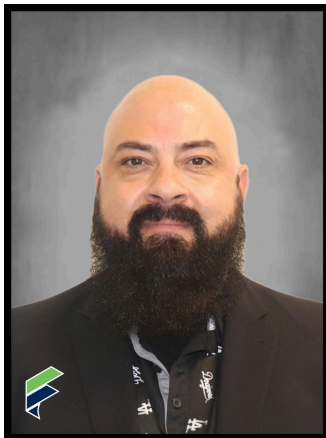




FARBER EDUCATIONAL CAMPUS LEARNING UPDATE OCTOBER 2024

(Note: any item **highlighted in green** is a live url or link)

PRINCIPAL'S PERSPECTIVE



Greetings Farber Familia. It's time for another Learning Update. Before we get to the content and all the amazing things happening on campus, I want to remind everyone that October is Breast Cancer Awareness month. In honor of Francine Farber, I hope you all do something to recognize and support by wearing Pink every Wednesday of this month.

As we move past the grand opening and begin our instructional journey, I want to remind everyone why Farber was created. Our staff and students are tasked to reach out to the City of Fresno and its community partners to be a part of the solution to any issues that exist in our community. Please provide us with any feedback or ideas you have while reading through the update. You can send it to my email carson.wood@fresnounified.org any time you see fit.



We are inviting all teachers and staff to get connected to **SHIFT**. Learn more about SHIFT [here](#). There are many ways for all of us to connect to *Sustainability, Humanity, Innovation, Food and Technology*. For example, our real world problems and challenges we address in projects can almost certainly connect in some way. But in addition to

projects, these could be good research topics, writing projects, presentation topics and more. Or maybe it's about using it for service work with a club. Maybe you can start a new event or activity that incorporates the themes and mission here.



We are having a cohort of 13 teachers working with the [Civic Education Center](#) throughout this school year on Civic Engagement Projects. These teachers are the following:

Elva Carlos, Peter Fortuna, Meliza Gonzalez, Jonathan Hinojosa and Robert Vega from **Credit Attainment**.

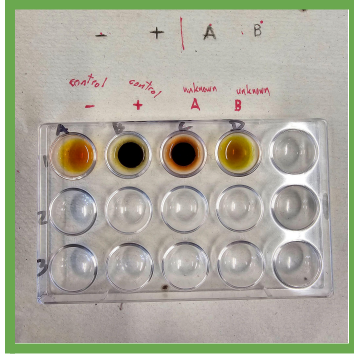
Adriana Alcocer, David D'Morias and Jennifer Gross from **Independent Study**.

Jackie DeLaCruz, Tony Fiori, Jessica Jamero, Cyndi Mello and Mercedes Rodriguez from **Online**.

These teachers will collaborate all year with the Civic Education Center on significant projects designed to elicit some student voice focused on addressing local issues and needs. Students will work with community partners, experts and ultimately decision-makers. We look forward to seeing some of the amazing student work and teacher collaboration. Again, you can always engage in civic engagement projects and work without being part of this group and the Civic Education Center.

HIGH QUALITY DEEPER LEARNING

SCIENCE



Students in **Credit Attainment Teacher Jadrian Ejercito's** Biology and Zoology classes have been busy. The Biology students worked on isolation and identifying the major macromolecules found in living things (see photo on the left). Students also started research on various hydroponic systems. They will soon create proposals to start making their own hydroponic systems. Meanwhile, Zoology students extracted DNA from chicken livers.

Mr. Ejercito is also getting students involved in the **NASA TechRise Student Challenge**. This is where students are challenged to team up with their peers to design an experiment under the guidance of an educator. Teams can submit ideas for experiments to fly on a suborbital flight platform. Competition winners receive \$1,500 to build their payloads and an assigned spot on a NASA-sponsored commercial flight test. No experience is necessary to join the NASA TechRise Challenge.



In 8th Grade Online Science, Roxanne Murietta's students are in the **DNA Unit**. Recently, they did a demonstration in class where they extracted DNA from fruit. See examples of DNA extraction from a banana (pictured left) and strawberries (pictured below). In the following lesson, students were able to extract DNA from humans in a virtual simulation similar to the procedure you would see in a real laboratory setting.

The unit concluded with students making the connection that all living things are made up of cells that have DNA in them! Great job Ms. Murietta and 8th grade students.



Two Farber Science Teachers - **David D'Morias** (Independent Studies) and **Roxanne Murietta** (Online) - are participating in [Kids Making Sense](#). In collaboration with [Sonoma Technology](#) and [Tree Fresno](#), this program offers a hands-on program that educators can use to teach students how to measure and monitor air quality and weather, to interpret the data they collect, and to take action to reduce their exposure to air pollution in their schools and communities. Teachers are provided a comprehensive science curriculum to passionate **STEM** and **NGSS** champions that empowers youth to create innovative solutions to solve air quality problems. As part of this program, our teachers will receive free training on how to use the kits as well as support as you implement lessons in their classrooms. Additionally, students have the option to interact with an air quality scientist via Zoom or Google Meet. This unique feature allows them to interact with a scientist, get help with their project, or simply ask career or science questions! This work is made possible from a grant from the [California Air Resources Board](#).

Independent Studies Science Teacher Jen Gross has been busy in **Biology** and **Zoology**. Recently, her Zoology students studied and dissected jellyfish. Most students have never seen one up close and personal, let alone taking a peek inside. Students compared the jellyfish to sponges (our previous animal) and identified the growing complexity of anatomy and physiology of the jellyfish. Students are all enjoying the hands-on learning experience of dissections and in-depth study at the cellular level with the microscopes.

Online Science Teacher Gihad Mohsin has been doing some interesting things in **Biology**. Students have been learning about the **Biosphere** - focusing on understanding the connection between all organisms and understanding the transfer of energy. They went on a virtual field trip to learn about different ecosystems in California - giving students the opportunity to view the beauty of California and to learn about the unique climate of their state. They also went on a virtual field trip to [Monterey Bay Aquarium](#) to learn how human activity has affected marine life. In **Physiology**, students first uncovered the importance of understanding Biology, Chemistry and Physics when learning about the human body. Students were able to review the information they have learned in previous classes and connect them to the human body. They are starting on their first human body system - the integumentary system learning about the structure and function and exploring different conditions that affect the integumentary system.

Wolf Connection



WOLF CONNECTION

Four Farber Science Teachers - **Jadrian Ejercito, Jen Gross, Gihad Mohsin and Chris Valle** - have embarked on a unique program. **English Teacher Sky Sweet** has joined them too. Farber received a free pilot this year for five teachers to use an online SEL Curriculum that comes from [Wolf Connection](#). Students are taking a 12-part online course entitled [Wolf Lessons for Human Lives](#). Students discover self confidence and purpose, clear communication and a sense of oneness with themselves, as well as the world around them.

