELL Students

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

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

Gardner's Intelligence

	<b>Logical-mathematical intelligence</b> consists of the capacity to analyze problems logically, carry out mathematical operations, and investigate issues scientifically.
	<b>Intrapersonal intelligence</b> entails the capacity to understand oneself.
	<b>Interpersonal intelligence</b> is concerned with the capacity to understand the intentions, motivations and desires of other people


Bloom's Taxonomy

	If hard copy, refer to separate documents, if online, links may be provided. May include reading strategies here

<b>Instruction Material:</b>	
<u>Textbook &amp; Publisher items available:</u>	
	Chapters 2 & 8
<u>Additional Resources and Materials:</u>	
<u>School Site Library:</u>	
	HWHS: List available videos, software, etc. as appropriate
	HHS:
<u>Interactive Websites</u>	
	<a href="http://www.nylc.org/index.cfm">www.nylc.org/index.cfm</a>
	<a href="http://www.servicelearning.org">www.servicelearning.org</a>

<b>Projects and Activities:</b>	
<u>Required Labs\Activities:</u>	
	Survey needs of community.
	Written plan of service-learning project
<u>Recommended Labs\Activities:</u>	
	Evaluate other student projects.
<u>Optional Labs\ Activities:</u>	
	(Selected sections of this course may complete these items, please add\share your extensions here. One line = one activity)

**Hanford Joint Union High School  
DISTRICT CURRICULUM GUIDE  
Course Unit Plan 3**

<b>V. Unit Content/Performance Standards</b>		
Course Name:	<b>Study Skills/Introduction to Human Services</b>	
Unit Name:	Service-Learning Careers	
Length of Unit:	6 weeks	

<b>Standards addressed in this unit:</b>	
<u>National Service-Learning Standards</u>	
8.0	Service-learning connects the school or sponsoring organization and its community in new and positive ways.
9.0	Service-learning is understood and supported as an integral element in the life of a school or sponsoring organization and its community.

<b>Assessments Tools:</b>	
<u>Quizzes/Tests:</u>	
<input type="text"/>	<input type="text"/>
Datawise:	
<input type="text"/>	Enter datawise test name
Publishers test bank questions	
<input type="text"/>	Enter question numbers, as agreed, that are or may be on final, or name of test created.
Other assessments:	
<input type="text"/>	Service-learning paperwork
<input type="text"/>	Reflections of projects
<input type="text"/>	'Needs' survey
<input type="text"/>	Powerpoint of target service-learning project
<input type="text"/>	<input type="text"/>

10.0	Skilled adult guidance and supervision are essential to the success of service
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	learning.
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<u>CAHSEE English Standards:</u>	
2.4	Synthesize content; paraphrase & connect ideas

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

<b>Learning Objectives/Outcomes:</b>	
The Student will...	
	describe several careers.
	explore careers with service-learning components.
	analyze lifestyles students want to live.
	pick and research their career.
	trace educational route to fulfill career requirements.
	evaluate colleges, universities, and trade schools.
	formulate a plan to obtain career.
	evaluate present high school goals (do they coincide with post-HS plans)
<b>Extensions &amp; Enrichments as time allows:</b>	
	Use this section for those objectives that are above and beyond the state standard. Or for those
	Job shadow a person who is in the self-directed career.

<b>Strategies\Accommodations</b>	
<u>SDAIE\ELL Students</u>	
	<b>Metacognition &amp; Authentic Assessment:</b> Use a variety of strategies to check for understanding
	<b>Modeling, Visuals &amp; Graphic Organizers:</b> Model processes and concepts in a variety of ways. Provide both verbal and written input. Display models of end products
	<b>Explicit Instruction:</b> Elicits students' background knowledge as a conceptual springboard to new learning. Move from whole to part to whole
	<b>Guided Interaction:</b> Content knowledge: Structure multiple opportunities for peer-to-peer interactions as they learn content & develop their use of academic language in speaking/listening, reading & writing
	<b>Metacognition &amp; Authentic Assessment:</b> Use a variety of strategies to check for understanding
<u>Primary Learning Styles:</u> Refer to these and use as appropriate for suggested accommodations and strategies for all students including those with disabilities and those above grade level	
<a href="#">Gardner's Intelligence</a>	




	<b>Intrapersonal intelligence</b> entails the capacity to understand oneself, to appreciate one's feelings, fears and motivations.
	<b>Logical-mathematical intelligence</b> consists of the capacity to analyze problems logically, carry out mathematical operations, and investigate issues scientifically.
	<a href="#"><u>Bloom's Taxonomy</u></a>
	If hard copy, refer to separate documents, if online, links may be provided. May include reading strategies here

<b>Instruction Material:</b>	
<u>Textbook &amp; Publisher items available:</u>	
	Chapter 3
<u>Additional Resources and Materials:</u>	
<u>School Site Library:</u>	
	HWHS: List available videos, software, etc. as appropriate
	HHS:
<u>Interactive Websites</u>	
	<a href="http://www.careercruising.com"><u>www.careercruising.com</u></a>
	<a href="http://www.californiarealitycheck.com/"><u>http://www.californiarealitycheck.com/</u></a>
	Various trade schools, college, and university websites

<b>Projects and Activities:</b>	
<u>Required Labs\Activities:</u>	
	(All sections of this course will complete the items listed here)
<u>Recommended Labs\Activities:</u>	
	(Some sections of this course will complete these items as time allows, another method of teaching the concept may be selected by teacher)
<u>Optional Labs\ Activities:</u>	
	Job shadowing in field of career

<b>Assessments Tools:</b>	
<u>Quizzes\Tests:</u>	
<u>Datawise:</u>	
	Enter datawise test name
<u>Publishers test bank questions</u>	
	Enter question numbers, as agreed, that are or may be on final, or name of test created.
<u>Other assessments:</u>	
	Formal paper with outline & bibliography
	Scaffolded activities to help final paper

**Hanford Joint Union High School  
DISTRICT CURRICULUM GUIDE  
Course Unit Plan 4**

<b>V. Unit Content/Performance Standards</b>		
Course Name:	<b>Study Skills/Introduction to Human Services</b>	
Unit Name:	Learning styles	
Length of Unit:	4 weeks	

<b>Standards addressed in this unit:</b>	
<u>National Service-Learning Standards</u>	
1.0	Effective service-learning efforts strengthen service and academic learning.
3.0	Preparation and reflection are essential elements in service-learning.

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

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

<b>Learning Objectives/Outcomes:</b>	
The Student will...	
	describe learning styles.
	explain learning styles.
	explore which style they use the most.
	analyze how to use learning styles & associated techniques.
	use learning techniques.
<b>Extensions &amp; Enrichments as time allows:</b>	
	Apply techniques to other classes

<b>Strategies\Accommodations</b>	
<u>SDAIE\ELL Students</u>	
	<b>Metacognition &amp; Authentic Assessment:</b> Use a variety of strategies to check for understanding
	<b>Modeling, Visuals &amp; Graphic Organizers:</b> Model processes and concepts in a variety of ways. Provide both verbal and written input. Display models of end products
	<b>Explicit Instruction:</b> Elicits students' background knowledge as a conceptual springboard to new learning. Move from whole to part to whole
	<b>Guided Interaction:</b> Content knowledge: Structure multiple opportunities for peer-to-peer interactions as they learn content & develop their use of academic language in speaking/listening, reading & writing
	<b>Metacognition &amp; Authentic Assessment:</b> Use a variety of strategies to check for understanding
<u>Primary Learning Styles:</u> Refer to these and use as appropriate for suggested accommodations and strategies for all students including those with disabilities and those above grade level	
<u><a href="#">Gardner's Intelligence</a></u>	
	<b>Linguistic intelligence</b> involves sensitivity to spoken and written language, the ability to learn languages, and the capacity to use language to accomplish certain goals.
	<b>Logical-mathematical intelligence</b> consists of the capacity to analyze problems logically, carry out mathematical operations, and investigate issues scientifically.
	<b>Musical intelligence</b> involves skill in the performance, composition, and appreciation of musical patterns.


	<b>Bodily-kinesthetic intelligence</b> entails the potential of using one's whole body or parts of the body to solve problems.
	<b>Spatial intelligence</b> involves the potential to recognize and use the patterns of wide space and more confined areas.
	<b>Interpersonal intelligence</b> is concerned with the capacity to understand the intentions, motivations and desires of other people.
	<b>Intrapersonal intelligence</b> entails the capacity to understand oneself, to appreciate one's feelings, fears and motivations.
	<a href="#"><u>Bloom's Taxonomy</u></a>
	If hard copy, refer to separate documents, if online, links may be provided. May include reading strategies here

<b>Instruction Material:</b>	
<u>Textbook &amp; Publisher items available:</u>	
	Chapters 4 & 5
<u>Additional Resources and Materials:</u>	
<u>School Site Library:</u>	
	HWHS: List available videos, software, etc. as appropriate
	HHS:
<u>Interactive Websites</u>	
	<a href="http://www.learningstyles.com"><u>www.learningstyles.com</u></a>

<b>Projects and Activities:</b>	
<u>Required Labs\Activities:</u>	
	(All sections of this course will complete the items listed here)
<u>Recommended Labs\Activities:</u>	
	(Some sections of this course will complete these items as time allows, another method of teaching the concept may be selected by teacher)
<u>Optional Labs\ Activities:</u>	
	(Selected sections of this course may complete these items, please add\share your extensions here. One line = one activity)

<b>Assessments Tools:</b>	
<u>Quizzes\Tests:</u>	
Datawise:	
	Enter datawise test name
Publishers test bank questions	
	Enter question numbers, as agreed, that are or may be on final, or name of test created.
Other assessments:	
	Learning styles survey
	Style specific techniques

**Hanford Joint Union High School  
DISTRICT CURRICULUM GUIDE  
Course Unit Plan 5**

<b>V. Unit Content/Performance Standards</b>		
Course Name:	<b>Study Skills/Introduction to Human Services</b>	
Unit Name:	Identifying & Developing Service-Learning skills	
Length of Unit:	4 weeks	

<b>Standards addressed in this unit:</b>	
<u>National Service-Learning Standards</u>	
2.0	Model service-learning provides concrete opportunities for youth to learn new skills, to think critically, and to test new roles in an environment that encourages risk-taking and rewards competence.
3.0	Preparation and reflection are essential elements in service-learning.
7.0	Effective service-learning integrates systematic formative and summative evaluation.

