



FARBER EDUCATIONAL CAMPUS TEACHING & LEARNING UPDATE DECEMBER 2024

(Note: items that underlined and **highlighted in green** are live links)

PRINCIPAL'S PERSPECTIVE



It's a time of the year for reflection. And as I reflect on all of the challenges and successes thus far this year at Farber, I am inspired by all of our students, teachers and staff that are working hard everyday to make this a unique and special place. Everyday, I speak with staff members who are going above and beyond to make students' lives more successful and meaningful. I also speak to students daily who tell me that they are having a better school experience here at Farber.

There is no doubt that we have a lot of work to do and that we are really just getting started. But as you will read below, we have really powerful things happening here at Farber and many of our staff and students are rising to the challenge of **Diploma +**. Naturally, we spend a great deal of energy and focus on getting students over the finish line. But we need to also use that same energy and focus on getting our students ready for life after high school. Thank you so much Farber staff for making a dream come alive and for continuing to keep our students inspired. Have a great holiday and an even better 2025.

KUDOS



Congratulations to CTE Logistics Instructor **Jonathan Hinojosa** for being one of the **Top 10 Finalists for the Fresno Unified School District's "Excellence in Education 2025" Awards**.

Jonathan was selected for being instrumental in developing a new and unique CTE Program for the district, as well as his strong student relationships, collaborations with community and industry partners and for his servant heart/mindset.

Jonathan was nominated by three different staff members for the aforementioned reasons. He will be formally recognized on February 6, 2025, at the "Excellence in Education 2025" Awards at the Saroyan Theatre. Please help us congratulate Jonathan and celebrate this honor with him. Jonathan, we are very proud of you.

Congratulations to **Farber Credit Attainment Science Teacher Jadrian Ejercito** for being featured in the [Faces of Fresno Unified](#). Also, check out his [Video Interview](#) as well. Jadrian was featured for all of his great work with Hydroponics, technology integration and making science relevant / applicable. Also, see a recent [Fresno Bee Article](#) that featured Jadrian as well. Congrats to Jadrian once again.





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.

What does **SHIFT** look like in a classroom? **Think Credit Recovery Science Teacher Jadrian Ejercito** and his work in **Biology** and **Zoology**. One, he has students learning about hydroponics and even working towards designing their own hydroponic systems. Hydroponics directly connects to **SHIFT**. Studying this allows students to learn more about **sustainability, innovation, food** and **technology**. **Credit Attainment English Teacher Dr. Della Caver** had her students study **Social Isolation** and worked with two senior living facilities in Fresno to do so. Students spend time with seniors and then work on presentations about how to address social isolation. They presented to community partners. This addresses **Humanity** in **SHIFT**. Another example would be **Farber Science Teachers - David D'Morias** (Independent Studies) and **Roxanne Murietta** (Online) - who 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. This can easily connect to the **sustainability, innovation** and **technology** in **SHIFT**.

It would be ideal if all teachers worked to connect to **SHIFT** in some capacity. Maybe it's a writing or research assignment based on the five elements of **SHIFT**. Maybe it's a reading assignment and reflection based on the five elements of **SHIFT**. We have the capacity to make **SHIFT** come alive if we all find a collective way to connect to it.



Civic Engagement is a core foundation for the **Farber Educational Campus**. Ideally, all students should have access to civic engagement projects. Indeed, many teachers are involved in work that does connect to civic engagement. One, we have a cohort that is working with the **Civic Education**

Center on civic engagement projects. But there are teachers also pursuing this work on their own or outside the Civic Ed. Center.

What are some of the teachers working on when collaborating with the Civic Ed. Center? First, they are introducing the students to the **Why of Civic Engagement** where they spend time in lessons, activities and discussions about democracy, our social contract, civic intelligence and more. Then, they are moving to project brainstorming and ultimately projects.

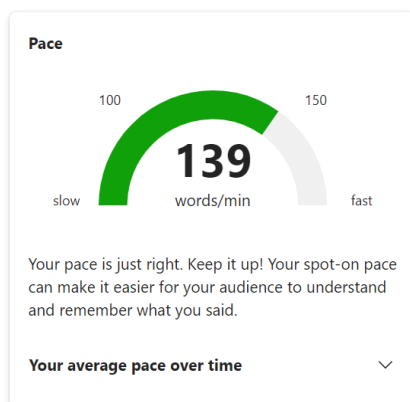
What are some of the projects that are already underway?

Some great examples are from **Online English Teacher Jessica Herrera**. Her 10th Graders just originated and finalized their topics. They are:

- Period 1: **Lack of Affordable Housing in the Central Valley**
- Period 3: **Domestic Violence in the Central Valley**
- Period 5: **Crime in the Central Valley**

Her 11th Grade English students have complete proposals for the civic engagement project using persuasive speeches. They created their persuasive speeches through research and feedback provided through the **Speaker Progress App** in **Microsoft Teams** which provides students with their top strengths, opportunities to improve, delivery and audience. Based on this feedback, students can re-record.

Top strengths



Body language

- ✓ Great job keeping your gaze forward, maintaining good distance from the camera, and giving the audience a clear view of your face.

Filler words

- ✓ Fantastic! You didn't use filler words, so your delivery flowed, making you sound knowledgeable and confident.

They have now chosen their topic and already conducted initial research. They are working on **Mental Health / Trauma in Young Adults / Youth in the Central Valley**. They have begun looking for community partners as well.

Ms. Herrera's 9th graders selected their topics recently as well and have already conducted their initial research on their topic of **Racism in the Central Valley**. They too have also started the work with community partners **Herrera** asked students to do some research on an issue and then write a proposal using whatever digital platform or application of their choice. It was up to the students to decide what was the best way to clearly and convincingly present their respective issue. Students then had to collectively share their work for some class voting through using **Padlet as a Gallery Walk**. Check out the Student Work [Gallery Walk Padlet](#) here.



Online English Teacher **Cyndi Mello** recently used Padlet to have her students begin to narrow down their topic and project choices. Check out the student work [Here](#). Other teachers have students that have chosen topics and projects as **Developing a Farber Student Bill of Rights** or addressing **Food Insecurity and Food Deserts**. By the way, all of this Civic Engagement work connects to the elements of **SHIFT** in so many ways.

Independent Studies Science Teacher Jennifer Gross took her students to **Scout Island** on the **San Joaquin River** recently in order for them to continue brainstorming on final science-related civic engagement projects. They were searching for inspiration and found it in the form of a variety of topics including, but not limited to **conservation of owls and building owl boxes, attracting and retaining pollinators, invasive vs native plants and their effects on the environment, and local water quality.**



Adriana Alcocer's Independent Studies Women's Alliance students have embarked on ambitious civic engagement work. They are being supported by Civic Ed. Center Coach **Tammy Eggert** - who is supporting other civic engagement work with teachers and students at Farber and beyond. The Women's Alliance students have decided to focus their investigation on **How Gang Violence Affects Young People.** They have started research and are hoping to develop targeted strategies to

share with local elementary age students as part of a mentoring program taught by the Alliance students.

HIGH QUALITY DEEPER LEARNING

SCIENCE



As one might expect, **Independent Studies Science Teacher Jennifer Gross** has been doing amazing things with her students. Her **Zoology** students had fun observing and dissecting a grasshopper. The challenge was correctly identifying structures and labeling them with pins. Even more challenging was comparing

grasshoppers to crayfish. This was a great introduction to the type of animals students encountered on their recent trip to **Scout Island**.