Independent Studies Science Teacher Jen Gross said she has received excellent feedback from students thus far. “My students are really engaged and enjoying this program. They say they forget about time when working on this curriculum,” said Gross. “I have a few that asked to work on it at home. They are also motivated to complete the course since they will be eligible to visit these amazing wolves in person!”

That’s right, Farber students who complete the course will be eligible for a field trip to the 165-acre Wolf Connection Sanctuary that serves as a safe haven and home to wolves and wolfdogs.



Hydroponics



Hydroponics Farming and Gardening is instrumental in the future of sustainable agriculture and the market for hydroponic products is growing at 26% per year. The plan is to invite other science teachers to get involved.

Earlier this semester, Farber was notified that Fresno Unified received the **California Farm to School Incubator Grant**. Farber was a small part of the grant, but will receive more equipment to expand the Hydroponics Program. The plan now is that in January, Farber will receive two or three **Fork Farms**.

These are Flex Farms and they are the most efficient, scalable, and transformative indoor, vertical hydroponic technology on the planet. By carefully controlling everything plants need to thrive, each Flex Farm can grow more than 394 pounds of produce annually. They're portable and only require a standard electrical outlet and less than 10 square feet of space. Farber will be having one in the cafeteria and two for the Science Department to use in a variety of locations.

Indeed, Mr. Ejercito is having students design and build their own hydroponic systems. Check out a recent article in the **Fresno Bee Featuring Mr. Ejercito and Farber.**



ENGLISH

Online English Teacher Cyndi Mello recently had her Junior English students using technology to interact with poetry. What Cyndi highlighted in yellow is super impressive. The student - Bryan - is tying Tupac's poem/song into the transcendental theme we are studying in the novel in the top highlight and then tying the poem/song back to the protagonist Chris McCandless in the novel *Into the Wild*.

<https://youtu.be/CUe0UaWWY4k7s1=pPbzrWq8-vCZqTmR>

Poetry

In the Depths of Solitude

by Tupac (2Pac) Shakur 1971-1996

I exist in the **depths of solitude** (state of being deeply alone)
 pondering my true goal
 and still **crave** my soul
 Trying to **find peace of mind**
 5 **CONSTANTLY** yearning, the **acceptance** (Wanting to be accepted by others but in doing so will compromise his old soul)
 and from all receive respect
 Never compromising but sometimes **risky**
 and that is my only **regret**
 10 **young heart with an old soul** (Young but wise for his age)

10 **how can there be peace**
 when there is **the depths of solitude** (questioning his loneliness)
 this **Duo** **yearning** causes (the Duo is referring back to his "heart with an old soul")
 the perfect opportunity
 15 **learn and live twice as fast**
 as those who **accept simplicity**

Tupac mainly speaks about his inner conflicts. As known, transcendentalists strive for a deep understanding of one and their soul, including self-reliance.

Write a note that expresses the overall tone of each piece.

The tone is almost desperate for an understanding of himself or like accepting himself.

Remember: have in or be able to bring to one's mind an awareness of (someone or something that one has seen, known, or experienced in the past); recall, recollect

Struggle: make forceful or violent efforts to get free of restraint or constriction; fight, effort, try hard

Tupac Shakur was an American rapper who was well known for his rap, poetry, and acting. His songs and poems go into depth of the struggles of society, inequality, and inequality. He grew up in Harlem, NY. Born on 6/16/71 and was unfortunately murdered on 9/16/96.

Solitude: the state of being alone; loneliness, seclusion
 Depth: distance from top or surface of something; deepness
 Yearning: an intense feeling of longing for something; desire, craving, urge, need, lust

Uses "2" multiple times to refer to the conflict within himself. His 2 different sides, "young heart and old soul."

https://youtu.be/1tt9axKm2cA7s1=1Z3ro1Fw_Z6N2gq3

Poetry

Remember

by b. Joy Harjo 1951

5 **Remember** the sun's birth at dawn, that is the strongest point of time. **Remember** sundown and the giving away to night.
Remember your birth, how your mother struggled to give you form and breath. You are evidence of (Be grateful for being born and appreciate the beautiful earth you've been put onto)

10 **her life, and her mother's, and hers.**
 Remember your father. He is your life also.
Remember the earth whose skin you are: red earth, black earth, yellow earth, white earth, brown earth, we are earth. (We are just like nature, so many things like rocks, dirt, trees, bugs, animals to make it up. Just like us making up our earth with different races, ethnic backgrounds, and traditions.)

Write a note that expresses the overall tone of each piece.

The tone of this poem is very compelling, persuasive even.

Joy Harjo is an American poet and singer. Born on 5/9/51 in Tulsa, Oklahoma. From a tribe called Muscogee (Creek) Nation.

Uses "remember" repeatedly which is known as anaphora.
 Anaphora: is the repetition of a word or sequence of words at the beginning of successive clauses, phrases, or sentences. It is one of many rhetorical devices used by orators and writers to emphasize their message or to make their words memorable.

Joy talks about how we're not separated from earth but connected with it. Reminds me of how the transcendentalists believe that as well.

Poetry

In the Depths of Solitude

by Tupac (2Pac) Shakur 1971-1996

I exist in the depths of solitude



(He is lonely)

pondering my true goal



(He's thinking about his purpose aside from being a rapper)

Trying to find peace of mind



(Trying to find peace of mind is what Transcendentalists try to find in nature)

and still preserve my soul



CONSTANTLY yearning to be accepted and from all receive respect



(He receives respect, but he still is wanting to be accepted)

Never compromising but sometimes risky



(This reminds me of McCandless because he is risky at times in his pursuit)

Online Teacher Paochoua Xiong recently did a great project with her 9th graders. It was a **Shark Tank Project** that focused on standards of persuasive writing, as well as speaking & listening. Below, you can see the Project Requirements, the Speech or Presentation Requirements and the Shark Tank Project Rubric.



Welcome to the Shark Tank!

Project Requirements:

1. Create/improve a product that solves a problem and that you believe will be the "next big thing!"
2. Create an advertisement to persuade others about how great your product is and why they should buy it.
3. Write a sales pitch, or speech, persuading the "sharks" (classmates) to invest in your business.
4. Present your product and sales pitch to the "sharks."

10 points Speech Requirements

- Your speech should be between 3-5 minutes long.
- It should be catchy and persuasive! You are trying to convince the "sharks" that there is a need for your product and that their world will be a lot better once they purchase your product.
- Be dramatic! Be clever! Be creative!
 - o To "win" the sharks over, make your presentation as engaging as you can!
 - o To enhance your presentation, dress up! This is not required and will not affect your score; however, it could persuade the "sharks!" You can dress professionally, coordinate with your partner(s), etc. The ideas are endless!
- During your speech, you should show your advertisement and have your product and product's name displayed somewhere for the "sharks" to see. You can place it on a table, have a picture of it, display it on the AVerMedia, project it onto the SMART Board, etc.