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

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

**Learning Objectives/Outcomes:**

The Student will...

	identify skills useful for service-learning projects.
	explain which skills are essential to specific project.
	evaluate skills of project volunteers.
	develop their own skills essential to projects.
	use reflections to evaluate skill development and utilization.

**Extensions & Enrichments as time allows:**

	Apply unit ideas to existing Partnership projects.

**Strategies\Accommodations**SDAIE\ELL Students

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

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

Gardner's Intelligence

	<b>Logical-mathematical intelligence</b> consists of the capacity to analyze problems logically, carry out mathematical operations, and investigate issues scientifically.
	<b>Intrapersonal intelligence</b> entails the capacity to understand oneself.
	<b>Interpersonal intelligence</b> is concerned with the capacity to understand the intentions, motivations and desires of other people

Bloom's Taxonomy




	If hard copy, refer to separate documents, if online, links may be provided. May include reading strategies here

<b>Instruction Material:</b>	
<u>Textbook &amp; Publisher items available:</u>	
	Chapters 7 & 8
<u>Additional Resources and Materials:</u>	
<u>School Site Library:</u>	
	HWHS: List available videos, software, etc. as appropriate
	HHS:
<u>Interactive Websites</u>	
	<a href="http://www.nylc.org/index.cfm">www.nylc.org/index.cfm</a>
	<a href="http://www.servicelearning.org">www.servicelearning.org</a>

<b>Projects and Activities:</b>	
<u>Required Labs\Activities:</u>	
	Written description of important skills
	Skills inventory
	Guided writing for essential skills
<u>Recommended Labs\Activities:</u>	
	(Some sections of this course will complete these items as time allows, another method of teaching the concept may be selected by teacher)
<u>Optional Labs\ Activities:</u>	
	(Selected sections of this course may complete these items, please add\share your extensions here. One line = one activity)

**Hanford Joint Union High School  
DISTRICT CURRICULUM GUIDE  
Course Unit Plan 6**

<b>V. Unit Content/Performance Standards</b>		
Course Name:	<b>Study Skills/Introduction to Human Services</b>	
Unit Name:	Reflecting on your Service-Learning experience	
Length of Unit:	4 weeks	

<b>Standards addressed in this unit:</b>	
<u>National Service-Learning Standards</u>	
6.0	The service students perform makes a meaningful contribution to the community.
7.0	Effective service-learning integrates systematic formative and summative evaluation.

<b>Assessments Tools:</b>	
<u>Quizzes/Tests:</u>	
<u>Datawise:</u>	
	Enter datawise test name
<u>Publishers test bank questions</u>	
	Enter question numbers, as agreed, that are or may be on final, or name of test created.
<u>Other assessments:</u>	
	Skills inventory
	Written reflections

CAHSEE English Standards:

2.4	Synthesize content; paraphrase & connect ideas.

CAHSEE Math Standards:

2.1	Estimating answers and determining reasonableness of answers.

<b>Learning Objectives/Outcomes:</b>	
The Student will...	
	reflect on service-learning projects.
	evaluates service-learning projects.
	describe the pluses and minuses of service-learning projects.
	revise plans for service-learning projects..
<b>Extensions &amp; Enrichments as time allows:</b>	
	Use this section for those objectives that are above and beyond the state standard. Or for those
	The size of this list varies based upon the detail of the unit and the assessments.

<b>Strategies\Accommodations</b>	
<u>SDAIE\ELL Students</u>	
	<b>Metacognition &amp; Authentic Assessment:</b> Use a variety of strategies to check for understanding
	<b>Modeling, Visuals &amp; Graphic Organizers:</b> Model processes and concepts in a variety of ways. Provide both verbal and written input. Display models of end products
	<b>Explicit Instruction:</b> Elicits students' background knowledge as a conceptual springboard to new learning. Move from whole to part to whole
	<b>Guided Interaction:</b> Content knowledge: Structure multiple opportunities for peer-to-peer interactions as they learn content & develop their use of academic language in speaking/listening, reading & writing
<u>Primary Learning Styles:</u> Refer to these and use as appropriate for suggested accommodations and strategies for all students including those with disabilities and those above grade level	
<u><a href="#">Gardner's Intelligence</a></u>	
	<b>Logical-mathematical intelligence</b> consists of the capacity to analyze problems


	logically, carry out mathematical operations, and investigate issues scientifically.
	<b>Intrapersonal intelligence</b> entails the capacity to understand oneself.
	<b>Interpersonal intelligence</b> is concerned with the capacity to understand the intentions, motivations and desires of other people
<u><a href="#">Bloom's Taxonomy</a></u>	
	If hard copy, refer to separate documents, if online, links may be provided. May include reading strategies here

<b>Instruction Material:</b>	
<u>Textbook &amp; Publisher items available:</u>	
	Chapters 10, 11, & 12
<u>Additional Resources and Materials:</u>	
<u>School Site Library:</u>	
	HWHS: List available videos, software, etc. as appropriate
	HHS:
<u>Interactive Websites</u>	
	<a href="http://www.nylc.org/index.cfm">www.nylc.org/index.cfm</a>
	<a href="http://www.servicelearning.org">www.servicelearning.org</a>

<b>Projects and Activities:</b>	
<u>Required Labs\Activities:</u>	
	Review details of sample service-learning projects
	Revise plans of sample projects.
<u>Recommended Labs\Activities:</u>	
	(Some sections of this course will complete these items as time allows, another method of teaching the concept may be selected by teacher)
<u>Optional Labs\ Activities:</u>	
	(Selected sections of this course may complete these items, please add\share your extensions here. One line = one activity)

<b>Assessments Tools:</b>	
<u>Quizzes\Tests:</u>	
Datawise:	
	Enter datawise test name
Publishers test bank questions	
	Enter question numbers, as agreed, that are or may be on final, or name of test created.
Other assessments:	
	Reflections of sample service-learning projects
	Revised plans of sample projects

**Hanford Joint Union High School  
DISTRICT CURRICULUM GUIDE  
Course Unit Plan 7**

<b>V. Unit Content/Performance Standards</b>		
Course Name:	<b>Study Skills/Introduction to Human Services</b>	
Unit Name:	Historical study of Tolerance: The Holocaust	
Length of Unit:	6 weeks	

<b>Standards addressed in this unit:</b>	
<u>National Service-Learning Standards</u>	
4.0	Youths' efforts are recognized by those served, including their peers, the school, and the community
8.0	Service-learning connects the school or sponsoring organization and its community in new and positive ways.
10.8.5	Analyze the Nazi policy of pursuing racial purity, especially against the European Jews; its transformation into the Final Solution; and the Holocaust that resulted in the murder of six million Jewish civilians.

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

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

<b>Learning Objectives/Outcomes:</b>	
The Student will...	
	trace historical events which led to Holocaust.
	describe what happened to Jews during the Holocaust.
	explain reasons the Nazis disliked the Jews & other groups.
	use Powerpoint to present information.
	explain how tolerance is important to service-learning.
<b>Extensions &amp; Enrichments as time allows:</b>	
	Visit the Museum of Tolerance as class field trip.
	The size of this list varies based upon the detail of the unit and the assessments.

<b>Strategies\Accommodations</b>	
<u>SDAIE\ELL Students</u>	
	<b>Metacognition &amp; Authentic Assessment:</b> Use a variety of strategies to check for understanding
	<b>Modeling, Visuals &amp; Graphic Organizers:</b> Model processes and concepts in a variety of ways. Provide both verbal and written input. Display models of end products
	<b>Explicit Instruction:</b> Elicits students' background knowledge as a conceptual springboard to new learning. Move from whole to part to whole
	<b>Guided Interaction:</b> Content knowledge: Structure multiple opportunities for peer-to-peer interactions as they learn content & develop their use of academic language in speaking/listening, reading & writing
<u>Primary Learning Styles:</u> Refer to these and use as appropriate for suggested accommodations and strategies for all students including those with disabilities and those above grade level	
<u><a href="#">Gardner's Intelligence</a></u>	
	<b>Intrapersonal intelligence</b> entails the capacity to understand oneself, to appreciate one's feelings, fears and motivations.




	<b>Interpersonal intelligence</b> is concerned with the capacity to understand the intentions, motivations and desires of other people.
	<a href="#"><u>Bloom's Taxonomy</u></a>
	If hard copy, refer to separate documents, if online, links may be provided. May include reading strategies here

<b>Instruction Material:</b>	
<u>Textbook &amp; Publisher items available:</u>	
	Chapter\Sections
<u>Additional Resources and Materials:</u>	
	<i>Schlinder's List</i>
<u>School Site Library:</u>	
	HWHS: List available videos, software, etc. as appropriate
	HHS:
<u>Interactive Websites</u>	
	<a href="http://www.motlc.wiesenthal.com"><u>www.motlc.wiesenthal.com</u></a>
	<a href="http://www.tolerance.org"><u>www.tolerance.org</u></a>
	<a href="http://www.graceproducts.com/fmnc/main.htm"><u>www.graceproducts.com/fmnc/main.htm</u></a>

<b>Projects and Activities:</b>	
<u>Required Labs\Activities:</u>	
	(All sections of this course will complete the items listed here)
<u>Recommended Labs\Activities:</u>	
	(Some sections of this course will complete these items as time allows, another method of teaching the concept may be selected by teacher)
<u>Optional Labs\ Activities:</u>	
	(Selected sections of this course may complete these items, please add\share your extensions here. One line = one activity)

<b>Assessments Tools:</b>	
<u>Quizzes\Tests:</u>	
	Powerpoint quizzes
<u>Datawise:</u>	
	Enter datawise test name
<u>Publishers test bank questions</u>	
	Enter question numbers, as agreed, that are or may be on final, or name of test created.
<u>Other assessments:</u>	
	Powerpoint rubrics

**Hanford Joint Union High School  
DISTRICT CURRICULUM GUIDE  
Course Unit Plan 8**

<b>V. Unit Content/Performance Standards</b>		
Course Name:	<b>Study Skills/Introduction to Human Services</b>	
Unit Name:	Student-generated service-learning projects	
Length of Unit:	4 weeks	

<b>Standards addressed in this unit:</b>	
<u>National Service-Learning Standards</u>	
4.0	Youths' efforts are recognized by those served, including their peers, the school, and the community.
5.0	Youth are involved in the planning.
6.0	The service students perform makes a meaningful contribution to the community.