The Scout Island Tip focused on **macroinvertebrates** (water creepy crawlies) as biological indicators of river water quality, as students determine the health of the **San Joaquin River**. Students got a chance to identify and classify all freshly collected animals.

Biology students just learned about the importance of **DNA** and **protein synthesis**. Using hands-on manipulatives, students modeled the process of **replication**, **transcription** and **translation**, as well as **located mutations on the strands**.



Online Science Teacher Dexter Yang has been working very hard with his students this second quarter. Recently, they worked on chemical bonds. They did a **beanium lab investigation** in the recent unit. It was a lab investigation where students got to experience how scientists took samples of elements called **isotopes** and solved them for their average mass. Students were able to create their own **element periodic table square** and solve for their average atomic mass for the new "Beanium" element.

Students in **Online Middle School Science Kyle Van Loon's** classes have been learning about the dynamic nature of the Earth's surface and recently did a lab using crackers to simulate **plate tectonics**. The physics students have just finished learning about **basic forces** and **force analysis**; this culminated in a project in which students designed a simple machine or device to accomplish a simple task such as pushing a button or opening a door. Students then had to perform force analysis on said device. The physics students also recently engaged in an **"Egg Drop" Project** where they will build and design a structure that will minimize the force applied to an egg that has been dropped by extending the impact time. This can be analyzed through the Impulse-momentum theorem and has real world application in impact safety engineering (usually in automobiles.)

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 with 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, teachers received 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](#).

Speaking of **Roxann Murietta, Farber Instructional Coach Tony Fiori** got to see how Roxann recently used [Padlet As A Virtual Gallery Walk](#). This has lots of great pedagogy and connections to deeper learning. These include student voice, collaboration, going public with one's work and more. What a great use of technology. Great job Roxann! Also, thanks for noticing and sharing Tony.

Credit Attainment Science Teacher Jadrian Ejercito has been doing some very innovative, creative and engaging teaching and learning with his Biology and Zoology students. The Biology students have been busy conducting non-stop experiments, lab work and projects. These include:

- Students took some time reorganizing our hydroponic systems to prepare mature plants for transplantation into our soon-to-arrive Fork Farms hydroponic units.
- Students also used basic chemistry to explore the reactions of photosynthesis using live plants, cellular respiration via exercise, and fermentation by making some dough.
- Students are now exploring the microscopic world and have begun growing microbial cultures, sampled from teachers, students, and locations around campus. They also took samples of our own cells (from our cheeks) to look at the basic structure of animal cells. Finally, they will finish our microbiology unit by collecting and investigating samples from our very own Farber Parking Lot Pond.



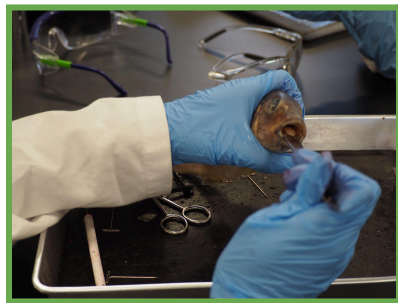
- Students took a brief break to collect and discuss our findings while munching on some lab-made smores (in a clean and sanitized environment!).
- They concluded the semester with the classic frog dissection and neuroscience units where students got a chance to visualize their brain activity and use science

to "control" their classmates.

Zoology students were also busy as they spent the first half of the quarter creating their animal documentaries. Students became experts on one

specific animals, conducted research, wrote scripts, and created their own props to make their documentaries come alive. Our talented and creative students prepared some amazing props and footage using the 3D printers, 3D pens, and a drone. The hope is to set up a small gallery showcasing the students' animal models, props, and final documentaries soon. Please keep an eye out! Indeed, check out this [YouTube Channel from Zoology Students](#).

They also began using the [Visible Body Suite](#) to learn about some basic animal anatomy/physiology using their detailed 3D models. As the quarter ends, they conducted dissections on some amazing animal specimens including starfish, sharks and snakes!



Mr. Ejercito continues to develop the **Hydroponics Program** with his students. Indeed, students are beginning to design and build their hydroponic systems. Earlier this semester, Farber was notified that Fresno Unified

received the **California Farm to School Incubator Grant**. In January, Farber will receive two [Fork Farms](#) to start. They're portable and only require a standard electrical outlet and less than 10 square feet of space. Check out a recent article in the [Fresno Bee Featuring Mr. Ejercito and Farber](#).



Credit Attainment Science Teacher Chris Valles has been collaborating with Mr. Ejercito on labs and where they have been co-teaching dissections. They have been successfully implementing 3D software and using the Promethean Board. Mr. Valles said students have been a lot more engaged in the labs and dissections because of this. He said that this has made Zoology class a lot more successful this 2nd quarter. They are now looking at adding this dimension to Chemistry classes as well.

ENGLISH



Dr. Della Caver launched a project this quarter in her **Dual Enrollment Senior English Class**. She challenged students to investigate the issue of **Social Isolation**. Dr. Caver and her students partnered with two senior living facilities - **The Vineyards California Armenian Home** and **Vintage Gardens Assisted Living Residence**.

The Students combatted social isolation through weekly visits to these two facilities where they interacted with residents through interviews, social games, lunch dates, story sharing, art activities and more. Students were expected to compile a digital scrapbook and a hardcopy to share with the seniors at the end of the quarter. Students also shared their experiences and connections they made with their seniors combating social isolation. The final presentations were to representatives from **Toastmasters International Youth Leadership District 33**, as well as to representatives from the **Fresno County Department of Social Service Mental Health Department**. Students can earn a Public Speaking Certificate from Toastmasters and their **California State Seal of Civic Engagement**. Students did research, wrote interview questions, designed and implemented activities, wrote thank you cards, created powerpoint presentations, shared their work publicly, wrote reflections on their learning experiences and much more. This is high quality deeper learning, project-based learning and civic engagement. It's more Seniors Helping Seniors. Incidentally, all of the dual enrolled students successfully completed the college course and will receive their college credits. See photo gallery **Here**.

Also, Dr. Caver also did a powerful poetry project on **Juvenile Injustice**. Check out the student work at this **Digital Flipbook Gallery**. **Great job Dr. Caver!**

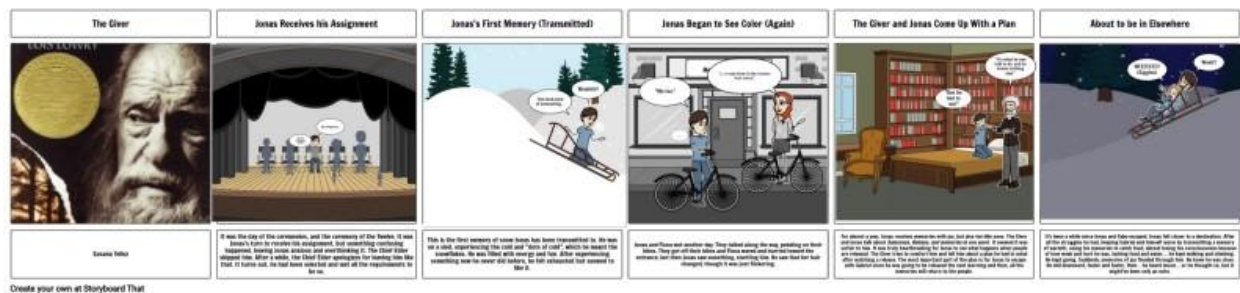


Online English Teacher Cyndi Mello has been working hard with her **Seniors in ERWC**. Students worked on finding Kairos (timeless / opportune moment) from current news events and media. They are expected to be able to articulate how timing plays a crucial role in the message's effectiveness. See the student work here on this [Class Padlet](#) (Password is 1234). What a great example of so many 21st century skills. **This involves media and information literacy** along with the **Four C's of critical thinking, collaboration, creativity and communication**.