Category	4	3	2	1
Preparedness	Students are completely prepared and have obviously rehearsed .	Students seem pretty prepared but might have needed a couple more rehearsals.	Students are somewhat prepared but it is clear that rehearsal was lacking.	Students do not seem at all prepared to present.
Presentation /Speech	Speaks clearly, stands up straight, looks relaxed and confident , and establishes eye contact with everyone in the room during the presentation. Speech sounds professional and adds dramatic effects to make presentation more engaging.	Speaks clearly, stands up straight and establishes eye contact with everyone in the room during the presentation.	Speaks clearly most of the time, sometimes stands straight up and establishes eye contact.	Often mumbles or cannot be understood, slouches and/or does not look at people during the presentation.
Knowledge of Product	Shows a full understanding of the product and is able to accurately answer almost all questions posed by classmates about the topic.	Shows a good understanding of the product and is able to accurately answer most questions posed by classmates about the topic.	Shows a minimal understanding of the product and is able to accurately answer a few questions posed by classmates about the topic.	Does not seem to understand the product very well and is unable to accurately answer questions posed by classmates about the topic.
Advertisement	Advertisement follows all requirements, is persuasive and is well thought out .	Follows all requirements and is persuasive.	Follows almost all requirements and is persuasive.	Follows very little of the requirements and is not persuasive.
Product/Idea	Product/idea is demonstrated through the use of a prototype, poster, etc. Product is creative and well presented .	Product/idea is demonstrated through the use of a prototype, poster, etc. Product is creative.	Product/idea is demonstrated through the use of a prototype, poster, etc. Product is not very creative and not well presented.	Product/idea is missing.

Paochoua said her students responded well and even were saying they were "looking forward to them" and it was their "best school project."

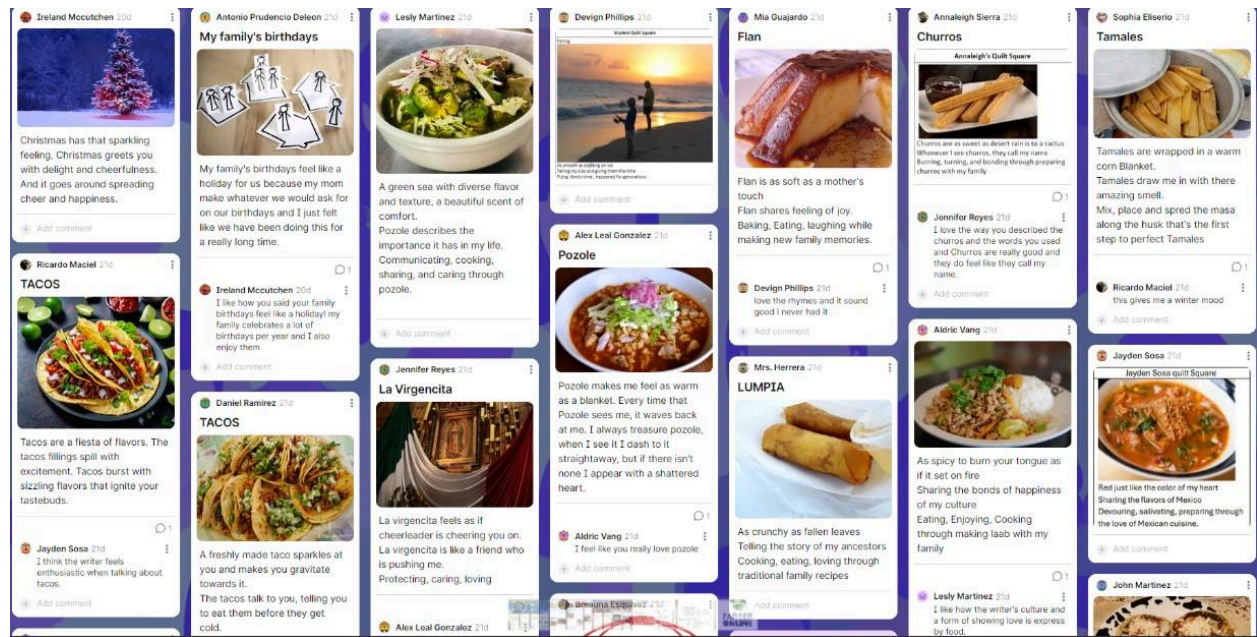
"The level of engagement and creativity was astounding," she said. Paochoua wanted to share or showcase some of the student work. So, check out the following final product presentations: [Multi Clean 1](#), [Ro Buddy](#), [Style-U's](#) and [Charging Pad](#).

Farber Online English Teacher Jessica Herrera has been using Padlet as a means to have students respond, share and discuss in her English 9, 10 and 11th Grade classes.



Freshmen English Students studied informational texts to help them determine whether or not college is valuable and used Padlet to share their thoughts on the claim, counterclaim, connotation and call to action in an assigned text. (see image on the left)

In her Sophomore English Class, she has had her students study their own cultural identities and create a **"Virtual Class Quilt"** on Padlet that exhibits an object or experience of their culture and creative language that describes it.



Junior English students studied Transcendentalism. As an opening activity, they researched transcendentalist ideals and created a post sharing information about their assigned ideal.

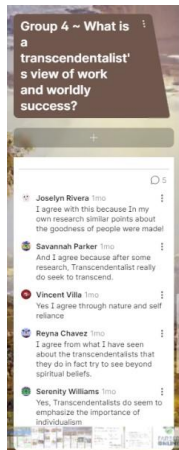


After posting, students chose a post to comment on using, "Yes, and..." conversation frames.

Write a, "Yes, and..." Statement.

- a. Previous attachment you have heard/ read your partner's comment and understand (so be sure these things are true before saying, "yes". If you do not understand, ask a question to clarify)
- b. The, "and" ADDS to the conversation by ADDING your own thoughts. See the sentence frames below for some ADDITIONS you can make to the conversation using, "and".

Build on idea	Agree/ Disagree with Idea
<ul style="list-style-type: none"> • And another example is... • And I would like to also say... • And it's also true that... • And you made a good point when you said... • And that reminds me of... • And even though... I think... • And wouldn't that also mean...? • And as... already mentioned... • And, if that is the case, then... 	<p><u>Agree</u></p> <ul style="list-style-type: none"> • And I agree because... • And that's true, I also think... • And that makes sense because... • And that's how I see it too, because... • And I agree with the point that... <p><u>Disagree</u></p> <ul style="list-style-type: none"> • And I disagree because... • And I do not think that is right since... • And that is not how I see it because... • And, actually, isn't it true that... • And another way to look at it is...