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

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

**Learning Objectives/Outcomes:**

The Student will...

	survey for 'areas of need' within community.
	evaluate community's needs.
	formulate service-learning projects for identified needs.
	explain project specifics.
	explain how project addresses needs.
	survey for 'areas of need' within community.

**Extensions & Enrichments as time allows:**

	Participate in Academy planned service-learning projects.
	Execute the unit planned projects.

**Strategies\Accommodations**SDAIE\ELL Students

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

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

Gardner's Intelligence

	<b>Logical-mathematical intelligence</b> consists of the capacity to analyze problems logically, carry out mathematical operations, and investigate issues scientifically.
	<b>Intrapersonal intelligence</b> entails the capacity to understand oneself.
	<b>Interpersonal intelligence</b> is concerned with the capacity to understand the intentions, motivations and desires of other people

[Bloom's Taxonomy](#)

If hard copy, refer to separate documents, if online, links may be provided.  
May include reading strategies here

**Instruction Material:**

Textbook & Publisher items available:

Chapters 2 & 8

Additional Resources and Materials:

School Site Library:

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

HHS:

Interactive Websites

[www.nylc.org/index.cfm](http://www.nylc.org/index.cfm)

[www.servicelearning.org](http://www.servicelearning.org)

**Projects and Activities:**

Required Labs\Activities:

Survey needs of community.

Written plan of service-learning project.

Recommended Labs\Activities:

(Some sections of this course will complete these items as time allows, another method of teaching the concept may be selected by teacher)

Optional Labs\ Activities:

(Selected sections of this course may complete these items, please add\share your extensions here. One line = one activity)

<b>Assessments Tools:</b>	
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<u>Quizzes/Tests:</u>	
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Datawise:	
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	Enter datawise test name
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Publishers test bank questions	
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	Enter question numbers, as agreed, that are or may be on final, or name of test created.
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Other assessments:	
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	Service-learning paperwork
--	----------------------------

	Reflections of projects
--	-------------------------

	'Needs' survey
--	----------------

	Powerpoint of target service-learning project
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**As presented in November, 2009...*Proposed Science Changes***

Current:

Chemistry AP: Prereq: A in Chemistry, B in Chemistry H and Algebra 2

*Change:*

*Chemistry AP: Prereq: C in Chemistry, Chemistry H, Algebra 2*

Current:

Physics Honors: Prereq: C in Biology, concurrent with Algebra 2

*Change:*

*Physics Honors: Prereq: B in Biology, Algebra 2, Concurrent with Algebra 2*

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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

John Draxler Gary Pannett Emma Perez 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 *	4018
Assistant Principal: Mark Dutra	4019
Learning Director: Darin Parson	4010
<b>Attendance Office</b>	<b>4023</b>
Counselor: Kristen Farrah	4014
Counselor: Allison Brum	4016
Counselor: Mario Gutierrez *	4017
Counselor: Wesley Forbes	4030
Psychologist: Heather Fortune	4024
School Resource Officer Dean Hoover	5940
Safety Supervisor: Andrew Mazza	4038
Athletic Coordinator: Beau Hill	4819
Student Records: Linda Downing	4006
Library: Diane Cross	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: Ward Whaley	6006
Assistant Principal: Judy Willett	6007
Learning Director: Janice Ede	6005
<b>Attendance Office</b>	<b>6013</b>
Counselor: Kirsten Barnes	6016
Counselor: Jane Smith	6019
Counselor: Pete Haro *	6017
Counselor: Lisa Mendes	6025
Psychologist: Catherine Garman-Dutra	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: Renee Booth	6066

### Earl F. Johnson Continuation High School

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

Principal: Clinton Williamson	7000
Counselor: Sarah Hess	7005
Night Cont. Principal: Clint Williamson	7003
Counselor: Lowell Neilson	4800
Psychologist: Heather Fortune	4024
Secretary: Irma Lopez *	7000

\* *Hablan Espanol*

### Sierra Pacific High School

1259 N. 13<sup>th</sup> Avenue Hanford, Ca. 93230  
559.583.5912 | Fax: 559.583.5914

Principal: Roger Hartman	2010
Attendance	2000
Counselor: Edward Kotoian	2021
Counselor: Maria Lee *	2020
Psychologist: Catherine Garman-Dutra	6002
ASB: Nancy Nunes	8910

### Hanford Adult School

905 Campus Drive Hanford, Ca. 93230 | 559.583.5905 Fax: 559.589.9564  
Principal: Gary Marr | Assistant Principal: Dorothy Crass

# INTRODUCTION

Welcome to the 2011-2012 school year. This handbook is designed to assist students and parents by providing overview of District courses as well as information about academic policies.

Deleted: 2010-2011

The Hanford Joint Union High School District is composed of five schools: Hanford High School (HHS), Hanford West High School (HWHS), Sierra Pacific High School (SPHS), Earl F. Johnson Continuation High School (EFJ) 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, 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

### All students will be:

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

HJUHSD 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.

## SIERRA PACIFIC HIGH SCHOOL

In development

## EARL F. JOHNSON CONTINUATION HIGH SCHOOL

### Students will be technologically literate critical thinkers able to:

- Read and comprehend literature and other written information
- Read, write and speak at grade level or above
- Communicate by writing or speaking creatively
- Can manipulate prior knowledge base to solve problems
- Are able to process data and make it relevant to the task on hand
- Share information and emotion verbally or in writing
- Use technology to enhance the precision and quality of their lives
- Compete in a technologically growing workplace
- Communicate through technology

### Students will be ethical citizens and self-directed learners who:

- Are willing to get involved, have a good balance of morality/ethics, know right from wrong, are willing to stand by their convictions, and are tolerant
- Will take responsibility in doing their part to make things better
- Are willing to get involved
- Are self-motivated and will not falter without constant supervision
- Know their strengths/ weaknesses and use them to grow & achieve goals

## HJUHS D GRADUATION REQUIREMENTS

HJUHS D 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 diploma, students must complete at least **265 units** including specific subject and course requirements. All HJUHS D 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.

<b>40 Units</b>	English ( <i>English 1, 2, 3 and 4 or equivalents</i> )
<b>30 Units</b>	History/Social Science ( <i>World Hist., US Hist., Govt. &amp; Econ. or equivalents</i> )
<b>20 units</b>	Mathematics ( <i>Including Algebra 1</i> )
<b>20 units</b>	Science ( <i>Biological and Physical</i> )
<b>10 units</b>	Visual and Performing Arts
<b>10 units</b>	Career Technical Education
<b>20 units</b>	Physical Education ( <i>required for 9<sup>th</sup> and 10<sup>th</sup> graders</i> )
<b>115 units</b>	Electives
<b>265</b>	<b>Total Units to Graduate</b> ( <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 requires students to take three SAT subject tests. 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. CSUs 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

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

## Four-Year Worksheet

Use this worksheet and the registration form on the inside back cover of this Catalog – with guidance from a counselor – to create a four-year education plan to meet your academic goals.

### Freshman (9th Grade)

<b>English</b>	
<b>Math</b>	
<b>P.E.</b>	
<b>Electives (4)</b>	

### Sophomore (10th Grade)

<b>English</b>		<b>History-Social Science</b>	
<b>Math</b>		<b>P.E.</b>	
<b>Science</b>		<b>Electives (2)</b>	

### Junior (11th Grade)

<b>English</b>		<b>History-Social Science</b>	
<b>Math</b>		<b>P.E.</b>	
<b>Science</b>		<b>Electives (2)</b>	

### Senior (12th Grade)

<b>English</b>		<b>History-Social Science</b>	
<b>Math</b>		<b>P.E.</b>	
<b>Science</b>		<b>Electives (2)</b>	

## University of California & California State University Requirements

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

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

*Including 1 year world history, cultures or geography; 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 AP
- Government
- Government and Politics AP: U.S.
- World Geography/Foundations of Western Civilization

### 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 or Algebra A/B
- 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

### 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 and 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 and Hanford West High based on need / enrollment*