Credit Attainment Teacher Ryan Williams had his students assess their cultural experiences in the form of a narrative. Students learned narrative writing elements such as **Anaphora, Memoir, Dialogue, Narrative Pacing, Persona** and **Plot Diagram**. Mr. Williams used a **Narrative Writing Rubric** and focused students on proficiency. Students examined narratives in multiple genres and explored a variety of cultural perspectives. Ultimately, students selected the genre they believed was most appropriate to convey a real or fictional experience that included one or more cultural elements..

Online English Teacher Barbra Estrada and her students finished reading "The Giver" and students completed a storyboard project showcasing major events from the book. See some student work samples here:

[Final The Giver Project #1](#) / [Final The Giver Project #2](#) / [Final The Giver Project #3](#)



Online English Teacher Jessica Herrera's 9th and 10th grade students are in the process of conducting historical context research for their respective novels. Check out the student work in [Padlet Here](#). This is what the 9th graders have so far for their research of the historical context of the novel **To Kill a Mockingbird**.

SOCIAL SCIENCE



As our teachers may recall, **Online Social Science Teacher Mercedes Rodriguez** had her students produce a **2024 Voters Guide in the US Government Classes**. Students did research and collaborated in Canva on a comprehensive voter guide including the propositions and ballot measures.

This is **PBL, Civic Engagement, Service Learning** all rolled into one. What a great way to have students engage in our political system while providing a great resource and tool for others to use. Having students produce professional products that can be utilized by others is learning at a very high level. This required a great deal of research and collaboration. Check out the [Final Product Here](#). Great job Mercedes. Give a big congrats to your students. This is really impressive.

Mr. Rodriguez had her students in **Ethnic Studies** do an assessment where they created a product (poem, visual art, etc.) on a concept (s) that they learned towards the beginning of the year (reflection or metacognition). her final product demonstrated their understanding of the concept and how it has affected society/their life. Concepts included **Race, Ethnicity, Culture, Nationality, Identity, 4 I's of Oppression, Racism, Privilege, Class, White Supremacy and Pseudoscience**. See student work samples:

"BRING THEM HOME" WAS A TERM MADE IN HOPES OF FINDING THE MANY INDIGENOUS CHILDREN, WOMAN, AND MEN THAT GO MISSING EVERYDAY.



THIS ARTWORK IS MEANT TO PORTRAY THE DISCRIMINATION INDIGENOUS PEOPLES FACE EVERY DAY. THE VIOLENCE CONDUCTED AGAINST THEM, THE MANY DISAPPEARANCES AND HATE CRIMES THEY ENDURE WHILST WE STAND BY IN OUR LITTLE PRIVILEGED HOMES AND DO NOTHING. THIS PIECE WAS MADE TO SPREAD AWARENESS AND HELP PEOPLE ADVOCATE FOR THE LIVELIHOODS OF THOSE WHOME WERE HERE FAR BEFORE US. WE MUST HEAR THEIR VOICE. BRING THEM HOME.

~ As I wander around the world~

As I wander around the world
People point out my looks
My weird face and my hair curled

Always prisoned by blue eyes and blonde hair
Loosing myself as I stare
My language I spoke proudly
Learn English they yelled loudly

As I wander around the world
I find out the harsh reality
Take off your hijab they say
Unless employed, you've got nowhere to stay

I begin to imprison myself with their standards
As my identity shatters
Under their rule I'm put
For I'm sure outlooked

As I wander around the world I realize
I understand where my identity lies
I will continue to be me
For I am not imprisoned by their lies.

Wolves (Racism)

Now, men attack each other for simply living

Like rabid wolves to a pack member

Because not even wolves would kill their own kin under normal states

And like rabies

Racism continues to spread

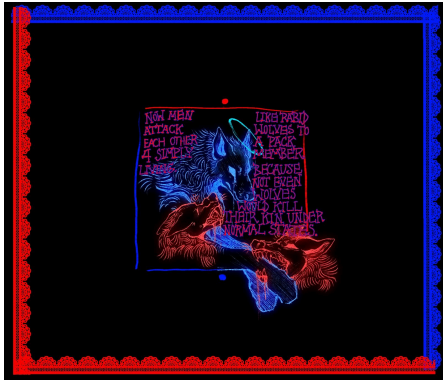
From man to man

From canine to canine

Killing, as it spreads throughout our Earth

Wolves (Visual explanation)

For my drawn visual I decided to create an analogy for racism, represented by two rabid wolves and a singular healthy wolf. The unaffected wolf is being bitten and snarled at by the other two, representing violence inflicted upon POC by racists. The poem above also portrays this. It is a continuation of the short phrases in the drawing. The use of both wolves and rabies also represents how long oppression towards people of color have been around and how it still exists today. The use of rabies, a lethal viral disease also represents how racism kills. Both rabies and wolves have existed for thousands of years. However, the first recorded case of rabies was only about 4000 years ago, and wolves have existed for at least 300,000 years. This represents the fact that man was once peaceful despite race. And just like rabies, racism is preventable.



Online Social Science Teacher Thomas Brittsan has also been using **Padlet** to annotate texts and to do class presentations. See some student work samples below and a link to the Padlet [Here](#).

Instructions:
1) Take a photo of text from your history textbook.
2) Highlight and annotate the following
yellow= something you learned
blue= something you want to know more about
purple= something you don't understand

THE LAND OF ARABIA
The Arabian Peninsula, also called Arabia, is the homeland of the Arab people. It is also the center of Islam. Arabia is a huge wedge of land between the Red Sea and the Persian Gulf. Very dry plains and deserts cover most of the land. The desert heat can be intense. Summer temperatures can rise above 122°F (50°C). The intense heat begins soon after the sun rises and lasts until the sun sets.

I didn't know that nomads were referred to as Bedouin and raised camels, goats, and sheep as well as traveled from oasis to oasis. So, I learned that :p

I would like to know more about why the bedouin ate goat and sheep meat only on special occasions, was it because those were one of the animals they raised and cared for or was it something else?

Jenesis Lara ^ _ ^

LIFE IN THE DESERT
Long ago, many Arabs were nomads who herded animals and lived in tents. These nomads are called bedouin. The bedouin raised camels, goats, and sheep and traveled from oasis to oasis. The bedouin ate mainly fresh or dried dates and drank milk. On very special occasions, they ate goat or sheep meat.

To survive the harsh desert climate, early Arabs formed tribes whose members were loyal to one another. The leader of each tribe was called a **sheik** (SHAYK). Arab tribes visited other tribes to take camels and horses. **Rival tribes battled one another over land and water.**

The bedouin enjoyed camel and horse races and other games that improved their battle skills. In the evenings, they told stories around campfires. Poets wrote and recited poems about battles, camels, horses, and love. The lines below are about an Arab warrior and a battle he must fight. He describes his reliable camel.

Something I don't understand is why did the Arab tribes raid other tribes and battle for land and water. Were they low on that or were they just greedy?