Great job Ms. Jamero on integration technology and getting online students communicating, sharing, discussing, writing and creating. We can't wait to see what's ahead for you and your students.

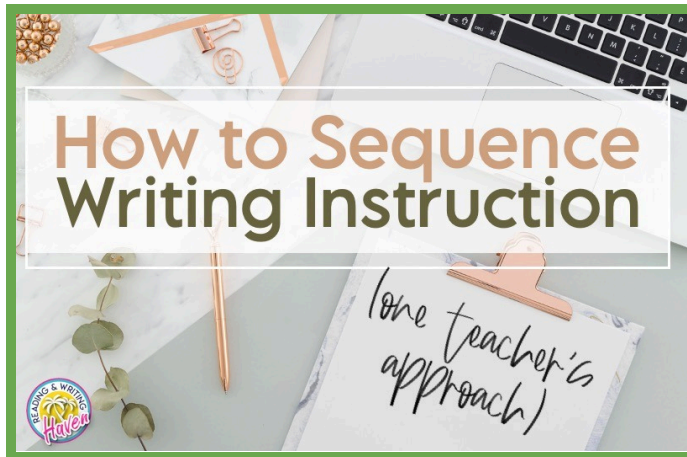
Credit Attainment English Teacher Kara Marquez recently had her students write persuasive essays about [Banned Books Week](#). Students did some research, had some discussions and produced individual persuasive essays.

Independent Studies English Teacher Sky Sweet noticed that her students are still struggling with **Essay writing** in their **Edgenuity ELA Courses**. She has seen challenges with lack of depth and substance, plagiarizing and things like AI being used for content creation. So, she launched a series of 10-minute mini lessons over several weeks to review and re-teach a variety of skills and strategies to help boost their confidence in their writing ability.

She started with a short survey to assess their greatest needs. Then, she presented a "cheat sheet" to tackle the diverse range of essay prompts. They reviewed five major writing strategies and the **5Ws & H**. The handout not only served as a "**cheat sheet**," but also as a map so the students know where we're going with the mini-lessons and what specific strategy we'll be targeting each week. Students highlighted the cheat-sheet and asked questions as we moved through it. It is theirs to keep. They practice each strategy one at a time in class. They also practice how to carefully read and highlight the prompt and take it apart (deconstruct it), so they know what exactly we're being asked to write about. Then, they create a very quick outline to organize their main idea, examples and conclusion, etc.

"Every week, I tell my students, you are all writers, you all have stories to tell, and everyone here is capable of writing," she said. "This is a skill you will always need. We just need practice.

Ms. Sweet said the feedback from the students thus far has been positive. She said most students indicated that they needed help with how to organize their ideas and "where to start" their essay. Also, many expressed they needed help making their sentences stronger.



Other Independent Studies
Teachers are also trying to extend the learning from Edgenuity classes. **English Teacher Gina Vertson** wanted the Edgenuity Lesson on Sequencing to come to life for the students. Therefore, she taught an English Writing Lesson on "How to Make a Peanut Butter and Jelly Sandwich".

"It was quite funny. I had some students tell me to put the peanut butter on the bread. So, I put the whole peanut butter jar on top of the bread. They were laughing," said Vertson. "The students realized they had to tell me about each step in order for me to make a peanut butter sandwich. Then, the students made their own sandwich. After they were done, they got to eat it."

Finally, she paired the students up where one person was the writer and the other person was the speaker. They wrote on a dry erase board an essay on "How to Make a Peanut Butter and Jelly Sandwich". Then, students took a picture of their essay and sent it to Ms. Vertson on Teams. "They really enjoyed this lesson," said Vertson.



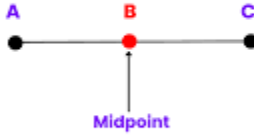
MATH

Credit Attainment/Dual Enrollment Math Teacher Brad Powers uses a great online math resource called [Geogebra](#). Using this tool, Mr. Powers created this Midpoint Calculator (see below). "It's extremely easy to use and it's also very robust," he said.

Midpoint Calculator

A midpoint calculator determines the exact center point between two defined points on a plane. It's commonly used in various fields such as geometry, mapping, and design.

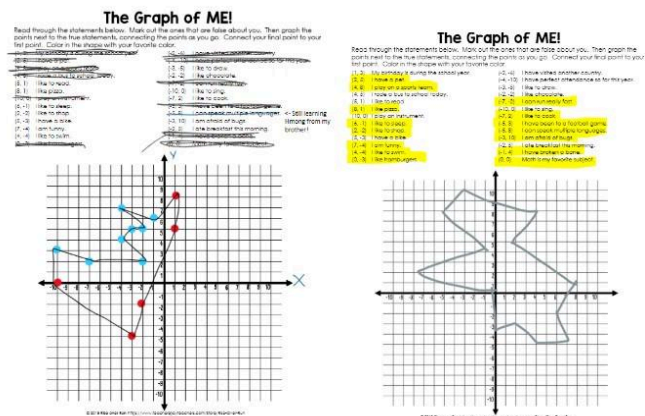
$$\text{Midpoint} = \left[\frac{(x_1+x_2)}{2}, \frac{(y_1+y_2)}{2} \right]$$



Ex Examples.com

Those who use Geogebra often say that it is more than a set of free online math tools. Indeed, they think it's a platform that connects enthusiastic teachers and students while offering them a new way to explore and learn about math. Additionally, Mr. Powers is also teaching our **Dual Enrollment Math Course** known as **Math 11**. This is an **Introduction to Statistics Class** Students recently covered the different centers of data and what skewness is. They also just finished an entire unit on **Probability**. This has prepared them to be ready to start talking about **different distributions** and that will lead them to **hypothesis testing**. Great job Mr. Powers!

Farber Online Math Teacher Katreena Baker recently had her 8th graders complete a review of plotting points on a graph to prepare them for learning about linear equations and their relationships to graphing. The activity was called **"Graph of Me"** and students were able to create their own unique shapes based on their individual truths. See attached samples of completed student work [Here](#).



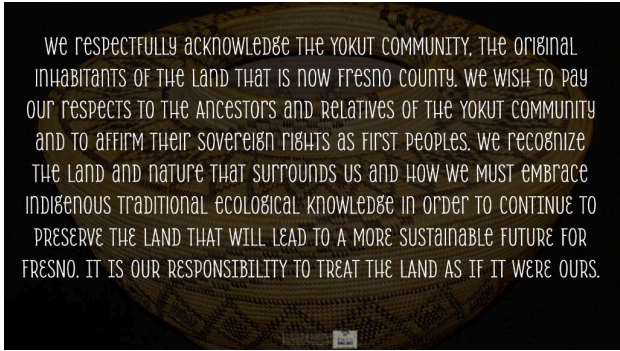
SOCIAL SCIENCE

Online Social Science Teacher Phillip Gladden, while studying the French Revolution with his students, used Canva to make Baseball Trading cards. These included stats on the back that talks about the “Players” on the two teams the Rabble Rousers and the Versailles Royals. He is also trying to start a History Movie Club where members will meet once a week and Watch a movie about historical events and discuss how accurate they are.