English	Credit	Pg	Science	Credit	Pg
Academic Literacy 9 ( <i>elective</i> )		<b>11</b>	Anatomy and Physiology - Honors	<b>C W</b>	<b>14</b>
Academic Literacy 10 ( <i>elective</i> )		<b>11</b>	Biology / Biology Ag / Biology AOJ	<b>C E L</b>	<b>14</b>
English 1	<b>C E</b>	<b>11</b>	Biology - AP	<b>C W</b>	<b>14</b>
English 1 - Advanced	<b>C</b>	<b>11</b>	Biology - Advanced	<b>C</b>	<b>14</b>
English 2	<b>C E</b>	<b>11</b>	Chemistry	<b>C</b>	<b>14</b>
English 2 - Honors	<b>C W</b>	<b>11</b>	Chemistry - AP	<b>C W</b>	<b>14</b>
English 3	<b>C E</b>	<b>11</b>	Chemistry - Honors	<b>C W</b>	<b>14</b>
English 3 Literacy ( <i>elective</i> )		<b>11</b>	Earth Science	<b>E L</b>	<b>14</b>
English 4	<b>C</b>	<b>11</b>	Environmental Science - AP ( <i>HW</i> )	<b>C W</b>	<b>14</b>
English Seminar		<b>11</b>	Physics	<b>C</b>	<b>14</b>
Language and Composition AP	<b>C W</b>	<b>11</b>	Physics - AP	<b>C W</b>	<b>14</b>
Literature and Composition AP	<b>C W</b>	<b>12</b>	Physics - Honors	<b>C W</b>	<b>15</b>
Literature Survey		<b>12</b>			
Literature Survey - Literacy		<b>12</b>			
ELD 1: Beginning Basic		<b>12</b>	<b>History – Social Science</b>	<b>Credit</b>	<b>Pg</b>
ELD 2: Advanced Basic		<b>12</b>	Economics - AP ( <i>HH</i> )	<b>C W</b>	<b>15</b>
ELD 3: Level A		<b>12</b>	Government (S) / Economics (S)	<b>C L E</b>	<b>15</b>
ELD 4: Level B		<b>12</b>	Modern World History	<b>C L E</b>	<b>15</b>
ELD 5: Level C		<b>12</b>	Modern World History - Honors	<b>C W</b>	<b>15</b>
Language Acquisition Support ( <i>elective</i> )		<b>12</b>	Psychology	<b>C</b>	<b>15</b>
			Psychology - AP	<b>C W</b>	<b>15</b>
			U.S. Government & Politics - AP	<b>C W</b>	<b>15</b>
			U.S. History	<b>C L E</b>	<b>15</b>
			U.S. History AP	<b>C W</b>	<b>15</b>
			World Geography/West. Civilization	<b>C E</b>	<b>15</b>
Mathematics	Credit	Pg	World Languages	Credit	Pg
Algebra 1	<b>C L E</b>	<b>13</b>	American Sign Language 1	<b>C</b>	<b>16</b>
Algebra 1 w/Math Support	<b>C L</b>	<b>13</b>	American Sign Language 2	<b>C</b>	<b>16</b>
Algebra B	<b>C E</b>	<b>13</b>	American Sign Language 3	<b>C</b>	<b>16</b>
Algebra Literacy ( <i>elective</i> )	<b>E</b>	<b>13</b>	Spanish 1	<b>C</b>	<b>16</b>
Geometry	<b>C L</b>	<b>13</b>	Spanish 2	<b>C</b>	<b>16</b>
Geometry, Advanced	<b>C</b>	<b>13</b>	Spanish 3	<b>C</b>	<b>16</b>
Geometry, Applied	<b>L</b>	<b>13</b>	Spanish for Spanish Speakers 1	<b>C</b>	<b>16</b>
Algebra 2	<b>C</b>	<b>13</b>	Spanish for Spanish Speakers 2	<b>C</b>	<b>16</b>
Trigonometry / Pre-Calculus	<b>C</b>	<b>13</b>	Spanish Language – AP	<b>C W</b>	<b>16</b>
Trigonometry / Pre-Calculus Honors	<b>C W</b>	<b>13</b>			
Calculus	<b>C</b>	<b>13</b>			
Calculus - AP	<b>C W</b>	<b>13</b>			
Statistics - AP	<b>C W</b>	<b>13</b>			
Math Readiness (Sp. Ed.)		<b>13</b>			
Algebra Readiness (Sp. Ed.)		<b>13</b>			

*\*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 and 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 (HW)	T	18
Automotive Services, Adv. (HW)	T	18
Auto, General	T	18
Business 1 (HH)	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 and 2	T A	18
Computerized Accounting 1 (HH)	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 (HW) (SP)	T	19
Life Management (HW)	T	19
Mechanical Drawing (HW)	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 and 2	T	19
Work Experience 1 and 2	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 F	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
Retail Marketing 1 and 2 (HW)	T	22
Welding courses (HW)	T	22

Other Electives	Credit	Pg
Academic Decathlon		23
Administration of Justice 1 and 2		24
AVID 9, 10, 11, 12		23
Creative Writing		23
Driver's Education		23
Journalism 1 and 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.

### **Administration of Justice (HW)**

Administration of Justice 1  
Administration of Justice 2

### **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)**  
Intro to Indust. Processes (HW/SP)  
Agriculture Mechanics 1 (HH/SP)  
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)**  
Business I  
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**

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

### **Welding Technology**

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

# ENGLISH

## Academic Literacy (Elective Credit)

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 genres are covered, including Shakespeare. 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 Ca. 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 Credit)

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 (AP Test Required)

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 (AP Test Required)

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

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Grade: 10¶

This support course continues the focus on reading and writing strategies and competencies required in core classes for students who need support. Emphasis is on honing writing skills and increasing ability to use academic language in writing and speech. Students continue to reflect on reading, writing and learning processes via discussions and projects that require critical analysis, particularly interpretation and synthesis.¶

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 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 Language Arts Exit Exam standards.

**English Fundamentals 4**

*Grade: 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 texts.

**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 on five levels: Lakeside, Basic and Books A, B and C. 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 with trained teachers. The University of California grants admission credit for all ELD social studies courses and one year of advanced ELD. These two- or three-period blocks earn five units of English and five or 10 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- or three-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, study skills and survival skills..

**English Language Development 2**

*Grade Level: 9-12 Edge Advanced Basic Level*

*Prerequisite: ELD 1, teacher/counselor recommendation*

A one-semester, two- or three-period course for beginning students that covers units seven to eighteen in Basics Level. 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.

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**English Language Development 3**

*Grade Level: 9-12 Edge Level A*

*Prerequisite: ELD 2, teacher/counselor recommendation*

A one-semester, two- or three-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.

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**English Language Development 4**

*Grade Level: 9-12 Edge Level B*

*Prerequisite: ELD 3, teacher/counselor recommendation*

A one-semester, two- or three-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.

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**English Language Development 5**

*Grade Level: 9-12 Edge Level C*

*Prerequisite: ELD 4, teacher/counselor recommendation*

A one-semester, two- or three-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.

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**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.

### **Algebra 1 with Math Support (C) (L)**

*Grade: 9-12*

*Prerequisite: Teacher recommendation and/or test*

This two-semester, two-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 (C)**

*Grade: 10-12*

*Prerequisite: Below a C in Algebra 1 or recommendation*

This is a year-long 2nd semester of Algebra 1. Students become more familiar with functions, linear and non-linear relationships, graphing, etc. Students may not earn more than 10 units combined w/ Alg. 1 and Alg. B.

### **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 re: 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*

*Prereq: B in Alg. 1, teacher rec., 70% Alg. 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 Alg. 1 w/Math Supp. or teacher rec.*

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 (AP Test Required)*

*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 (AP Test Required)*

*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 Bio, Chem. 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, Administration of Justice (C) (HW)**

*Grade: 10*

*Prerequisite: Application Process*

This biology course has an emphasis on forensic science.

### **Biology, Agricultural (C)** (See Page 19)

*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 (AP Test Required)*

*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*

*Pre: 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, 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 (AP Test Required)*

*Prereq: 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 (AP Test Required)*

*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 (AP Test Required)*

*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 (AP Test Required)*

*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 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.

### **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 (AP Test Required)*

*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 (AP Test Required)*

*Prereq.: U.S. History AP teacher rec., summer assign.*

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 (AP Test Required)*

*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 Geography/Foundations of Western Civilization (C)**

*Grade: 9-12*

Students explore the world in terms of physical and cultural geography. They learn about various regions of the world, their physical makeup and cultural characteristics. These regional units of study have a strong focus on current events, political developments, religious influences, and economic characteristics.

## 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 (AP Test Required)*

*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.

### **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 (C) (F)**

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

*Prereq: 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 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 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 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 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 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 (AP Test Required)*

*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. Advanced students create masks, puppets and 3-D makeup.

### **Three-Dimensional Design (C) (F)**

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

*Prerequisite: Art 1: 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 Pg 10.

### **Architectural Drawing (T) (HW)**

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)**

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.

### **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)**

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)**

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)**

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 & 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.

### **Industrial Processes, Introduction to (T) (HW) (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) (HW)**

*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: 10-12*

*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) (SP) / 10-12 (HW)*

*Prerequisite: Intro to Industrial Processes (HW)*

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

### **Woodshop, Advanced (T)**

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

*Prerequisite: C in Beginning Woodshop*

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

Material fee.

### **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 and 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*

*Prereq: C in Ag. Bio. or Ag. Sci. 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*

*Prereq: 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 (Estimated Lab Fees-\$20/sem.)*

*Prereq: 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 (Est. Lab Fees-\$20/sem.)*

*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 is an introduction to various strands of the ag industry, including ag in California, animal science, plant science, FFA and Supervised Agricultural Projects.

### **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: Agbusiness (T)**

*Grade: 11-12 (10<sup>th</sup> 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 (Estimated Lab Fees-\$25 per semester)*

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 and 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.

### **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 periods)**

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 diagnose 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 1 (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.

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

**Retail Marketing 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 and 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 9<sup>th</sup> and 10<sup>th</sup> 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 Lifelong Wellness (P) (HW)**

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.

## OTHER ELECTIVES

**Academic Decathlon**

Grade: 9-12

Students prepare to compete in the ten subjects of the U.S. Academic Decathlon by studying topics in language / literature, social science, art, music, economics, math, science, speech and essay.

**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.

**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 a 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**

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.

## Administration of Justice-HW

### Administration of Justice 1

Grade: 10

Prerequisite: Acceptance into the AOJ program

*Understanding Legal Systems* is the first of a three-course AOJ pathway. This course provides a basic understanding of the justice system, examining the law enforcement process, the court system, the correctional system, basic constitutional law and principles, and other related law enforcement issues. Students will be exposed to the variety of law enforcement careers and will get a taste of what it is like being a member of the legal and law enforcement community.

### Administration of Justice 2

Grade 11

Prerequisite: Open to AOJ students, AOJ 1 recommended

*Criminal and Civil Law* is the second course AOJ pathway. Criminal law will be covered in the fall semester and civil law in the spring. Topics include crimes against persons and property, defenses, the criminal justice process, torts, negligence, contracts, and family law. Guest speakers and field trips will be integrated into the curriculum as will numerous mock trials. A heavy emphasis is placed on content vocabulary development, speaking and writing skills, and critical thinking development.