Divina M

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Water is available on the Arabian Peninsula only at scattered springs and water holes. Such a spot is called an **oasis** (oh-AY-suhs). At an oasis, trees and other plants grow. Not all of Arabia is desert, however. There are mountains and valleys in the southwestern region. Enough rain falls in these locations for juniper and olive trees to grow.


I'm confused on how the "invaders" found it so hard to try to invade peninsula?

Couldn't they have just left the stuff they didn't need and take the stuff they did? So their load would be less heavy for the long distance.

I want to know more about Arabia! I know a little about it already, so it'd be fun to learn more.

I learned that the heat in Arabia is very dangerous!


In ancient times, the Arabian Peninsula was surrounded by many different civilizations. At various times, the Egyptian civilization was to the west, the Mesopotamian and Persian civilizations were to the north and east, and farther north were the civilizations of the Israelites, the Greeks, and the Romans. Long distances and the severe Arabian climate had kept these civilizations from invading the peninsula.



Congress is an independent branch of government.

When would the branches of government be made? How was it decided?

Why would the Americans need the Loyalist's property during the Revolutionary War?




The first state constitutions aimed to keep power in the hands of the people. For example, voters chose the state legislators, and states held elections often. In most states, only white males who were at least 21 years old could vote. These men also were required to own a certain amount of property or pay a certain amount of taxes. Some states allowed free African American males to vote.

The Articles of Confederation established a weak central government. **There was no executive branch and no national judiciary.** The states kept most of their power. For the states, the Articles of Confederation were "a firm league of friendship" in which each state retained "its sovereignty, freedom and independence."

In 1785 Congress sent John Adams to London to discuss these problems. Adams found the British unwilling to talk. They pointed to the failure of the United States to honor its promises made in the Treaty of Paris. **The British claimed that Americans had agreed to pay Loyalists for the property taken from them during the Revolutionary War.** Congress had proposed that the states pay the Loyalists. The states simply refused, and Congress could do nothing about it.

Jaleyah K

It's good that the states allowed the people to have a say in matters.



Mr. Brittsan has also been working on **DBQ** with his 7th Grade online students. The **Document-Based Question (DBQ)** is a combination of up to eight short answer Scaffolding Questions and an essay that is based on the scaffolding (building) of those documents. Recently, they used DBQ for the unit on **African History**. Students will be completing a journal from the perspective of a person from the time period for their final assessment as part of this DBQ. See some examples here showing annotations for the background essay and questions that go with it.

Background Essay

Mansa Musa's Hajj: Remembering the Journey

1 In 1324 CE, an enormous caravan left Mali, the capital of Mali in West Africa. The growing mass of people, pack animals and gear was on its way to Mecca in Arabia, nearly 4,000 miles across the desert. Leading the caravan was the king himself, Mansa Musa. He was a Muslim, and making a hajj, or pilgrimage, to Mecca was an important duty of Islam.


2 We don't know exact details of Mansa Musa's life. West African societies relied greatly on oral history instead of written records. Griots ("griots"), or storytellers, have passed down West African history through generations. From their stories, we know that a king named Sundiata ("son-jah-nah") founded Mali in about 1230 CE. During his rule, Sundiata took control of the region's gold and salt trade. Historians don't know if Sundiata was a Muslim, but his heir and grandson, Musa, was. When Musa took the throne around 1312, he received the title of **mansa**, which means "ruler" or "king." He ruled Mali until his death in 1337.

3 Although the kingdom of Mali was already large, Mansa Musa increased its size. To rule more effectively, he divided his vast empire into provinces. Each had a **governor**, or province, who ruled according to Mansa Musa's orders. The griots say Mansa Musa maintained a large standing army to assure his safety and that of his people. Mansa Musa also increased the wealth of Mali, expanding the gold and salt trade and encouraging copper trade with Egypt.

4 At the peak of his success, in 1324, Mansa Musa set out on his hajj. To go to Mecca and back, the pilgrims had to make two crossings of the **Sahara**, which stretches from the Atlantic Ocean to the Red Sea—an area larger than the continental United States. (The word "Sahara" means "desert" in Arabic, which is why we don't use the name Sahara Desert.) Compared to the **savanna** they were used to, the Sahara must have been a barren and terrifying landscape to the pilgrims on the way.

5 Stories passed down by griots say that as many as 60,000 people accompanied Musa on

this journey, a number that is probably high. Nonetheless, for years after the hajj, stories about the great journey spread through Africa, Arabia, and Europe. Today much of our knowledge comes from a handful of Arabic writers and travelers who crossed paths with Mansa Musa in Cairo or who visited Saharan trade towns a few years after the hajj passed through. Two of these accounts are included in this Mini-Q.



6 You now have a chance to become part of this historic career. Using the voice of the traveler you chose in the Hook Exercise, record your thoughts about the journey. The documents that follow will provide material for the six journal entries you will write. Be creative, but be factual, too. Try your best to see the journey through the eyes of your character. For example, a griot might react differently than a **berber** to the long hard journey, and the two might experience different degrees of hardship based on their status.

7 It is just after dawn on the day of departure. Morning prayers are finished, and the camels are being led. Are you ready to leave? You are nervous, but excited, too. It's an honor to travel with the king on this important religious journey. Mansa Musa trusts that Allah will guide everyone safely to Mecca and back. As you prepare, you plan to do your best to record everything that happens along the way.

Background Essay Questions

Questions

- Where was the ancient kingdom of Mali? In what years did Mansa Musa rule there?
- Why did Mansa Musa go on the hajj?
- What did Sundiata do for the kingdom of Mali?

Mansa Musa's Hajj: Remembering the Journey

1 In 1324 CE, an enormous caravan of Niam, the capital of Mali in West Africa, traveled westward across the desert. Leading the caravan was the king himself, Mansa Musa. He was a Muslim, and making a hajj to Mecca was an important part of Islam.

2 We don't know exact details of Mansa Musa's life. Most African societies relied greatly on oral history instead of written records. Griots ("griots"), or storytellers, have passed down West African history through generations. From their stories, we know that a king named Sundiata ("son-jah-hub") founded Mali in about 1230 CE. During his rule, Sundiata took control of the region's gold and salt trade. Historians don't know if Sundiata was a Muslim, but his last and grandest son, Mansa Musa, was. When Mansa took the throne in 1312, he received the title of Mansa, which means "emperor" or "king." He ruled until his death in 1337.

3 Although the kingdom of Mali was already large, Mansa Musa increased its size. To rule more effectively, he divided his vast empire into provinces. Each had a febe, or governor, who ruled according to Mansa Musa's orders. The griots say Mansa Musa maintained a large standing army to assure his safety and that of his people. Mansa Musa also increased the wealth of Mali, expanding the gold and salt trade and encouraging copper trade with Egypt.

4 At the peak of his success, in 1324, Mansa Musa set out on his hajj. To get to Mecca and back, he had to make two crossings of the Sahara. Each stretch from the Atlantic Ocean to the Red Sea is an area larger than the continental United States. (The word "Sahara" means "desert" in Arabic, which is why we don't use Sahara Desert.) Compared to the vastness of the Sahara, the hajj must have been a very long and terrifying landscape to the pilgrims on the hajj.

5 Stories passed down by griots say that as many as 60,000 people accompanied Mansa on this journey, a number that is probably high. Nonetheless, the years after the hajj, stories about the great journey spread through Africa, Arabia, and Europe. Today many of our knowledge comes from a handful of Arabic writers and travelers who crossed paths with Mansa Musa in Cairo or who visited Saharan trade towns a few years after the hajj passed through. Two of these accounts are included in this Mini-Q.