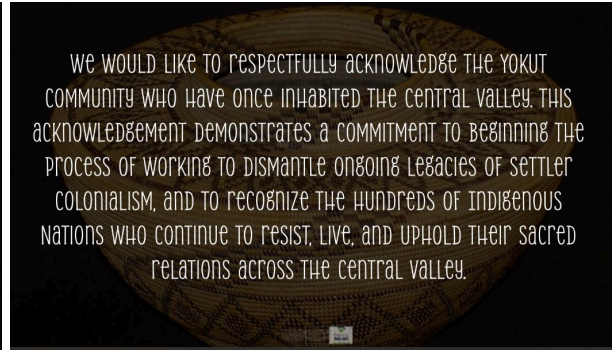


World History with Credit Attainment Teacher Meliza Gonzalez has been busy. Recently, in preparation for a major project on the French Revolution, Ms. Gonzalez has been having her students compare and contrast the [French Declaration of Rights of Man and Citizen](#), the [United States Bill of Rights](#) and [The Magna Carta](#). Students did a deep dive including in-depth analysis of individual bills and rights and how these have impacted World History.

Online Social Science Teacher Mercedes Rodriguez has been getting high quality work from her diverse group of students. In her **Ethnic Studies** courses, students learned about the importance of land acknowledgements and researched the native people of **Fresno (the Yokuts)**. Students then collaborated to create land acknowledgement statements (with guidance) to read at the beginning of each week so that 'we start our week off with good intentions.



WE RESPECTFULLY ACKNOWLEDGE THE YOKUT COMMUNITY, THE ORIGINAL INHABITANTS OF THE LAND THAT IS NOW FRESNO COUNTY. WE WISH TO PAY OUR RESPECTS TO THE ANCESTORS AND RELATIVES OF THE YOKUT COMMUNITY AND TO AFFIRM THEIR SOVEREIGN RIGHTS AS FIRST PEOPLES. WE RECOGNIZE THE LAND AND NATURE THAT SURROUNDS US AND HOW WE MUST EMBRACE INDIGENOUS TRADITIONAL ECOLOGICAL KNOWLEDGE IN ORDER TO CONTINUE TO PRESERVE THE LAND THAT WILL LEAD TO A MORE SUSTAINABLE FUTURE FOR FRESNO. IT IS OUR RESPONSIBILITY TO TREAT THE LAND AS IF IT WERE OURS.



WE WOULD LIKE TO RESPECTFULLY ACKNOWLEDGE THE YOKUT COMMUNITY WHO HAVE ONCE INHABITED THE CENTRAL VALLEY. THIS ACKNOWLEDGEMENT DEMONSTRATES A COMMITMENT TO BEGINNING THE PROCESS OF WORKING TO DISMANTLE ONGOING LEGACIES OF SETTLER COLONIALISM, AND TO RECOGNIZE THE HUNDREDS OF INDIGENOUS NATIONS WHO CONTINUE TO RESIST, LIVE, AND UPHOLD THEIR SACRED RELATIONS ACROSS THE CENTRAL VALLEY.

Students are currently building their foundational knowledge and learning about the history of Ethnic Studies. Students are learning about various topics, taking a deep dive into their identity, and learning about the **4 I's of oppression** (Ideological, Institutional, Interpersonal, and Internalized). Students are having discussions around how the **Four Levels of Oppression** show up in society and their personal lives. Students have been learning about the history of Ethnic Studies and are watching footage of the strikes that took place in 1968-1969 and 1999 at UC Berkeley and SFSU. Students will then look at the ban on La Raza Studies in Tucson, Arizona followed by the history of Ethnic Studies in Fresno/ Fresno Unified. Additionally, Ms. Rodriguez is partnering with [Californians For Justice](#) for a guest speaker in the Ethnic Studies Classes.

In **Ms. Rodriguez' Government Classes**, she has a couple of students interested in attending the **Fresno County Youth Summit** hosted by the **Civic Ed. Center**. Students are also beginning to share their ideas for our Civic Engagement project. Below is a list of potential **Civic Engagement** projects that her students are interested in:

- Housing insecurity/ homelessness**
- Crime rates**
- Poverty**
- Quality of education**
- Environmental issues (air quality, pollution, illegal dumping)**
- Gun violence**
- Poor quality of health**

The classes have also made space to discuss current events as they are applicable to the curriculum. They recently discussed the **Constitution** (specifically state rights and the death penalty) and had discussion surrounding the recent execution of **Marcellus Williams** in Missouri. They also recently talked about obligations of the Federal government to the states (when natural disasters occur) and had some discussion around support being provided for those affected by **Hurricane Helene**.

ELEMENTARY ONLINE

In **Mrs. Sue's 4th Grade Class**, they are currently learning about Natural Disasters. Students had the opportunities to learn about different types of disasters and how to prepare for them. Students will be creating a poster on how to prepare for a Natural disaster.

A math worksheet showing expanded form and distributive property. It includes a number line for 213, a place value chart for 213, and the calculation $4 \times 213 = 4 \times (200 + 10 + 3)$ using the distributive property to get 800 + 40 + 12 = 852. A "Math Talk" box asks students to explain how using the distributive property makes finding the product easier.

Handwritten student work on a math problem. The student has written "3 x 288 = 864" and "3 x 288 = 864" with arrows pointing to the digits. A "Math Talk" box asks students to explain how using the distributive property makes finding the product easier.



In Math, they are working on Multiplying Using Expanded form - Standard 4.NBT.5. Students seem to really enjoy being challenged in the multi steps (using the distributive property) that needs to be used to solve the math problems.

In Amber Cowan's 2nd Grade Class, they have been following along with their **Wonders** and **Go Math curriculum**. In Wonders, they have been learning all about animal adaptations. They read a story about a young boy who visited the desert in Nevada with his family. There he observed several different animals who had adapted to the hot desert heat. The kids chose to write about the desert tortoise, where they explained how the tortoise stays cool in the desert. They also read a story about how Siberian Huskies adapt to a cold habitat. The students have been working on using capital letters, finger spaces between words and ending their sentences with the correct punctuation while writing.

How does the desert tortoise survive in the heat?



They go to a rock to cool down and go underground called a burrow to get away from priterds.