## 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](http://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 at HW are 7 a.m. to 4 p.m., HH: 7:30 to 4:30.

#### **Make-Up Work**

Twice the amount of time absent is allowed for make-up work, including tests. Only school days are to apply, eg: 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**

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 (Math, Engineering, Science Achievement) 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 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 from the school or online at: [www.ncaaclearinghouse.net/ncaa](http://www.ncaaclearinghouse.net/ncaa)

#### **Opportunity Program (HH, HW)**

The Opportunity Program provides intervention for ninth graders struggling with the transition to high school through smaller classes in English Seminar, Algebra 1, Math Support and Success 101.

#### **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 to register.

- **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**

HJUHS offers a Saturday School Unit Recovery program for at-risk juniors and seniors. Students can also recover units through Earl F. Johnson Continuation High School or other alternative programs. See your counselor for 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.

# Hanford Joint Union High School DISTRICT CURRICULUM GUIDE

I. <b>COURSE NAME:</b>	Algebra Readiness
Grade Level:	9-12
Prerequisite:	None (IEP determination)
Duration:	1 year
Credit:	Math
Guide – Board Adoption:	<a href="#">November, 2006; Revised: TBA</a>
Course Articulation:	<a href="#">No</a>
Text – Board Adoption:	<a href="#">2006-2007</a>
Textbook Name:	<a href="#">Pacemaker Algebra 1</a>
Publisher:	<a href="#">Globe Fearon</a>
Publication Year/Edition:	<a href="#">2001</a>
ISBN – Student Text:	<a href="#">0-130-23638-1</a>
ISBN – Teacher Text:	

## II. COURSE DESCRIPTION

This course is a two-semester course, designed as an intervention course for students, per their IEP, who remain at risk of not passing Algebra. This course is designed as a preliminary course, providing support and an introduction to Algebra 1. The course will include a study of the basic laws of fractions, signed numbers, solving and graphing linear equations and inequalities, exponents, radicals, quadratics, factoring, proportions and functions. The support modules are presented in a specific sequence designed to review content in a spiraling manner as the course progresses. The second semester content is shorter due to anticipated time needed for district and state testing programs. The curriculum also includes formative and summative assessments, note taking strategies, prescriptive instruction, and homework assignments that are engaging and meaningful to the concepts of Algebra. In addition to filling the prerequisite math skills gaps, this course is to provide extra time to understand the concepts in Algebra 1.

## III. CENTRAL INTELLECTUAL PURPOSE

### Communications

**Reading:** Students are given some opportunity to read the lessons as the topic is presented in class. Reading and understanding word problems is the primary medium through which reading is introduced to the course.

**Writing:** Students practice writing in answering word problems in complete sentences. Students are also asked to write written descriptions of procedures for solving problems.

**Speaking:** The primary means of communication in Algebra 1 is through speaking and listening. The students are given opportunities to practice listening skills in listening to lectures. The students should rise to a new level of oral communication as they learn to articulate their questions about math using the appropriate vocabulary.

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

Algebra I Readiness is a course in problem solving. Daily, students are engaged in solving word problems and well as arithmetic and algebra problems.

### **Research**

Students will utilize various sources of information from library and computer network.

### **Technology**

Students use calculators and online resources.

### **Ethics**

Knowledge of and adherence to school/classroom rules, with particular emphasis on honesty policy, respect for self and others, attentiveness, constructive use of class time, diligence in daily assigned work and projects. Students are taught how those who are math illiterate will be taken advantage of in everyday life.

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

State standards are listed in italics. *California High School Exit Exam English and Mathematics standards are listed in bold face italics (CAHSEE Standards).*

Activities are listed at the end of each section in bold. The following Grade 9 and 10 English Language Arts standards are incorporated throughout the course:

***Reading 1.1: Identify and use the literal meanings of words and understand word derivations.***

***Reading 2.0:*** Students read and analyze grade-level-appropriate material. They analyze the organizational patterns, arguments and positions advanced.

***Reading 2.5: Extend ideas presented in primary or secondary sources through original analysis, evaluation and elaboration.***

***Reading 2.6: Demonstrate use of sophisticated learning tools by following technical directions.***

***Reading 2.7: Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence and the comprehensiveness of evidence.***

***Written and Oral English Language Conventions 1.4: Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.***

***Writing 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.***

***Writing 1.2: Use precise language, action verbs, sensory details, appropriate modifiers and the active rather than the passive voice.***

***Writing 1.5: Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium.***

***Writing 1.8: Design and publish documents by using advanced publishing software and graphic***

programs.

**Writing 1.9:** Revise writing to improve the logic and coherence of the organization and controlling perspective.

**Writing 2.3:** Write expository compositions, including analytical essays and research reports, d) include visual aids by employing technology to organize and record information on charts, maps and graphs, e) use technical terms and notations accurately.

**Writing 2.6:** Write technical documents, a) report information and convey ideas logically and correctly, b) offer detailed and accurate specifications.

**Written and Oral English Language Conventions 1.4:** Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.

**Listening and Speaking 1.1:** Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.

**Listening and Speaking 1.6:** Present and advance a clear thesis statement and choose appropriate types of proof.

**Listening and Speaking 1.8:** produce concise notes for extemporaneous delivery.

**Listening and Speaking 2.2:** Deliver expository presentations, d) include visual aids by employing appropriate technology to organize and display information on charts, maps and graphs, f) use technical terms and notations accurately.

**SPECIAL NOTE:** All **BOLD** state standards are **CALIFORNIA HS EXIT EXAM** standards. The activities listed correlate with the California State Content standards for [insert name].

## FIRST SEMESTER

### First Six Weeks

#### **SDAIE Instructional Strategies**

- *Students will work in cooperative groups to solve novel, real life problems and communicate their answers to the class*
- *Visually enriched presentation of material in lectures*
- *Focused Vocabulary development*

### **Algebra 1 Readiness**

#### **Pacemaker Algebra 1 book from Globe Fearon Chapters 1)**

Students will:

- Evaluate expressions and equations using appropriate number operations
- Use Grouping symbols Appropriately

- Represent real life quantities
- Students will understand the operations of taking the opposite and absolute value of a number
- Students will understand the difference between the opposite and the absolute value of a number
- Graph and compare real numbers

***Algebra 2.0\*:*** *Students will understand and use such operations as taking the opposite, finding the reciprocal, taking the root, and raising to a fractional power. They understand and use the rules of exponents*

***Grade 7 Number Sense 1.2, CAHSEE Standard:*** *Add, subtract, multiply and divide rational numbers (integers, fractions, and terminating decimals) and take positive rational numbers to whole number powers.*

Activities/Assignments

- Group Presentations of solutions
- Individual White boards (CFU)
- Scavenger hunt
- Manipulative

**Second Six Weeks**

**SDAIE Instructional Strategies**

- *Students will work in cooperative groups to solve novel, real life problems and communicate their answers to the class*
- *Visually enriched presentation of material in lectures*
- *Focused Vocabulary development*

**Pacemaker Algebra 1 book from Globe Fearon Chapters 2)**

Students will:

- Students will use algebraic properties (commutative, distributive, associative, and zero product property) to simplify expressions
- Students will Add Monomial and Polynomials.
- Students will Subtract Monomials and polynomials.
- Students will deconstruct word problems and build algebraic expressions and equations to represent the information

***Algebra 2.0\*:*** *Students will understand and use such operations as taking the opposite, finding the reciprocal, taking the root, and raising to a fractional power. They understand and use the rules of exponents*

***Grade 7 Number Sense 1.2, CAHSEE Standard:*** *Add, subtract, multiply and divide rational numbers (integers, fractions, and terminating decimals) and take positive rational numbers to whole number powers.*

***Algebra 10.0\*:*** *CAHSEE Standard: Students will add, Subtract multiply and divide monomials and polynomials. Students solve multi-step problems, including word problems, by using these techniques.*

#### Activities/Assignments

- Group Presentations of solutions
- Individual White boards (CFU)
- Scavenger hunt
- Manipulative

#### Third Six Weeks

##### **SDAIE Instructional Strategies**

- *Students will work in cooperative groups to solve novel, real life problems and communicate their answers to the class*
- *Visually enriched presentation of material in lectures*
- *Focused Vocabulary development*

#### **Pacemaker Algebra 1 book from Globe Fearon Chapters 3)**

##### **Students Will:**

- Deconstruct multi-step word problems and build algebraic expressions and equations to represent the information
- Simplify linear equations using the algebraic properties
- Solve 1, 2 and 3 step linear equations in one variable

*Grade 7 Number Sense 1.2, CAHSEE Standard: Add, subtract, multiply and divide rational numbers (integers, fractions, and terminating decimals) and take positive rational numbers to whole number powers.*

*Algebra 10.0\*, CAHSEE Standard: Students will add, Subtract multiply and divide monomials and polynomials. Students solve multi-step problems, including word problems, by using these techniques.*

*Algebra 4.0\*, CAHSEE Standard: Students simplify expressions prior to solving linear equations and inequalities in one variable, such as  $3(2x - 5) + 4(x - 2) = 12$*

*Algebra 5.0\*, CAHSEE Standard: Students solve multi-step Problems, Including word problems, involving linear equations and linear inequalities in one variable and provide justification for each step.*

#### Activities/Assignments

- Group Presentations of solutions
- Individual White boards (CFU)
- Scavenger hunt
- Manipulative



## SECOND SEMESTER

### First Six Weeks

#### SDAIE Instructional Strategies

- *Students will work in cooperative groups to solve novel, real life problems and communicate their answers to the class*
- *Visually enriched presentation of material in lectures*
- *Focused Vocabulary development*

Pacemaker Algebra 1 book from Globe Fearon Chapters 4, 5, 7)

#### Students will:

- Identify solutions to linear equations using substitution
- Solve systems of equations using the Elimination method
- Identify if a point is on a line given a linear equation in slope intercept form

Grade 7 Number Sense 1.2, CAHSEE Standard: Add, subtract, multiply and divide rational numbers (integers, fractions, and terminating decimals) and take positive rational numbers to whole number powers.