4. How did Mansa Musa organize and protect his empire?

Mansa Musa organized and protected his empire by dividing it into provinces with a febe and he also maintained a large standing army to protect Mali.

5. How does the Sahara compare in size to the continental United States?

The Sahara compares in size to the continental United States by being larger than it because the Sahara stretches from the Atlantic ocean, to the Red Sea.

6. Where did we get most of our knowledge about Mansa Musa?

Most of our knowledge about Mansa Musa is from oral records and written records from Arabia.

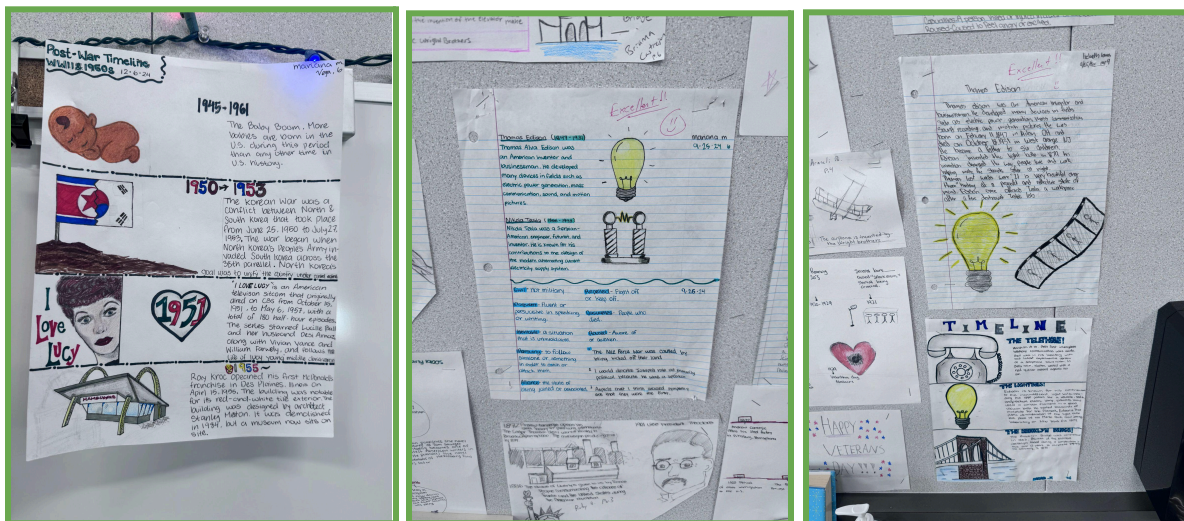
Phillip Gladden's Online 8th Grade US History Students worked on a civic engagement project this quarter where they chose an issue and wrote letters to Congress. They did not have to send the letters but they received extra credit if they did mail it. "One letter from one of my 8th graders was a perfect example of what students are capable of when challenged with real world and relevant opportunities," said Gladden. "This sample letter is one that I would expect from one of my high school students. This student lays out their argument with solutions to the issue." See the [Sample Student Letter Here](#).

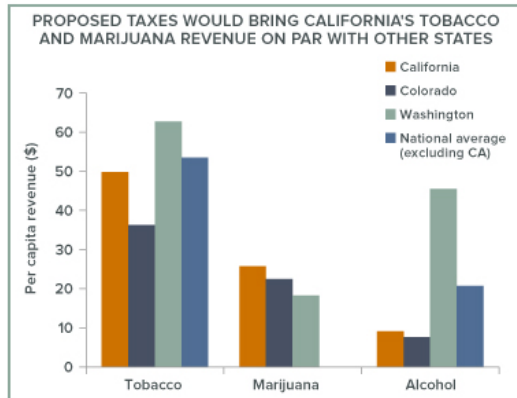
Credit Attainment Social Science Teacher Meliza Gonzalez has also been working on DBQ. For the Industrial Revolution, she used DBQ for the entire four-week unit. While the notes focused on the **European Industrial Revolution**, the DBQ Assignments focused on the **Industrial Revolution in Japan**. "This was beneficial in providing a wider world view. I could see how students were doing in real times. If a student asked me about a question on TEAMS, I could go to their assignment in DBQ and highlight what they needed to do or change," said Gonzalez. "I was also able to write instructional post-its on every assignment with appropriate feedback. This greatly reduced any confusion for students who walked in late or were absent."

She said that when they were done with the Musa assignments, they finished with an essay on DBQ where students were able to take all they learned in the DBQ readings (that had a read aloud option and optional Spanish translation) and use it as evidence for their final essays.

Ms. Gonzalez also recently had her **World History** students working on **Propaganda Posters** as part of their study of **World War I**. Students used modern day topics like (**banning cellphones, dress codes, and using AI**) and making posters that use: (**fear, pride, guilt or hope**) to manipulate people into their position. The goal is to show them how using those emotions in advertising can sway them into thinking like the advertisers. It ends with connecting their posters back to WWI and how those people were manipulated in the same way to fear the Germans and join the war cause. This is really a study in media literacy and advertising used in World History.

Credit Attainment Social Science Teacher Robert Vega has been challenging his US History Students in a variety of ways. One key final project was a **Two-Minute Speech** on anything from US History even if they had not covered it in class. Students could choose and topics were as diverse as Valentine's Day Massacre, Chandler Airport, Attack on Pearl Harbor, Construction of the Brooklyn Bridge, the Light Bulb and many more. In order to prepare for selecting a topic and working on their speech, students completed US History Timelines.





Credit Attainment Social Science Teacher John Humphrey has been having students in his **Economics** Classes focusing on the impact of "**Sin Taxes**" on individuals and communities in general for the past week.

Students worked together with guidance and suggestions from their teacher to help each of them understand specifically the purpose of **Sin Taxes - The Pros and Cons**. They had brief discussions on the following

to begin the lesson: *A sin tax (also known as a sumptuary tax, or vice tax) is an excise tax specifically levied on certain goods deemed harmful to society and individuals, such as alcohol, tobacco, drugs, candy, soft drinks, fast foods, coffee, etc.*


Students then focused primarily on the impact to businesses as well as how much influence or intrusion the Government has in each of their lives. Students were then asked questions such as (e.g.) *"do you want the government telling you that you are sinful because you drink sodas and eat too much fast food, or that you smoke cigarettes, and you need to be punished for it by being charged an extra fee?" "Is there a logical reason and useful purpose that even though you might disagree with the extra tax/fees, you might agree that Sin Taxes could help society overall?"*

They had discussions on what citizens will allow their representatives to impose through the tax system, and what role each of them has to hold their representatives accountable to taxes they're okay with, and which taxes they find useful or wasteful. Students answered key questions about the purposes of Sin Taxes and where the money is used to benefit society. Through Research, students' final paragraphs and essays focused on the following: **How Alcohol, Marijuana, or Tobacco** can significantly impact businesses negatively. Students discovered data on the impact in the following areas: *decreased productivity due to employee absenteeism, poor concentration from hangovers, increased workplace accidents, higher healthcare costs related to alcohol and drug abuse, and potential damage to company reputation if employees are visibly intoxicated while working, ultimately leading to financial losses for the company.*

MATH

In **Middle School Online Math**, Teacher **Pauline Cagle**, used a **Jeopardy Review Game** with her 8th graders. She had them use their own personal buzzer using **Buzzonk** so they could buzz in when they had the answer. Ms. Cagle said her students were engaged and responded well. She then had another class do a color by number review activity where they have to solve review problems to figure out the colors for each problem number. And yet another class did a **murder mystery "Whodunnit"** clue style review game where they will have to solve problems to get a clue to solve the mystery and they have to solve all the problems correctly to discover "Whodunnit" at the end.