✓ I used capital letters. ✓ I used spaces. ✓ I used punctuation.

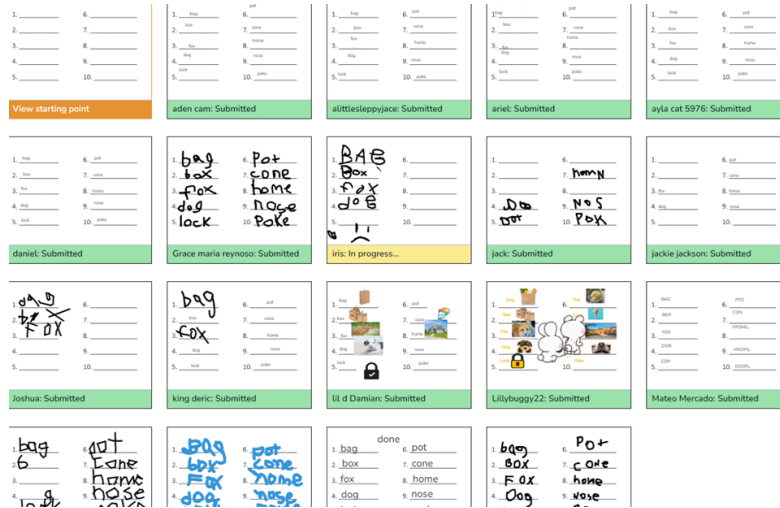
Students just finished up working on Chapter 2 in Go Math, where they were learning about numbers to 1,000. The main focus for this chapter was learning how to show numbers as hundreds, tens and ones. Students learned how to show numbers in multiple ways. They used pictures, wrote three-digit numbers, used number words, and created an additional sentence to add each digit of the number.

On Your Own
Write how many hundreds, tens, and ones.

Show with . Then draw a quick picture.

<p>1 125 hundred + 2 tens + 5 ones</p>	<p>4 203 hundreds + 1 ten + 3 ones</p>
<p>5 245 hundreds + 4 tens + 5 ones</p>	<p>6 103 hundred + 0 tens + 3 ones</p>
<p>7 419 hundreds + 1 ten + 9 ones</p>	<p>8 328 hundreds + 2 tens + 8 ones</p>

Students have also been focusing on spelling long and short vowel words. The focus recently was long and short O words. They practiced reading and spelling the words each day throughout the week and then the kids took a spelling test in Nearpod to show off their knowledge!



ELECTIVES

In **Farber Online Art, Instructor Tabitha Hernandez** has had students working on a project around Heritage & Culture. Students were challenged to produce a digital poster in Canva as their final product. Ms. Hernandez said that a big part of her online classroom is students getting comfortable with one another. She said her intention was to have each student highlight their own culture or a culture they admire or want to learn more about.

“We used our cultural diversity to connect how awesome we all are,” said Hernandez. “It was a fantastic opportunity to build up their self-esteem and pride in their heritage.”



Check out the student work here: [Heritage & Culture Digital Posters](#).



In **Independent Studies Teacher Esther Ortega's Parenting+ Class**, students are actively engaging with a range of organizations, including [Shine](#), [Fresno Hope](#), [Focus Forward](#), [Adolescent Family Life](#)

[Program](#) (AFLP), [The Marjaree Mason Center](#) and [Young Life](#). Each of these is offering valuable insights and resources, as well as community support. The students are also earning certifications in **Infant CPR** and [Cribs For Kids Safe Sleep](#) equipping them with essential skills for caring for their little ones. Their creativity shines through in projects like the "**All About Us**" posters, as well as self-driven class presentations on topics they are most passionate about or highly interested in exploring. By taking advantage of resources like [CAL KIDS](#), they've learned how to register both themselves and their babies, fostering a sense of responsibility and empowerment. Next semester, there is the prospect of introducing a dual enrollment class in **Child Development from Fresno City College**, further enriching their educational experience. Looking ahead to the rest of this year, exciting field trips are being planned to the **Fresno Fair, Fresno Zoo, Fresno City College, Artes Americas, and Play and Learn Centers**. These promise to be enriching experiences that will enhance their learning journey. [Parenting +](#) is the only teen parenting class offered in our district as a support for our teen parents. Farber's goal is to provide teen parents the opportunity to embrace their parenting role, learn about themselves and their babies and prepare them for what's to come offering them as much support as possible.

In **Dual Enrollment** - Courses Counseling 48 and Counseling 53 - students are working with Instructor Jodie Garabedian and getting support from Independent Studies Teacher Gail Neufeld. The students are working on career exploration and development, as well as developing the necessary tools for future success by providing structures and activities that illustrate the relationship between interpersonal and intrapersonal interactions. Student feedback is important to the course and the instructor.

"So far, I have learned mostly about myself. In these courses we learn how to prepare for our future career by using new strategies," said 12th Grader Eugene. "Overall the class is pretty fun and I would recommend it to anyone who wants to get a feeling for what college is going to be like."



Men's Alliance recently attended a day-long leadership training at Wonder Valley. According to Men's Alliance **Instructor Shaun Brown**, students enjoyed the experience including the high ropes courses, bonded over games, learned archery and even learned horsemanship (grooming horses).

Women's Alliance has also been busy. Women's Alliance **Teacher Meliza Gonzalez** shared these highlights:

- Trip To Wonder Valley for leadership training and team building
- Representatives attended the Central California Women's Conference
- Art Project for Hispanic History Month
- Working with the League of Women's Voters on getting female students to register to vote.

Students from our **Men's and Women's Alliance Programs**, as well as from **Leadership**, will be the first cohort from Fresno Unified for the **Youth Parkway Ambassadors** with the **San Joaquin River Parkway & Conservation Trust**. These students - **Jordan Gonzalez, Felicitas Hernandez, Jesus Maldonado, Damian Martinez, Stephanie Munoz, Joshua Ortega and Alley Vang** - were selected to participate in a 3-month, 60-hour program in which they learn about the San Joaquin River and its role in our community, share memorable outdoor experiences with new friends, access and explore multiple Parkway properties, and gain experience planning events, creating outreach materials, and leading outdoor activities at free public open house events. YPA participants will receive outdoor and naturalist skills training at sites along the San Joaquin River Parkway.



Personal Finance



Instructor Kongmia Her has been working hard on this new course here at Farber.



Recently, the class visited with **Yanely Espinal** - the author of the book **Mind Your Money** - during her current book tour. Espinal is a key leader in the **Next Gen Personal Finance** arena. She is a big contributor to the push for getting Personal Finance to be a graduation requirement course

in the US. She is an educator with a gift for storytelling and a passion for explaining financial concepts in a straightforward way.