Algebra 1 9.0: Students solve a system of two linear equations in two variables algebraically and are able to interpret the answer graphically.

#### Activities/Assignments

- Group Presentations of solutions
- Individual White boards (CFU)
- Scavenger hunt
- Manipulative

### Second Six Weeks

#### SDAIE Instructional Strategies

- *Students will work in cooperative groups to solve novel, real life problems and communicate their answers to the class*
- *Visually enriched presentation of material in lectures*
- *Focused Vocabulary development*

Pacemaker Algebra 1 book from Globe Fearon Chapters 6, 10, and 11)

#### Students will:

- Identify and derive the X and Y intercept of a line given the slope intercept and standard forms of the equation of a line
- Graph linear equations using the slope intercept form of the line, standard form of the line, and point and slope
- Derive the slope give two points

Algebra 6.0\*, CAHSEE Standard: Students graph a linear equation and compute the x-and y-intercepts. They are also able to sketch the region defined by linear inequality.

Deleted: <#>Combine like terms using Multiplication and Division ¶

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Deleted: Algebra 2.0\*: Students will understand and use such operations as taking the opposite, finding the reciprocal, taking the root, and raising to a fractional power. They understand and use the rules of exponents ¶

Deleted: Algebra 10.0\*, CAHSEE Standard: Students will add, Subtract multiply and divide monomials and polynomials. Students solve multi-step problems, including word problems, by using these techniques. ¶ Algebra 7.0\*: Students verify that a point lies on a line, given an equation of the line. Students are able to derive linear equations using the point-slope formula ¶

Deleted: Algebra 10.0\*, CAHSEE Standard: Students will add, Subtract multiply and divide monomials and polynomials. Students solve multi-step problems, including word problems, by using these techniques. ¶

Algebra 7.0, Students verify that a point lies on a line, given an equation of the line. Students are able to derive linear equations using the point-slope formula.

Activities/Assignments

- Group Presentations of solutions
- Individual White boards (CFU)
- Scavenger hunt
- Manipulative

**Third Six Weeks**

**SDAIE Instructional Strategies**

- *Students will work in cooperative groups to solve novel, real life problems and communicate their answers to the class*
- *Visually enriched presentation of material in lectures*
- *Focused Vocabulary development*

**Pacemaker Algebra 1 book from Globe Fearon Chapters 8, 11, and 12)**

**Students will:**

- Solve quadratic equations by factoring
- Know the quadratic formula and what it is used for
- Experience using the quadratic formula to solve quadratic equations

Algebra 14.0\*, CAHSEE standard: Students solve quadratic equations by factoring

Algebra 20.0\*, CAHSEE Standard: Students use the quadratic formula to find the roots of a second-degree polynomial and to solve quadratic equations

Deleted: <#>Solve systems of equations using the Elimination method¶

Deleted: Algebra 10.0\*, CAHSEE Standard: Students will add, Subtract multiply and divide monomials and polynomials. Students solve multi-step problems, including word problems, by using these techniques.¶  
Algebra 11.0\*, CAHSEE standard: Students apply basic factoring techniques to second- and simple third degree polynomials. These techniques include finding a common factor for all terms in a polynomial, recognizing the difference of two squares, and recognizing perfect squares of binomials¶

Activities/Assignments

- Group Presentations of solutions
- Individual White boards (CFU)
- Scavenger hunt
- Manipulative

**V. STUDENT ASSESSMENT**

- Teacher/publisher generated activities, projects, writing, quizzes, tests and final exam
- Portfolios

**VI. INSTRUCTIONAL TECHNOLOGIES AND MATERIALS / SOFTWARE**

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

Pacemaker Algebra 1, Second Edition, 2001 by Pearson Education Inc, publishing as Globe Fearon, an imprint of Pearson Learning Group

Getting Ready for Algebra, February 2005, San Diego County Office of Education.

**VII. TEACHING ACTIVITIES AND METHODS TO FACILITATE THE INSTRUCTION OF [Insert discipline] CONTENT STANDARDS FOR ALL**

## LEARNING STYLES

The *Getting Ready for Algebra* curriculum incorporates focuses six of Gardner's Seven Levels of Intelligence:

### **Linguistic Learner**

Students write paragraphs describing what was done and observed during the lesson.

### **Logical/Mathematical Learner**

Prediction exercises, models and graphic organizers: students complete tables, graph lines and use their graphs to predict the result for a particular input (x-value).

### **Spatial Learner**

Maps and flow charts: students make graphs.

### **Bodily-Kinesthetic Learner**

Role-playing: students' bodies are used to represent points on the graph. Students actually "role play" being points on the x-y coordinate system.

### **Interpersonal Learner**

Discussions, projects, peer coaching: students help each other with calculations.

### **Intrapersonal Learner**

Students write paragraphs describing what was done and observed during the lesson.

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

**Discipline:** Social Studies

**Date Submitted:** 10/14/10

**HHS Principal:** Cheryl Hunt

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

**HWHS Principal:** Bobby Peters

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

**SPHS Principal:** Roger Hartman

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

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

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

**Title:** Psychology, 9<sup>th</sup> Edition

**Grade Level(s):** 11-12

**Author:** David G. Myers

**Publisher:** Worth Publishers

**ISBN Number:** 13:978-1-429-21597-8

**Reading Level:** 10.2    **Edition/Copyright Date:** 9<sup>th</sup> Edition / 2010    **Price:** \$98.00

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

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

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

***TEXTBOOK SELECTION COMMITTEE MEMBERS:***

**Proposed by:** Cameron Hernandez and Michele Revious-Uhlik

**Committee Members:** 1) Cameron Hernandez

**Site:** HWHS


2) Michele Revious-Uhlik

**Site:** HHS

3) \_\_\_\_\_

**Site:** \_\_\_\_\_

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

**HWHS Curriculum Facilitator:** 

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

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

# HANFORD JOINT UNION HIGH SCHOOL DISTRICT

## *Textbook Selection Process*

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

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

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

## TEXTBOOK SELECTION JUSTIFICATION FORM

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

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

1. Is the proposed text presently being used in any feeder district? \_\_\_\_\_ If yes, please describe how use of this text will not be a duplication.
2. Briefly describe how the need for this proposed text was determined.
3. Explain the alignment of this text with the model curriculum framework, State standards, **Exit Exam** standards, **STAR** test, and other courses (within and outside the department – *give examples.*)
4. How does this text deal with the Central Intellectual Purpose?
5. Readability:
  - What is the reading level by grade level?
6. What teacher teaching materials are available? (Lesson approaches, background, bibliographies, critical thinking issues.)
7. Technology:
  - What technology support does the publisher provide with the text?
  - How does the textbook integrate technology?

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

#### **8. CONTENT:**

- appeal to the interest of the pupils
- cover the essentials in this field
- any bias of the materials
- suitable vocabulary
- material adequate in scope and interest
- material factually correct and up to date
- illustrations appropriate to the textbook materials
- ELL instructional support

#### **9. INSTRUCTIONAL AIDS AND AUTHORSHIP:**

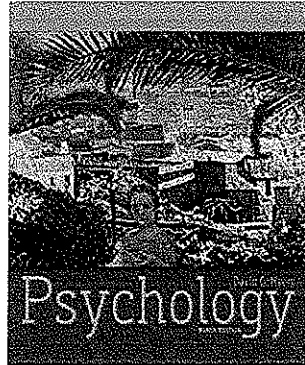
- Is the bibliography adequate?
- Describe instructional aids such as suggested problems or projects, tests, bibliographies, appendixes, glossaries, maps, etc.
- Describe the suitability of the book in general (i.e., binding, size, attractiveness, cost, etc..)

Textbook Selection Justification Form  
David G. Myers Psychology 9<sup>th</sup> Edition

1. No this textbook is not being used in any feeder district.
2. Our current AP Psychology books are about eleven years old. They are worn out and some of the information is outdated. Psychology research changes over time and a new book would assist students better.
3. The book covers psychology California State Standards and also is aligned for Advanced Placement Psychology.
4. The text integrates the Central Intellectual Purpose through a wide variety of ancillary materials that can be used by both the teacher and students.
5. Readability- This book is an Advanced Placement book but is printed for the high school level meaning it is appropriate for students in 11<sup>th</sup> and 12<sup>th</sup> grades. It has the appropriate information for AP but may not be as hard to read as a college level textbook.
6. There is a wide variety of teacher materials available including PowerPoint CD's to help enhance lectures and activities, study guides, a test bank, and interactive simulation and demonstration activities.
7. Technology- The publisher provides an Instructor's Resource CD-Rom, a test bank CD, a student activities CD, and Psychology Video Tool Kit CD. There are also resources available online from the publisher.
8. Content-
  - a. The content in the textbook is very appealing to students at it pertains to them personally. The book integrates visuals and examples that relevant to today's students.
  - b. This textbook is made to assist students in passing the Advanced Placement Psychology test so it covers all material in detail and makes sure to cover all areas of the standards.
  - c. I do not believe there is any bias in the text.
  - d. The vocabulary used in the book is the same vocabulary used on the AP exam meaning it is definitely suitable for this age group.
  - e. The material is adequate in scope and interest. Since the book is geared toward the AP exam the scope is adequate and psychology always seems to be interesting to students because they can relate to the information or learn more about themselves.
  - f. This book is up to date and current and contains the most accurate Psychology information. This book was published in 2010.
  - g. The illustrations are appropriate and help enhance the information discussed in the text.
  - h. I am unsure that ELL instructional support supplies are included; however considering this is an AP level class I do not know that ELL instructional support would be needed.
9. Instructional Aid and Authorship-
  - a. The Bibliography is adequate and detailed.
  - b. This textbook comes with numerous instructional aids that will help support the students learning process. The PowerPoint CD's are excellent

and helpful in enhancing lectures and conveying the information to students.