Credit Attainment and Dual Enrollment Math Teacher Brad Powers created his own digital tool to support Math 11 students with hypothesis testing to support a claim that there is a linear correlation between two variables. Here it is: <https://www.geogebra.org/m/qrexmw44>. Great job Mr. Powers. We love how you keep innovating in order to make the students more successful and have a better learning experience.



Search

Google Classroom

GeoGebra Classroom

Sign in

Author: soundmaniorad

Enter values for r (the linear correlation coefficient) and n to find a corresponding t-value and a corresponding p-value. There is an attached link for critical values for the critical value method.

$r = 0.553$ $= \frac{553}{1000}$	Linear Correlation Coefficient to P-value Calculator $t = \frac{r}{\sqrt{\frac{1-r^2}{n-2}}}$ <p>To test $H_0 : \rho = 0$ (No Correlation) against $H_1 : \rho \neq 0$ (Correlation), reject H_0 if p-value $< \alpha$</p> $t = 2.20131$ $\text{p-value} = 0.04997$
$n = 13$	

GeoGebra Calculator Suite

ELEMENTARY ONLINE

Online Elementary Teacher Sheila Kelly has been experimenting to see how I can get the kids to work collaboratively in a virtual space. Since she can't use the channels for small groups due to the district's restrictions, she uses breakout rooms that are dedicated to certain kids.

Now, to get the kids to work collaboratively, she assigns them to a breakout room and gives them a task to do together in the **Class Notebook Collaboration Space**. She assigns specific children to a specific section and she makes it so they are the only ones who can use that section.

The screenshots show the Class Notebook interface with the following content:

- Top Left Screenshot:** The "Collaboration Space" sidebar is open. The main area contains a text box with the message: "I am not expecting a masterpiece. I am trying to get you to work collaboratively." Below this, three names are listed: "Name: emily", "Name: RAKEL", and "Name: [unclear]". To the right, a drawing of a car is shown with labels: "A: Draw the body of the car.", "B: Draw the wheels on the car.", "C: Draw the windows of the car.", "A: Draw the bumpers on the car.", "B: Draw the headlights on the car.", "C: Draw the brake lights on the car. (Brake lights are the lights at the back of the car.)"
- Top Right Screenshot:** The "Collaboration Space" sidebar is open. The main area contains a text box with the message: "Do Not start until your group goes into a breakout room". Below this, a section titled "Collaboration" lists six rules: "1. You will choose A, B, or C. You cannot be the same letter as someone else.", "2. If there are only 2 people in your group, one of you pick A and the other pick B. then take turns doing the parts for C.", "3. If you are by yourself, do the whole thing by yourself.", "4. Everyone choose a different color to work with. No one should have the same color.", "5. Then write your name with that color.", "6. Use Does McDonald's Sell Cheese Burgers until you get a new dividend. This will be one round of division in the problem."
- Bottom Left Screenshot:** The "Collaboration Space" sidebar is open. The main area contains a text box with the message: "7. Each of you will do one round of division until the problem is done.", "8. You will go in the order of A, B, and C.", "9. You will talk to each other if you see a mistake or something else that needs to be done by your group." Below this, three names are listed: "Name A: Dylan", "Name B: sean", and "Name C: [unclear]". To the right, a drawing of a car is shown with labels: "A: Draw the body of the car.", "B: Draw the wheels on the car.", "C: Draw the windows of the car.", "A: Draw the bumpers on the car.", "B: Draw the headlights on the car.", "C: Draw the brake lights on the car. (Brake lights are the lights at the back of the car.)"
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Ms. Kelly said that she has only tried it four times, but the kids get miles better at it each time! **Great work Ms. Kelly!**

ELECTIVES

Parenting⁺

Students in **Esther Ortega's Parenting** class have been busy as usual. Recently, they have been working on their **Infant and Adult CPR Training**. They are going to be certified by the end of this week (end of the semester). The last couple of weeks. Mr. Mendoza has been volunteering to support them in the first period as they prepare to get certified.



In **Dual Enrollment - Courses Counseling 48 and Counseling 53** - all 18 students have successfully completed both courses. Great job **Jodie Garabedian** and **Gayle Neufeld**. Ms. Garabedian added that in all of her multiple semesters of teaching dual enrollment courses, this was the first time that all students completed all

of their work by the final deadline. Congrats to both teachers and these accomplished 18 students.



In the Credit Attainment Women's Alliance under the direction of Meliza Gonzalez, students have been working on a long-term project around Activism. Ms. Gonzalez has been working with one of our partners - the [Youth Leadership Institute](#) - as part of the The Fresno Youth Activism Program. This is funded by the City of Fresno and is part of the **Measure P Expanded Access to Arts and Culture Fund** administered by yet another of our partners in [Fresno Arts Council](#). The program runs for 8 months and focuses on six key justice platforms: **Education, Health, Economic, Environmental, Racial** and **Gender Justice**. Over the first six months, youth participants will explore each of these platforms in-depth, learning about their histories and connecting them to art and advocacy efforts. In the final two months, participants will create their own artwork and celebrate in community.

Shaun Brown's Men's Alliance students (Independent Studies) have been focusing on work and career. The following students have all been hired by FUSD to offer support to local businesses:

Joshua Ortega – Jimmy's Sports World - Cedar/Shields

Rick Camarena- Grocery Outlet - Belmont/Peach

James Rivas – Grocery outlet - Belmont/Peach

Dominick Navarro – Hungry Howies - Cedar/Shields

Walter Reyes – CVS Pharmacy - Herndon/Cedar

Tali Munoz – Let's Roll Fresno - Olive/Fruit

Fabian Rangel – CVS Pharmacy - Fresno/Herndon

Eduardo Hernandez – Let's Roll Fresno - Olive/Fruit

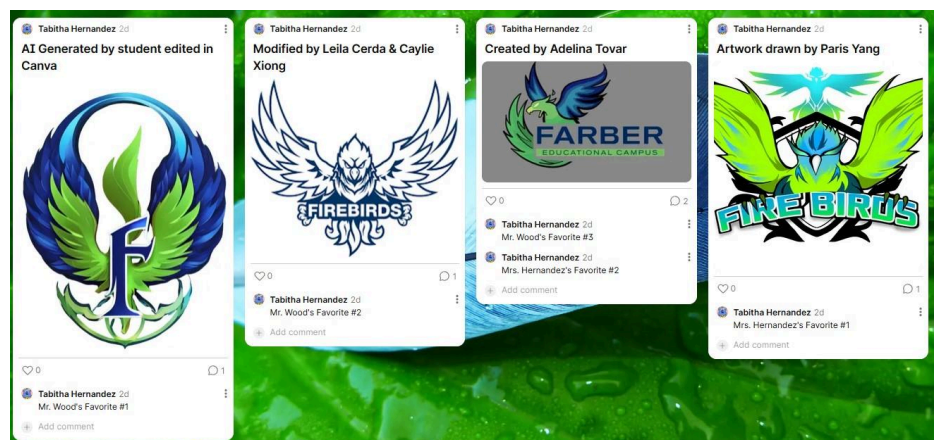
Adriana Alcocer's Independent Studies Women's Alliance class has two students that have successfully completed the process to **get hired** through Fresno Unified giving them an opportunity to get work experience and potentially permanent employment. Finally, the students experienced their first **Friendsgiving** with the class. Students shared being thankful for their families and friends. They were excited to participate in their families' gatherings and family traditions.