Also last week, the students shared presentations representing their research on the different factors that make up a FICO credit score. These included Payment History, Credit Utilization, New Credit, Credit Mix and Length of Credit History. Mr. Her was very impressed with the student work and engagement throughout their research and presentations.



STUDENT LEADERSHIP



Leadership instructors Elva Carlos and Jackie De La Cruz have been busy with dozens of activities or events they have organized, facilitated or participated in this first quarter. On Friday, October 11th, Leadership hosted the **Class of 2025 Senior Sunrise** for the seniors from all three programs. It was a huge hit and with an amazing turnout. The morning included great food, lots of activities and tons of camaraderie. Other recent

Leadership events or activities has included, but is not limited to **Club Rush, Breast Cancer Awareness Month, Farbers Market, Lunch Time Activities, ASB Elections, National Hispanic Heritage Month** and a **CADA Field Trip to Madera** where students from all three programs attended and collaborated on future events, projects and leadership ideas. Leadership also participated in the **FASL** (Fresno Area Student Leaders) trip to Scout Island in September. **Ms. De La Cruz** took 10 middle school students and seven high school students. The high school students assisted the Scout Island Counselors. The middle schoolers were able to participate in team building exercises, Wilderness walks and exploring water samples from the San Joaquin River. They were able to spend time with one another along with students from four other middle schools including **Terronez, Sequoia, Tehipite** and **Kings Canyon**. Additionally, over 50 online students from 8th - 12th grade qualified for the 4.0 and Above Program at the Big Fresno Fair. Finally, check out a recent Public Service Presentation that a student produced as part of Breast Cancer Awareness Month. See the [Presentation Here](#).

CAREER TECHNICAL EDUCATION



Logistics Instructor Jonathan Hinojosa and his students have had a very busy and successful first quarter. Here is a brief summary of just a few of the key experiences, learning and achievements:

- OSHA 10 Certification
- Introduction to Supply Chain
- Manual and Electric Pallet Jack Training, Forklift Training
- Supporting and Facilitating Farbers Market
- In class visits and/or field trips with industry partners such as the **GAP, Pape, Amazon** and the **District Warehouse**
- Supporting the Farber Campus Receiving, Deliveries and Supplies
- Soft Skill and Professional interaction training
- Celebrating monthly victories with class-to-class collaboration.
- Supporting the School, District
- After School Support for additional training
- Introduction to Class Project: Build your Company

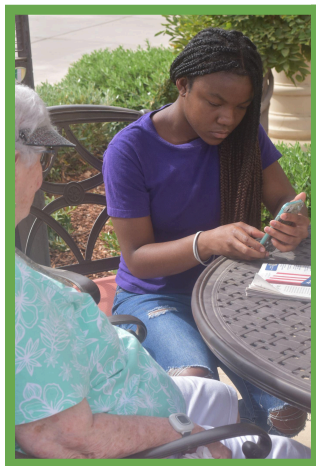


All students will have completed OSHA and be trained on all equipment by the end of the month. Shortly, the program will begin their other partnership with the **Central California Food Bank** as they start supporting the Elementary Backpack Program and the six schools that Farber has adopted. Finally, in the 2nd quarter, students will begin **Six Sigma Training and Certification**. Six Sigma is a method that provides organizations tools to improve the capability of their business processes. This increase in performance and decrease in process variation helps lead to defect reduction and improvement in profits, employee morale, and quality of products or services. Stay tuned for more successes and news.



Cyber Security Instructor Peter Fortuna has been busy teaching his students necessary technology and communication skills, while introducing them to a variety of topics. Some of these include speed limiters, drug detectors, security cameras on campus, the Bullard HS cell phone policy, hacking centers and con artists using AI and apps to target parents and grandparents for theft. They have been working on a variety of tools platforms including but not limited to **Microsoft Word, Powerpoint, Forms, Minecraft EDU** and many more. Recently, Cyber Security students examined **Ethical Hacking Demos**. Students responded to prompts such as the following:

- Tell us how the ethical hacker created the scam/spoof. Tell what you saw, what happened and how.
- Tell us what the ethical hacker means by being politely paranoid.



Additionally, many of the students are participating in a couple of major projects underway. Some are part of **Seniors Helping Seniors** where students are teaching senior residents of the **Vineyards California Armenian Home** about how to avoid theft and scams online. Others are going to be working with **Winchell Elementary** and teaching their 4th - 6th graders about all of the dangers and minefields online.





Jeff Cook's Multimedia & Video Production

students have been very busy. They were honored to have three guest speakers during the first three weeks of school. Students took the opportunity to do some work-based learning by operating the camera. They captured audio and video so it could

share it with other classes on their YouTube channel.

Jim Jakobs, KMPH-26 News Director spoke to the students about how he got into the news business and encouraged the students to follow their passion and go for it. Jim also mentioned that team building, and communication are a very high priority on his list when hiring.

Matt Otstot, KSEE-24/KGPE-47 Anchor/Reporter spoke to the students about various topics. They watched some videos he shared as he explained what one needs to know. This included a little bit of everything if one wants to work in the news business.

Christina Musson, KGPE-47 Reporter/KMJ Radio Host spoke to the students and emphasized the importance of doing what it takes to get into the news business. Christina mentioned she had to move away from Fresno to get experience in the news business.

The classes are planning a field trip to visit CMAC. Bryan, head manager at CMAC, will show the students around and explain the benefits of CMAC. CMAC is a community video production organization that helps educate the community about video/audio production.

These students have learned the importance of the various shot types that make a movie/video production great. After learning about the shot types, they put it into action and filmed one another, capturing **extreme wide shots, wide shots, medium shots, close-up shots, and extreme close-up shots**. They not only learned how to shoot these shots but now understand the significance and when to use them effectively. .

They also learned about the importance of continuity. If continuity is broken, viewers are drawn to the mistakes and no longer pay attention to the storyline. Continuity can be someone wearing a red hat in one scene and in the next, they are wearing a yellow hat. Or it could be someone waving with their right hand, and they cut back to the same person, and they are waving with their left hand. Again, after learning about this important element, the students put it into practice.

These students are starting to film Farber Famous videos. Multimedia students interview the Farber Famous students and the teacher/staff member who nominated the student. Videos will be uploaded to YouTube and hopefully be played on the cafeteria big screen during lunch. You can see this and more work from the Multimedia & Video Productions classes at the [Farber YouTube Channel](#).

FARBER LIBRARY



Farber Library Media Teacher Tim Graveline has been busy on a variety of fronts. The library has been working on getting the online elementary and middle schools students involved in [America's Battle of the Books](#). This is where they read from a list of books (I will provide them) students will then go to a competition to answer questions about these books and compete to win prizes. Additionally, Mr. Graveline has been purchasing more books on [Sora](#) for students and staff.