- c. This book is hardbound, is purple and lime green, and is normal size for a Psychology textbook. The cost is roughly \$98.00 a book; the total cost for 100 textbooks will be \$9,800. Teacher materials will run an additional \$2,394 for two sets; one for each campus. The cost of shipping will run \$686, and the grand total cost will be \$10,486. A price quote is included in our paperwork.





**BEDFORD, FREEMAN & WORTH PUBLISHING GROUP**

**Date: 9/15/10**

**Prepared for:**  
 Tim Caudillo  
[tcaudillo@hjuhsd.k12.ca.us](mailto:tcaudillo@hjuhsd.k12.ca.us)

Hanford West High School  
 Social Studies Dept  
 1150 W. Lacey Blvd  
 Hanford, CA 93230

**Text: Psychology 9e – David Myers**

ISBN	Description	Price	Qty.	Total	Gratis
1429216379	Psychology 9e	\$98.00	100	\$9,800.00	
	<b>Gratis Items</b>				
1429216379	Psychology 9e	\$98.00	2		\$196.00
1429225300	Psychology 9e Lecture Guide	\$120.00	2		\$240.00
1429234962	Psychology 9e AP Study Guide	\$30.00	2		\$60.00
1429237848	CD Test Bank - Psychology 9e	\$199.00	2		\$398.00
1429225297	Instructor's Resource CD	\$300.00	2		\$600.00
1429225327	Instructor's Resource Binder	\$200.00	2		\$400.00
0716754681	Human Experience DVD Series	\$250.00	2		\$500.00
	<b>SubTotal</b>			\$9,800.00	\$2,394.00
	Shipping and Handling estimate	7% of order		\$686.00	
	<b>Total</b>			\$10,486.00	

Please place orders with:  
 MPS-Attn: High School Order Entry  
 16365 James Madison Highway  
 Gordonsville, VA 22942  
 Toll Free: 888/330-8477 First press 1, then press 3  
 Fax: 800.672.2054

**If you have any questions, please contact:**  
 Chad Listner  
 High School Sales Representative  
 Bedford/St. Martin's, W.H. Freeman, & Worth Publishers  
 3535 Lebon Drive #4107  
 San Diego, CA 92122  
 925-639-4686  
[clistner@bfwpub.com](mailto:clistner@bfwpub.com)

HOLTZBRINCK PUBLISHERS  
 4B CEDARBROOK DRIVE \* CRANBURY, NJ \* 08512  
 TOLL FREE: 866-843-3715 \* FAX: 609-409-0297

**David Myers, PSYCHOLOGY 9e**

Dreams p. 103

8: What do we dream?

Now playing at the inner theater near you: the premiere showing of a sleeping person's vivid dream. This never-before-seen mental movie features captivating characters wrapped in a plot so original and unlikely, yet so intricate and so seemingly real, that the viewer later marvels at its creation.

Waking from a troubling dream, wrenched by its emotions, who among us has not wondered about this weird state of consciousness? How can our brain so creatively, colorfully, and completely construct this alternative, conscious world? In the shadowland between our dreaming and waking consciousness, we may even wonder for a moment which is real.

Discovering the link between REM sleep and dreaming opened a new era in dream research. Instead of relying on someone's hazy recall hours or days after having a dream, researchers could catch dreams as they happened. They could awaken people during or within 3 minutes after a REM sleep period and hear a vivid account.

**Flesch-Kincaid reading ease: 53.4**

**Flesch-Kincaid Grade Level: 10.2**

David G. Myers, *PSYCHOLOGY*, Ninth Edition  
Correlated with the College Board  
*AP\* Psychology Course Description*

- I. History and Approaches
  - A. Logic, Philosophy and History of Science  
\*\*ST: 2-13
  - B. Approaches
    - i. Biological  
ST: 8-10
    - ii. Behavioral  
ST: 5, 8-10
    - iii. Cognitive  
ST: 5, 8-10
    - iv. Humanistic  
ST: 5
    - v. Psychodynamic  
ST: 8-10
    - vi. Sociocultural  
ST: 8-10
    - vii. Evolutionary  
ST: 8-10, 141-147
- II. Research Methods
  - A. Experimental, Correlational and Clinical Research  
ST: 25-43
  - B. Statistics
    - i. Descriptive  
ST: 37-40
    - ii. Inferential  
ST: 40-41
  - C. Ethics in Research  
ST: 20-22
- III. Biological Bases of Behavior
  - A. Physiological Techniques (e.g., imaging, surgical)  
ST: 58-60
  - B. Neuroanatomy  
ST: 67-81
  - C. Functional Organization of Nervous System  
ST: 52-55
- IV. Sensation and Perception
  - A. Thresholds and Signal Detection Theory  
ST: 227-230
  - B. Sensory Mechanisms  
ST: 233-242, 243-250, 251-261
  - C. Sensory Adaptation  
ST: 230-232
  - D. Attention  
ST: 87-90
  - E. Perceptual Processes  
ST: 272-286
- V. States of Consciousness
  - A. Sleep and Dreaming  
ST: 91-107
  - B. Hypnosis  
ST: 108-112
  - C. Psychoactive Drug Effects  
ST: 105-122, 124-125
- VI. Learning
  - A. Classical Conditioning  
ST: 290-300
  - B. Operant Conditioning  
ST: 301-314
  - C. Cognitive Process  
ST: 295
  - D. Biological Factors  
ST: 295-298, 309-310
- D. Neural Transmission  
ST: 54-60
- E. Endocrine System  
ST: 56-57
- F. Genetics  
ST: 132-140
- G. Evolutionary Psychology  
ST: 141-147

- E. Social Learning  
ST: 163, 199-200
- VII. Cognition
  - A. Memory  
ST: 324-326, 327-335, 336-345, 346-350, 351-368
  - B. Language  
ST: 384-403
  - C. Thinking  
ST: 370-383
  - D. Problem Solving and Creativity  
ST: 371-374, 409-410
- VIII. Motivation and Emotion
  - A. Biological Bases  
ST: 444-446
  - B. Theories of Motivation  
ST: 445-447
  - C. Hunger, Thirst, Sex and Pain  
ST: 253-257, 448-465, 466-479
  - D. Social Motives  
ST: 479-483
  - E. Theories of Emotion  
ST: 500-509, 510-516, 517-529
  - F. Stress  
ST: 530-541, 542-556
- IX. Developmental Psychology
  - A. Life-Span Approach  
ST: 170-173, 174-194, 195-205, 206-224
  - B. Research Methods (e.g., longitudinal, cross-sectional)  
ST: 213-214
  - C. Heredity-Environmental Issues  
ST: 132-147, 148-168
- D. Developmental Theories  
ST: 164-165, 169, 170-172, 198-200
- E. Dimensions of Development
  - i. Physical  
ST: 174-176, 195-197, 206-212
  - ii. Cognitive  
176-185, 198-200, 212-215
  - iii. Social  
ST: 185-193, 200-204, 215-221
  - iv. Moral  
ST: 198-200
- F. Sex Roles and Gender Roles  
ST: 157-163
- X. Personality
  - A. Personality Theories and Approaches  
ST: 558-569, 570-573, 574-596
  - B. Assessment Techniques  
ST: 563-565, 571-572, 576-577
  - C. Growth and Adjustment  
ST: 590-594
- XI. Testing and Individual Differences
  - A. Standardization and Norms  
ST: 420
  - B. Reliability and Validity  
ST: 421-422
  - C. Types of Tests  
ST: 404, 416-422, 563-565, 576-577
  - D. Ethics and Standards in Testing  
ST: 420-422, 438-440

- E. Intelligence  
ST: 404, 416-422, 438-440
- XII. Abnormal Behavior
- A. Definitions of Abnormality  
ST: 599-606
  - B. Theories of Psychopathology  
ST: 602-606
  - C. Diagnosis of Psychopathology  
ST: 602-606
  - D. Types of Disorders
    - i. Anxiety  
ST: 610-617
    - ii. Somatoform  
ST: 622-523
    - iii. Mood  
ST: 625-636
    - iv. Schizophrenic  
ST: 637-644
    - v. Organic  
ST: 211-212, 675-678
    - vi. Personality  
ST: 620-622
    - vii. Dissociative  
ST: 618-620
- XIII. Treatment of Abnormal Behavior
- A. Treatment Approaches
    - i. Psychodynamic  
ST: 646-649
    - ii. Humanistic  
ST: 649-650
    - iii. Behavioral  
ST: 650-654
    - iv. Cognitive  
ST: 654-657
    - v. Biological  
ST: 671-679
- B. Modes of Therapy (i.e., individual, group)  
ST: 657-658
  - C. Community and Preventive Approaches  
ST: 678-679
- XIV. Social Psychology
- A. Group Dynamics  
ST: 697-700
  - B. Attribution Processes  
ST: 682-684
  - C. Interpersonal Perception  
ST: 703-709, 719-726
  - D. Conformity, Compliance, Obedience  
ST: 690-696
  - E. Attitudes and Attitude Change  
ST: 684-689
  - F. Organizational Behavior  
ST: 484-498
  - G. Aggression/Antisocial Behavior  
ST: 703-718
  - H. Cultural Influences  
ST: 713, 722

\*\* ST = Student Text

**Timothy Caudillo**

---

**From:** Listner, Chad [clistner@bfwpub.com]  
**Sent:** Wednesday, September 15, 2010 10:43 AM  
**To:** Timothy Caudillo  
**Subject:** RE: Psychology Book  
**Attachments:** PSYCH 9e\_reading Level.doc; HS Myers 9e correlation to College Board.doc; Price Quote Myers 9e 100 copies Hanford West HS.doc

Hi Tim,

It's great to hear from you. Attached to this email are the documents that you were requesting. I also included a correlation of the student text to the College Board's Standards for the course.

Let me know if there is anything else I can help you with.