Big Shout Out to **Adriana Alcocer, Brittany Farrelly, Meliza Gonzalez and Robert Vega** for their support of the [San Joaquin River Parkway & Conservation Trust](#) and the [Youth Parkway Ambassadors Program](#). Three students successfully completed the 60-hour program. They are **Stephanie Munoz** (Credit Attainment), **Damian Martinez** (Credit Attainment) and **Ally Vang** (Independent Studies). The teachers supported the program with transportation, participation, communication and so much more.

ART

Online Art Teacher Tabitha Hernandez has focused this quarter on how images were the first version of writing. The students had been exploring how cultures from around the world used images to communicate with others. This led perfectly into the kids designing a logo to represent Farber. The students started off with coming up with an idea at a group before narrowing it down to the class favorite. The students were given free rein to use google search & AI if they did not want to draw it. Ms. Herndancez also gave students the option to come up with a name for the mascot, a school chant, or school slogan as an alternative to a mascot design. Overall, the kids loved getting a special challenge from **Principal Carson Wood** himself. The opportunity is helping the students to feel valued and have ownership in the school. We are planning to create a poll with the top images for the students to vote on at advisory in the spring. See student work on the next page.

See an example page [Here](#). Now you can see the ideas from the individual classes: [Period 1](#), [Period 3](#), [Period 4](#), [Period 5](#), [Period 6](#) and [The Final Selections Overall](#).



PERSONAL FINANCE



Kongmia Her's Personal Finance students have been busy this 2nd quarter. They participated in a national program called [How the Market Works](#) and Mr. Her created the **Farber Personal Finance Challenge**.

Students had an amazing experience learning about investing in the stock market. In this simulated challenge all students were given \$50,000 and had 5 weeks to research, observe and make trade transactions in the stock market. Along the way, students learned about a variety of investment opportunities and the many reasons for investing; from retirement - **401(k), 403(b), Traditional IRA, Roth IRA, and social security** - to long-term savings and investing in **individual stocks** and **ETFs** for wealth building.

The challenge just concluded and **88% of the students** ended up with positive portfolio results. The top performing student was **Emily Castillo-Cruz**. However, we also had 10 staff members participate in the challenge. 70% had positive results. Many of the staff members came to class to share their knowledge and experience with the students. There were great interactions where many strategies were shared, compared, and contrasted. The top staff winners were **Jessica Silva** and **Esther Ortega**. They were in the overall Top 5. The top student was **Emily Castillo-Cruz**.



On March 5, 2025 we are excited to be partnering with **EECU** to host a unique financial workshop for our seniors who are about to journey into the real world. The program is called **"Wise Up with EECU"** and will teach seniors about what to expect, financially, after high school is over, from jobs and budgeting to life events and unexpected expenditures. We are excited to give our students this great experience in reality.

STUDENT LEADERSHIP



In November, both online and in-person leadership classes worked on incorporating simultaneous lunchtime activities. Leadership students researched many **Win It to Win It** games and determined which games both online and in-person students can participate in. We did three simultaneous lunchtime games: **Face the Cookie**, **Defying Gravity** and a **Thanksgiving Scavenger Hunt**. All three games were successful. The activities had students and staff participating as well for students watching the games.

Also, leadership was working on the **Farber Clothing Closet** for two weeks. The Closet is for all Farber students. We finally received the clothing racks and shelves at the beginning of November. The students in Mr. Hinojosa's Logistics classes assembled the racks and shelves. Leadership took out all of the clothes that were in storage. The students separated the clothes, hung, folded and organized the closet. Leadership also planned and organized a **Clothing Drive** for the first week of December. We were accepting clothing for all ages, even infant clothing. All the clothing will go towards our **Farber Closet**. The student request form has been given to the **Wellness Center** and will be given to all staff members next semester.



Farber's Winter Wonderland Online Family Social



Farber Student Leadership and **Campus Culture Director Jackie De La Cruz** hosted the first **Winter Social for our Online students** on Thursday, December 12th with about 160 families in attendance. All Kindergarten through twelfth grade teachers planned and prepared fun and engaging activities for their students and families to enjoy. Students were able to make holiday themed ornaments, take Polaroid pictures and decorate a photo frame to go with it, play fun games like the Saran Wrap Ball Game and Loteria. We had various community partners come out and offer information and resources. DOPE Barbershop brought two barbers and offered free haircuts while recruiters from the Marines ran challenges on their

pull up bar. We had bundles of scholastic books for all students along with cookies and hot cocoa. Families were also invited to Santa's Workshop to take photos with Santa. Thanks to the donations from Farber teachers and staff, we were able to raffle off **25 prizes** throughout our event. **A special thank you to trustee Valarie Davis for donating two bikes for our Grand Prize drawings.**

"I appreciate our family events because we get to socialize with our classmates. This is something that a lot of online students don't have the opportunity to do," said **Leadership Student, Ceselia Diaz**. "I also like that we get to hang out with our teachers off-screen."

Our family social was a huge success because of the dedication and support from our teachers, staff and administrators. Planning is already in the works for our next Family event in the Spring.

Leadership Students recently participated in the Silent Sleigh Parade .

Leadership students from **Ms. De La Cruz** and **Mrs. Carlos'** classes took part in the **33rd Silent Sleigh Parade** hosted by the **144th Fighter Wing at the Air National Guard** for children from the deaf and hard of hearing community. Students walked through signing "Merry Christmas" and handed out candy to the children watching.



CAREER TECHNICAL EDUCATION



Jeff Cook's Multimedia & Video Production

students have been working hard and creating some great content. You can see this and more work from the Multimedia & Video Productions classes at the [Farber YouTube Channel](#).

The multimedia media students visited **CMAC** for the first time and by doing so, it helped the students link their studies to the real world. Our hope is to send the completed video projects to CMAC to air it on cable television. Lastly, many of our Farber Famous students' videos have been sent off to air on **CMAC**.

In November, students interviewed the **Farber Kitchen Staff** about **Food Services** at the Farber Educational Campus. Check out that story [Here](#).

Also in November, Mr. Cook and some students attended the **Downtown Veterans Parade** as part of the Veterans Day festivities. They shot video of the event.



Check out the [Final Video Here](#).

Recently, Mr. Cook asked his students "What Farber Means To Me?" Check this video out: [What Farber Means To Me](#).



Logistics Instructor Jonathan Hinojosa has been busy this 2nd quarter on a variety of projects. In addition to the support of the monthly **Farbers Market** with the **Central California Food Bank**, the students are also now supporting the **Elementary Backpack Program with the Food Bank** where they fulfill orders for food packages for elementary students at three of our neighboring elementary schools. The classes receive the food, do inventory, fulfill orders and support delivery back to the schools.