"If there is a book staff members want, but it's not necessarily for students, that's fine," he said. "I can purchase eBooks that only our Staff members see. I'm here to support your reading joy."

Finally, Mr. Graveline has been working with some teachers on how to use the [Gale Databases](#) in their classrooms. He has created videos as a teaching tool or resource to show students what they need to access. He is also working on a long-term project of developing the **Farber MakerSpace**.



PROFESSIONAL LEARNING



CENTRAL CALIFORNIA WOMEN'S CONFERENCE

Farber sent a team of staff and students to the [Central California Women's Conference](#) on September 17, 2024. This included **Adriana Alcocer, Elva Carlos, Rhonda Day, Jackie De La Cruz, Meliza Gonzalez, Rachael Maciel** and several students from our Women's Alliance Programs. This annual event draws thousands of female leaders and professionals from our community and beyond.

Alternative Education Executive Officer Rachael Maciel said she felt like she was hanging with 3,000 of her closest female friends for the day as they enjoyed laughs, inspiration, and information about *all things* "woman" ranging from physical/mental health and wellness, parenting strategies and financial/professional advice.

"I enjoyed learning more about the 5 Fierce Fresno leaders as they shared their personal stories of resilience---including the stories of their journeys that helped shape who they are today," said Maciel. "It was a great day of laughter and reflection with the women of the Central Valley and it was very encouraging to focus on the idea that we are sisters and we should all champion each other," said Maciel.

Credit Attainment Teacher Meliza Gonzalez, who accompanied some of her Women's Alliance students to the event, appreciated the sense of being surrounded by so many great women. She said that it was amazing to see all these women come together to learn and grow which created a unique sense of safety.

"It feels like everyone there is ready to support you, whether it's complimenting your outfit, conversing about a session you attended together, or sitting together to witness someone's story," said Gonzalez. "And getting to experience this with my students was truly something special. We

all walked away with a very strong sense of unity and eagerness to continue the work started there. I personally can't wait to go back next year!"

Women's Alliance Student Mariana Martinez said, "The Central California Women's Conference is something that all schools should get to experience!"

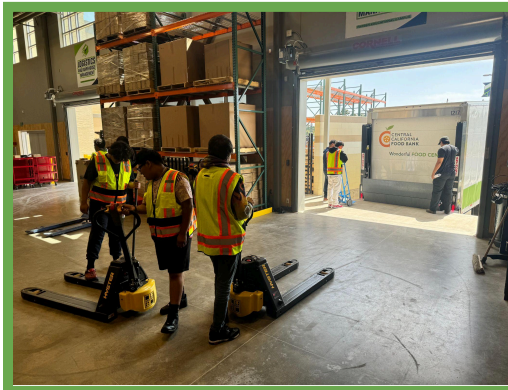
Women's Alliance Student Stephanie Munoz Cruz said, " The Central California Women's Conference was an amazing experience that I wish all girls could get to go to! It was amazing being around so many great women.!"

FARBERS MARKET



Our first Full Choice Food Pantry - Farbers Market - was a huge success on September 19. 115 families were served from our local community including student families and others. A big shout out to Jonathan Hinojosa and his Logistics students for all of their advance work and day of execution.

Thank you to Elva Carlos and her leadership students for their operational contributions. Also, thanks to staff members **James Obermire, Brittany Farrely, Jackie De La Cruz, Oxnard Rivas** and **Gihad Moshin**. Our Farbers Market is the third Wednesday of the month from 2:00 - 5:00 pm at the Logistics Warehouse. A Full Choice Pantry offers community members the opportunity to choose items they need from a variety of offerings. In addition to non-perishable food items, The Farbers Market will also feature fresh fruits and veggies along with dairy products. We are excited to have our Leadership and Logistics students involved in this effort and welcome the entire Farber staff to support this effort.



STAFF OPPORTUNITIES

By now, hopefully you've heard about **Farber Famous** - our version of the Wall of Fame where students are recognized for a variety of achievements.



Students can be nominated by staff members for a long list of achievements. It can be for a high level of work or success in class, the community and more. It can be for internships, certifications, service to the community, academic accomplishments, co-curricular achievements and much more. It's up to you and feel free to nominate for any reason you see fit. Feel free to nominate a student anytime at the following: <https://bit.ly/FarberFamousNominations>.

BOOK CLUB

Are you looking to boost your happiness and learn how to bring more joy into your work, family, and friendships? 🌟

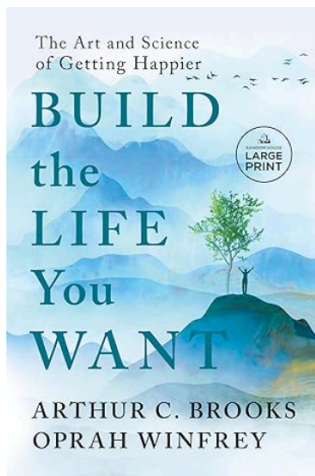
Would you love to experience a front-row seat to a Harvard Business School Happiness Class—without the 400-person waitlist?

Well, WAIT NO MORE!!! 🎉

Join us for the Farber Book Club's inaugural read: ***Build the Life You Want: The Art and Science of Getting Happier*** by Arthur C. Brooks (the happiness professor) and Oprah Winfrey. 📖 ✨

Starting in October 2024, we will be meeting every 2nd and 4th Thursday of the month at 3:30 p.m. to dive into this research-based roadmap on cultivating happiness in all aspects of our lives. We'll explore practical strategies for creating an easy and fulfilling life, and we'll have great conversations along the way!

If you'd like to get started right away, Amazon can have a copy on your doorstep by tomorrow! Let's read, learn, and get happier together! 🌟 Please email me at lily.mukai@fresnounified.org for more information.



Roll over image to zoom in

[Read sample](#)

[▶ Audible sample](#)

Build the Life You Want: The Art and Science of Getting Happier (Random House Large Print) Paperback – Large Print, October 3, 2023

by Arthur C. Brooks (Author), Oprah Winfrey (Author)

4.4 ★★★★★ 2,681 ratings 3.8 on Goodreads 10,720 ratings

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You can get happier. And getting there will be the adventure of your lifetime.

Most people *wish* they were happy, and hope the world will deal them the hand that will make it so. They consider happiness to be a *feeling* that comes and goes, and consider the happiest people to be the *lucky* ones in life.

All of this is wrong. Getting happier has nothing to do with wishing, feelings, and luck. It is within reach of every person willing to learn and put in the effort. And that effort starts with this book.

STAFF RECOGNITION

Farber Online Science Teacher Dexter Yang was recently featured in an article from Fresno Pacific University News entitled [**FPU residency partnerships produce locally grown teachers for Valley Careers**](#). Read about Dexter's unique story and road to a great teaching career. Great job Dexter. We are very proud of you.