Chad Listner  
 High School Sales Representative  
 Bedford, Freeman & Worth Publishing Group  
 C: 925.639.4686  
 VM: 800.470.4767 \* 2508  
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Bedford, Freeman, & Worth Publishing Group  
 33 Irving Place, 10th floor  
 New York, NY 10003

---

**From:** Timothy Caudillo [mailto:tcaudillo@hjuhsd.k12.ca.us]  
**Sent:** Wednesday, September 15, 2010 10:17 AM  
**To:** Listner, Chad  
**Subject:** RE: Psychology Book

Chad, we are going to order 100 textbooks (Psychology, 9<sup>th</sup> Edition, Myers.) and 2 teacher resource kits for our district. Also, in addition to a price quote, I am going to need the reading level of the book. Please let me know if there is anything else you need. Thanks, Tim

9/15/2010

**Tim Caudillo**  
**Hanford West High School**  
**Social Studies Teacher**  
**Boys Basketball Coach**  
**2009 Dill Valley Champs**  
**Ph. # (559) 583-0157 ext. 8612**

---

**From:** Listner, Chad [mailto:clistner@bfpwpub.com]  
**Sent:** Monday, September 13, 2010 4:31 PM  
**To:** Timothy Caudillo  
**Subject:** RE: Psychology Book

Hi Tim,  
It's great to hear from you. I would be more than happy to help you with this. Do you have an idea of how many student copies you will need to order? Do you know how many instructors will resource kits? As soon as I have those details, I will put a price quote together and send it right over.

Regarding the World History course, we have a brand new book called Ways of the World by Bob Strayer.  
<http://www.bfpwpub.com/newcatalog.aspx?search=strayer&isbn=0312644663>

This exciting new book actually combines written and visual primary source documents with the text. It is the first of it's kind, and destined for replication by the other publishing houses – it's a great idea!

Since it literally just came out a few months ago, I do not yet have a correlation of it to CA standards, but I know of a few other schools that have adopted it and are quite pleased. If you would like me to get you in touch with any of these folks, just let me know.

Let me know if there is anything else I can help you with.

Chad Listner  
High School Sales Representative  
Bedford, Freeman & Worth Publishing Group  
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VM: 800.470.4767 \* 2508  
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New York, NY 10003

9/15/2010

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**From:** Timothy Caudillo [mailto:tcaudillo@hjuhsd.k12.ca.us]  
**Sent:** Friday, September 10, 2010 3:11 PM  
**To:** Listner, Chad  
**Subject:** RE: Psychology Book

Chad, I did receive those Psychology textbooks and supplemental materials, thank you so much. Our teachers have selected a book and we are going to start the process of ordering: Psychology, 9<sup>th</sup> Edition, Myers. I am working on getting this order together and I will keep you updated; as of right now, I will need a price sheet. Also, if you could help with this textbook: our district is going to be purchasing a new Honors World History book and I wanted to know if I could get samples of textbooks that are correlated to the California State World History Standards and supplemental materials that go with these textbooks:

Please let me know if this is possible. My cell # is 1-559-362-3373. Thank you for everything. Tim

*Tim Caudillo*  
*Hanford West High School*  
*Social Studies Teacher*  
*Boys Basketball Coach*  
*2009 DIII Valley Champs*  
*Ph. # (559) 583-0157 ext. 8612*

---

**From:** Listner, Chad [mailto:clistner@bfpwpub.com]  
**Sent:** Friday, September 03, 2010 1:47 PM  
**To:** Timothy Caudillo  
**Subject:** RE: Psychology Book

Hi Tim,  
It's great to hear from you. I wanted to let you know that I just got these materials out in the mail for you. In addition to these 2 books, I also sent you a copy of our new AP Psychology text, also by David Myers.

Please give me a call when you receive these books and supplements so that we can have a more in-depth discussion about them.

Let me know if there is anything else I can help you with.

Chad Listner  
High School Sales Representative  
Bedford, Freeman & Worth Publishing Group  
C: 925.639.4686  
VM: 800.470.4767 \* 2508  
[clistner@bfpwpub.com](mailto:clistner@bfpwpub.com)  
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---

**From:** Timothy Caudillo [mailto:[tcaudillo@hjuhsd.k12.ca.us](mailto:tcaudillo@hjuhsd.k12.ca.us)]  
**Sent:** Friday, September 03, 2010 1:35 PM  
**To:** Listner, Chad  
**Subject:** Re: Psychology Book

Mr. Lister, my name is Tim Caudillo, and I am the Curriculum Facilitator for Social Studies at Hanford West HS. Our district is going to be purchasing a new Psychology book and I am the person in charge of this task for our district. I wanted to know if I could get a teacher's edition, student edition, and supplemental materials that go with these textbooks:

- 1) Psychology, 9<sup>th</sup> Edition, Myers.
- 2) Thinking About Psychology, 2<sup>nd</sup> Edition, Blair-Broeker

Please let me know if this is possible. My cell # is 1-559-362-3373. Thank you for your time. Tim Caudillo

**Tim Caudillo**  
**Hanford West High School**  
**Social Studies Teacher**  
**Boys Basketball Coach**  
**2009 DIII Valley Champs**  
**Ph. # (559) 583-0157 ext. 8612**

9/15/2010

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

**Discipline:** Mathematics **Date Submitted:** 10/14/2010

**Principal:** Bobby Peters **Site :** Hanford West

**Principal:** Cheryl Hunt **Site :** Hanford High

**Principal:** Roger Hartman **Site :** Sierra Pacific High

**Title:** The Practice of Statistics, 4<sup>th</sup> edition **Grade Level(s):** 11<sup>th</sup>/12<sup>th</sup>

**Author:** Yates, Moore, and Starnes **Publisher:** WH Freeman

**ISBN Number:** 13-978-1-4292-6179-1

**Reading Level:** 10th **Copyright Date:** 2010 **Price:** \$88.00

**Course(s) in which used:** AP Statistics  
*(Course Title and Number)*

**Used as:** Basic  **Supplementary**  **Binding:** (Hardbound), Staped, Paperback, Spiral  
*(Please circle one)*

---

**TEXTBOOK SELECTION COMMITTEE MEMBERS:**

**Proposing Teacher:** Katy Murray

**Committee Members:** 1) Jeff Paulk 2) Susan Soltani

**Curriculum Facilitator:** Josephine Rebman

**Curriculum Facilitator:** Nancy Nagatani

*(Needs both Facilitators' signatures unless the course is site specific)*

*(Original form with signatures attached)*

# HANFORD JOINT UNION HIGH SCHOOL DISTRICT

## *Textbook Selection Process*

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

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

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

May.

### TEXTBOOK SELECTION JUSTIFICATION FORM

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

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

1. Is the proposed text presently being used in any feeder district? \_\_\_\_\_ If yes, please describe how use of this text will not be a duplication.
2. Briefly describe how the need for this proposed text was determined.
3. Explain the alignment of this text with the model curriculum framework, State standards, **Exit Exam** standards, **STAR** test, and other courses (within and outside the department – *give examples.*)
4. How does this text deal with the Central Intellectual Purpose?
5. Readability:
  - What is the reading level by grade level?
6. What teacher teaching materials are available? (Lesson approaches, background, bibliographies, critical thinking issues.)
7. Technology:
  - What technology support does the publisher provide with the text?
  - How does the textbook integrate technology?

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

##### **8. CONTENT:**

- appeal to the interest of the pupils
- cover the essentials in this field
- any bias of the materials
- suitable vocabulary
- material adequate in scope and interest
- material factually correct and up to date
- illustrations appropriate to the textbook materials
- ELL instructional support

##### **9. INSTRUCTIONAL AIDS AND AUTHORSHIP:**

- Is the bibliography adequate?
- Describe instructional aids such as suggested problems or projects, tests, bibliographies, appendixes,

glossaries, maps, etc.

- Describe the suitability of the book in general (i.e., binding, size, attractiveness, cost, etc..)

## TEXTBOOK SELECTION JUSTIFICATION

1. There is not a course in our feeder schools that is for Statistics because this is a college level course.
2. The textbook we are currently using is the first edition, copyright 1999. There have been major changes in the last nine years. A statistics course needs as much current data as possible to be applicable.
3. The book is in alignment with the AP Statistics exam and Statistic Standards that are accepted by the College Board. The author is a reader for the AP exam, which would also ensure that the book is aligned with the test.

### 4. III. CENTRAL INTELLECTUAL PURPOSE

Communications:

- Reading: comprehension (as shown through discussion and writing) of what a problem is asking.
- Writing: Analysis of the relationship between an algebraic solution and a graphical solution, explanation of a solution and its implications, reports of results of an investigation in a formal laboratory report format, note taking and class/group written presentations of solutions.
- Speaking: Class/group discussions of problems, oral presentations of solutions.

Critical Thinking/Problem Solving: Comprehension of problem solving skills and their applications to real world situations.

Research: Utilizing various sources of information from library and computer network

Technology: Application of technology: graphing calculators; algebraic software, Internet use for research.

Ethics: Knowledge of and adherence to school/classroom rules, with particular emphasis on honesty policy, respect for self and others, attentiveness, constructive use of class time, diligence in daily assigned work and projects.

5. The reading level is at 11<sup>th</sup>/12<sup>th</sup> grade, common for an AP textbook.
6. There is a variety of supplemental resources available with this textbook. There is a Teacher Presentation CD-Rom, an online companion site resource for tutoring and quizzes, test bank, and supplemental activities that keep current with current events.
7. The textbook is titled “The Practice of Statistics TI 83/84/89 Graphing Calculator Enhanced”. In addition to the vast usage of graphing calculators, there are also sites for up-to-date-resources that students will utilize.
8. The content of this book has everything needed for this course with the exception of ELL support. This book was designed from the ground up to reflect the vocabulary and terminology that is required for success in the course of Statistics. Every Statistics text will be somewhat out of date before it is in print, but there are resources and guides to keep students current with technology and material in regards to current events.
9. The book is reasonable compared to other books including the supplemental material. This is the third edition of this text and has been refined and modified to be an improvement over