Here is a summary of some other key learning activities from the second quarter:

- Lyons Magnus is a new partner and advisory board member- they are a local employer. Discussions include field trips, classroom visits, potential scholarship and internship programs, mock interviews and more.
- 98% completion for OSHA 10
- Students who are returning to their home school semester have an opportunity to get forklift certified over winter break

SPECIAL BONUS ITEM:

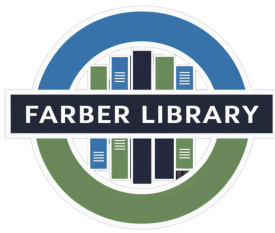
- There will be many more details later, but our partnership with Amazon continues to expand. Amazon is in the process of designing a pre-employment program and employment program. This is being called the **Amazon Future Leaders Program**. Once finalized, this will be the only like this in the country and will serve as a model for all. Students who complete our Logistics Program would be eligible and would start at Amazon on a two-year employment plan. They would also be eligible for Amazon's college program that pays for college after 90 days.



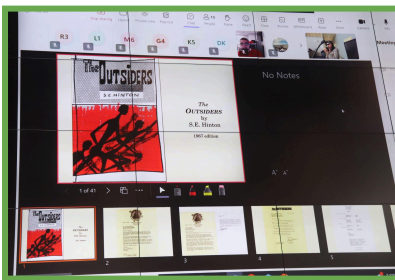
The Seniors Helping Seniors project - students supporting residents at the Vineyards California Armenian Home with technology and avoiding online fraud/theft - continues this year with one of the Cyber Security Classes. They have visited the Vineyards Multiple times. In addition to tech support, there has been great interaction between the residents and students for some outstanding intergenerational learning. On the most recent visit, students surveyed the residents about their smartphone needs, while also sharing some holiday cheer. **Tony Fiori** shared some recent highlights:

- Mr. Fortuna and student Roxanne B. supported a resident with an email issue on their cell phone. The support included calling AT&T customer service to provide next steps for how to support the resident.
- Mr. Fiori and student Ruben I. visited a resident in their room to provide tech support on a smart TV that wouldn't connect to the wifi. The TV was able to get connected to allow the resident's husband to log into Netflix! 😊
- Student Mya L. helped a resident with app support by explaining (in detail) how each app on the resident's main screen of the iPhone works. Mya also supported the resident by explaining the purpose of each app.
- Students also used a questionnaire to collect data for future tech needs when the group visits again in 2025.
- CTE Cybersecurity class received 5 iPhones and 5 Android phones from Fresno Unified to use during the tech support visits to the Vineyards.





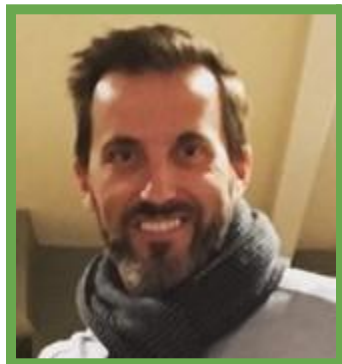
The first Farber Epic Book Showdown took place Monday the 9th of December. Jo Misakian - the librarian from Lone Star Elementary School and who had a direct impact on The Outsiders movie being made - joined Farber students and staff for a Q&A session before a Kahoot session. A big shout out is deserved for Gina Vertson who connected our school with her old librarian to make this event more impactful for all.



Mr. Graveline recently learned about the program [Everfi](#) and made a quick video to show what it entails and who it serves. This is in response to students' needs and resources they have been asking for directly. For example, students have asked in the Library for books on finances and this application has lessons on how to do taxes, invest, use cryptocurrency and much more. This is all paid for, and it is connected to Clever, so our teachers' classes should be automatically added. If there is an issue, we can let IT know and fix that. [Here is the Link to the Video.](#)

Also, the Farber Library continues to advance the implementation of the Farber Maker Space. Farber has accessed special arts funding to add special furniture, equipment and technology to make this a reality. More details to come as the Farber Maker Space comes online.

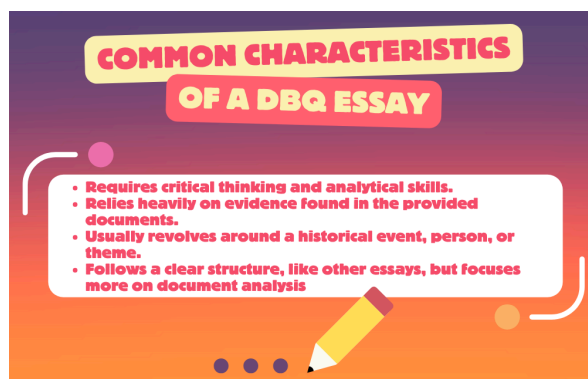
INSTRUCTIONAL COACH



When we talk about teaching and learning, let's not forget that we have a very qualified, professional and adaptive instructional coach on campus in Mr. Tony Fiori. Tony's primary role involves observing classes to offer constructive feedback and suggestions for teachers to improve literacy instruction, student engagement and classroom management.

Currently, he has been working with some of our **Farber teachers (like Mr. Trevino) on strategies to support more student voice in the classroom.** They are working on structures that help improve academic conversations on a regular basis.

Tony has also been working with teachers and teams on lesson design and unit development....specifically focused on ways to integrate reading and writing into the curriculum. **Most notably, Tony has supported the social science teachers in our Credit Attainment school (Gonzalez, Humphrey, Vega) with the implementation of the "DBQ Online" program.**



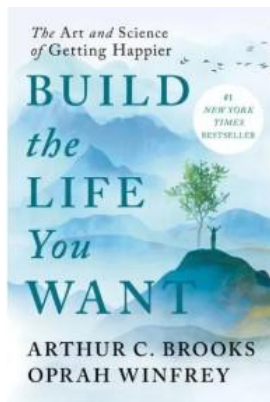
He is also currently working with some teachers to provide strategies that support relationship building and improve classroom culture by partnering with various stakeholders (Department of Prevention & Intervention) in the district.

As a former AVID teacher and AVID Coordinator at Sunnyside High School (National Demo School for AVID), Mr. Fiori can support teachers with a variety of AVID strategies for any classroom (Collaborative Study Groups, Philosophical Chairs, Socratic Seminar, Focused Note-Taking, etc.). If you have not yet worked with Tony, you should. He is really a wealth of ideas, resources and strategies for all instructional situations and challenges.

OPPORTUNITIES

Farber International Travel Club held its first meeting of the year. We overviewed the trip itinerary to Italy which includes places like Venice, Florence, Sorrento and Rome. The planned trip to Italy will happen in June 2026. There is still plenty of time for students and staff to join!

BOOK CLUB



The Farber Book Club, organized by **Lily Mukai**, is currently finishing up **Build the Life You Want: The Art and Science of Getting Happier**. and they are deciding on their next book shortly. Participating staff have been enjoying the experience.

“I am so thankful for the Farber Book Club. I have met WONDERFUL people in an informal setting,” said **Robert Vega**. “It's one of the many things that makes me proud and happy to be a part of Farber.

“Our Farber Book club has helped me make new friends that otherwise I would have only passed in the hallways and simply exchanged a friendly ‘Good Morning Or ‘Hello’, said **Esther Ortega**. “We have helped each other become better people and kinder to ourselves. I have opened my heart by sharing not only reflective perspectives about the book we are reading, but also felt safe enough to share my thoughts, emotions, and feelings about life in general.”

They have yet to formally choose the next book. However, several club members are recommending Whoopi Goldberg’s new memoir **Bits and Pieces: My Mother, My Brother, and Me**. If you are interested in being part of the book club and/or their next book, please contact Lily at lily.mukai@fresnounified.org with your interest.

FARBER FAMOUS

Remember teachers, students can be nominated by you to be part of Farber Famous. See <https://bit.ly/FarberFamousNominations> for the nomination form.

Here are some recent Farber Famous winners:

